Washington Office of Superintendent of
PUBLIC INSTRUCTION

Washington Comprehensive Assessment of Science (WCAS) Online Training Test Lesson Plan: Grade 5

2024

WASHINGTON COMPREHENSIVE ASSESSMENT OF SCIENCE (WCAS)

Online Training Test Lesson Plan: Grade 5

2024

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INTRODUCTION

Students who take online assessments need opportunities to explore the features of the online assessment and to practice using the tools available to them. This document contains activities to help students practice with the online tools, navigation, and item types on the Grade 5 Washington Comprehensive Assessment of Science (WCAS) Training Test available on the Washington Comprehensive Assessment Program (WCAP) Portal.

Classroom time spent on this exploration and practice should be carefully limited so that the focus remains on instruction aligned to the concepts and skills in the *Washington State 2013 K–12 Science Learning Standards* (hereafter referred to as "the standards"). Students should use the Training Tests just enough to be able to demonstrate their understanding of science concepts and skills on the WCAS without being hindered by lack of familiarity with the online system.

Considerations:
- All students should have the opportunity to access the WCAS Training Tests before taking the WCAS itself at the end of the school year (hereafter referred to as "the summative assessment").

- We recommend first presenting the Training Test to an entire class using a computer and projector, then following up with opportunities for students to walk through the Training Test on individual computers with varying levels of teacher guidance.

- All item types EXCEPT simulation and table input items are available on the Grade 5 Training Test. Students can practice with a table input item by interacting with Question 1 on the Grade 11 Training Test. Simulation items are not currently available on any Training Test.

- Teachers are encouraged to answer students' inquiries and give support while students are working in the Training Test.

    - NOTE: During the summative assessment, test administrators (TA) **must** follow the *TA Script of Student Test Directions* verbatim.

- Emphasize that students should not be concerned with the science content or correct answers on the Training Test, but should concentrate on exploring the features, navigation, and tools.

- The suggestions included in this document assume students are using a computer with a mouse and keyboard for the Training Test. When using tablets or touchscreen enabled devices, the activities may need to be modified. Ideally, students should use the size of screen and type of interaction (mouse or touchscreen) that they will use during the summative assessment.

- The activities are not a checklist. There is no expectation that students complete all suggested activities. The activities do not describe all possible ways students could engage with the questions or tools.

- The activities may be modified and/or shared with any interested teacher, parent, or student.

- The Training Tests are set up for practice only; students' answers are not scored or saved.

- The *WCAS Tool Button Sheet* (page 4 of this document) can be printed and used with students during the Training Test to help them understand the tool buttons but **cannot** be used during the summative assessment.

Questions or comments? Email us at science@k12.wa.us

Features Specific to the WCAS

Collapsible Information Sections
The WCAS includes standalone items and item clusters (information sections and related questions). Some clusters include more than one information section. Each information section is delivered along with the questions most closely associated with that information. To minimize vertical scrolling and the need to move back to previous screens within a cluster, an information section is collapsed once the next information section is provided. However, the information sections that have been presented are available throughout the assessment. A plus or minus icon in the heading of an information section allows that section to be expanded or hidden from view (collapsed) to suit a student's need.

Locking Questions
Some item clusters include locking questions. The locking of questions allows subsequent items or information sections to update the student with correct information and limits clueing among questions in a cluster. Students cannot change their answer to these questions once they have moved on to the next question. A green padlock icon next to the question number alerts students that they are answering a locking question. When a student starts to move to a different question, an "attention" box warns that they will not be able to change their answer once they move on. The student can either return to the question or move on and lock in their answer. After moving on, the student can return to a locked question and see their answer, but they cannot change their answer. A red padlock icon next to the question number indicates that the question is now locked.

Multipart Questions
Some questions can have multiple parts. Typically, this includes two parts (Part A and Part B). Multipart questions can include different item types (e.g., multiple choice followed by an edit task inline choice). Question parts work together to strengthen alignment to a standard. For example, a question could ask a student to evaluate a claim in Part A, and then in Part B, ask the student to identify how a particular trend in data or piece of evidence supports their evaluation of that claim.

Getting Started

You may choose to have students log in to the Training Test as Guest Users or you may want students to log in using the secure browser. See the Quick Start document for step-by-step instructions to log in to the Training Test.

Help Guide

The **Help Guide** gives an overview of the test rules and tools. The Help Guide is the same for the WCAS online training tests and summative tests.

Once students have logged in and verified their test settings, they will see the **You Are Almost Ready to Begin Your Test** page. This page provides an opportunity for students to review the Help Guide and/or their Test Settings. We suggest using the Training Test as an opportunity to walk through the entire Help Guide with students to ensure that all students fully understand the test rules and tools before they take the summative test.

Walking Through the Help Guide

The first section of the Help Guide describes how students move through a test and pause a test.

Suggestions for working with students on the Help Guide:

Have students:	Teacher Notes:
Read through the "How to Move Through the Test" section.	If there is a question or question-part that is not answered when the student clicks the Next button, a warning box will pop up and list the questions that still need to be answered. The "Questions" drop-down list only has the questions that the student has already seen. Please emphasize to students that a locked question cannot be changed even if it is marked for review.
Read through the "Pause Rules" section.	After pausing a Training Test, students cannot go back to any questions, even if they log back in within 20 minutes. This is because student responses are not saved for Training Tests. Students will need to restart the Training Test from the beginning after pausing. During the summative assessment, students who log out using the "Pause" button will be able to continue testing from the last question not answered. If a student entered random text into a short-answer response box, the Test Delivery System will consider the question answered and will restart the student at the next question.

The next section in the Help Guide is "Overview of Test Screen" with an image of the tool bars at the top of the Test Delivery System screen, followed by three tables describing the universal tools available during testing.

Have students:	Teacher Notes:
Find the tool buttons on the *WCAS Tool Button Sheet* and identify their uses.	The *WCAS Tool Button Sheet* on the following page details the tools available to all students. This page can be printed and used with students during the Training Test to help them understand the tool buttons but cannot be used during the summative assessment.
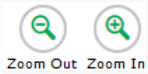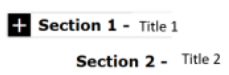
After walking students through the Help Guide, including the **Tools** and **Menu** tables, have students select the Back button at the bottom of their screen to return to the **You Are Almost Ready to Begin Your Test** page. Have students select **Begin Test Now** at the bottom of their screen to begin viewing questions.

WCAS Tool Button Sheet

This sheet may only be used during test preparation activities and the Training Test. It may **not** be used during the summative assessment.

Row	Tool Image	Tool Name	Tool Description
1	Questions ⌄	Questions Drop-Down List	Opens a menu to use to move to a different question. If you mark a question for review, it will be flagged.
2	67%	Progress Bar	Shows how much of the test you have finished.
3	← Back → Next	Back and Next	Moves you between screens. The Back button moves you to the previous screen. The Next button moves you to the next screen.
4	Save	Save	Saves your response to a question. Answers on the training test are not saved even if you do click this button.
5	?	Help	Shows the Help Guide page at any time during the test.
6	⚙	System Settings	Used for changing the volume of Text-to-Speech.
7	⏸	Pause	Exits the test before finishing. (Raise your hand for help before choosing this button on your own).
8	Calculator	Calculator	Opens the calculator.
9	Line Reader	Line Reader	Highlights one line of text at a time.
10	Zoom Out Zoom In	Zoom	Makes the words and pictures on the screen bigger (Zoom In) or smaller (Zoom Out).
11	Periodic Table	Periodic Table	Opens a Periodic Table for use during the Grade 8 and Grade 11 tests.
12	≡⌄	Context Menu	Opens a list of tools to use with the information section or question. The list varies by item type.
13	❶ Tutorial	Tutorial	Plays a video example of how to answer that type of question.
14	⚑ Mark for Review	Mark for Review	Marks a question for you to look at again later.
15	✎ Notepad	Notepad	Saves notes you type to yourself about an information section or question to read later.
16	✎ Highlight Selection	Highlighter	Highlight words you select.
17	a̶b̶c̶ Strikethrough	Strikethrough	Crosses out answer choices.
18	⇤ →	Expand	Makes the stimulus cover the whole screen, or the questions cover the whole screen.
19	grasping	Glossary/ Translation	Click words with gray lines to see a definition (or translation) of the word.
20	➕ Section 1 - Title 1 Section 2 - Title 2	Collapsing Information Section	Click the plus symbol to expand a section. Click the minus symbol to close it again.

GRADE 5 TRAINING TEST OVERVIEW

Table 1 (see following page) provides the metadata for each of the questions on the Grade 5 Training Test including item type, locking information, answer key, score point, and standards alignment information.

Details about each item type and a full set of item specifications are available in the Grade 5 Test Design and Item Specifications document on the Science Assessment webpage. Please refer to those documents for more information about the design of the summative assessment.

If the Key column states "Rubric", then more details about the correct answer will be provided on the following pages.

Table 1: Grade 5 WCAS Training Test Metadata

#	Title	Item Type	Lock	Key	Score Point	Performance Expectation	Item Specification	Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
1	Energy Sources standalone	Multiple Choice	No	D	1	4-ESS3-1	4-ESS3-1.4	Obtaining, Evaluating, and Communicating Information	~	Cause and Effect
2 A/B	Cat in Mirror standalone	Grid/ Multiple Select	No	Rubric/ B, E	2	4-PS4-2	4-PS4-2.1	Developing and Using Models	PS4.B	Cause and Effect
3	Rabbit Response standalone	Hot Text	No	Rubric	1	4-LS1-2	4-LS1-2.1	Developing and Using Models	LS1.D	Systems and System Models
4 A/B	Goldfinch Energy Transfer standalone	Grid/ Multiple Select	No	Rubric/ B, C	1	5-PS3-1	5-PS3-1.1	Developing and Using Models	PS3.D, LS1.C	Energy and Matter
5	Soggy Solutions cluster	Multiple Choice	No	C	1	4-ESS3-2	4-ESS3-2.3	~	ESS3.B	Cause and Effect
6	Soggy Solutions cluster	Matching	No	Rubric	1	4-ESS3-2 3-5 ETS1-2	4-ESS3-2.1 3-5 ETS1-2.SEP	Constructing Explanations and Designing Solutions	ESS3.B	Cause and Effect
7	Soggy Solutions cluster	Multiple Select	No	C, D, E	1	4-ESS3-2 3-5 ETS1-2	4-ESS3-2.SEP 3-5 ETS1-2.2	Constructing Explanations and Designing Solutions	ETS1.B	~
8	Soggy Solutions cluster	Short Answer	No	Rubric	1	4-ESS3-2 3-5 ETS1-2	4-ESS3-2.SEP 3-5 ETS1-2.2	Constructing Explanations and Designing Solutions	ETS1.B	~
9	Rock Pocket Mice cluster	Short Answer	Yes	Rubric	1	3-LS4-2	3-LS4-2.1	Constructing Explanations and Designing Solutions	LS4.B	Cause and Effect
10 A/B	Rock Pocket Mice cluster	Multiple Choice/ Multiple Choice	Yes	C/A	1	3-LS4-2	3-LS4-2.1	Constructing Explanations and Designing Solutions	LS4.B	Cause and Effect
11 A/B	Rock Pocket Mice cluster	Edit Task Inline Choice/ Multiple Choice	No	Rubric/ D	1	3-LS4-2	3-LS4-2.1	Constructing Explanations and Designing Solutions	LS4.B	Cause and Effect

Question 1: Multiple Choice Standalone

Standalone items display on the entire width of the screen. Depending on the height of the screen, students may need to scroll down on the screen to see all of the answer options. **Multiple choice** items typically provide four options. The student selects one option by clicking the circle in front of the option.

Suggestions for working with students on multiple choice items:

Have students:	Teacher Notes:
Notice the circles have letters inside them.	The letters inside the circles are a clue that only one answer option will be selected.
Observe the circles turn gray when clicked.	The circle returns to white if the circle is clicked a second time.
Click the circle in front of one option then click the circle in front of another option.	The gray circle moves from the first option selected to the second option selected, showing students that they can only select one option at a time. Help students understand this is one way they can change their answer
Strikethrough an option by: Clicking the Context Menu button and selecting the Strikethrough tool to turn strikethrough mode on, then clicking on an option or multiple options to strikethrough. **OR** Right-clicking on an option and selecting Strikethrough from the menu that appears.	Remind students that they can refer to the Help Guide if they need assistance during the summative test. To turn off "strikethrough mode," students need to click outside the box that appears around all options. When using "right-click" students must right-click on each option individually to strikethrough multiple options.
Select an option as the correct answer and place a strikethrough on the same option.	An option can have both a strikethrough and the bubble filled. When this happens, the system will ignore the strikethrough and count the filled bubble as the answer the student has selected.

Question 1 contains the glossed word "shows". The Glossary words are available to all students. Translated glossary words are a Designated Support that is not available on the Training Test. For the summative test, Translations Glossaries can be set for students in the Test Information Distribution Engine (TIDE); see the Guidelines on Tools, Supports, and Accommodations (GTSA) document for more details.

Suggestions for working with students on glossed words:

Have students:	Teacher Notes:
Move their cursor over the glossed word.	The word becomes highlighted in blue.
Click on the word.	A window pops up with the glossed word at the top, the word "Glossary" in blue, and a definition for the glossed word.
Resize the glossary window by clicking and dragging the blue resize icon () in the bottom right corner of the glossary window.	
Use their cursor to move the glossary window around on the screen so they can see the entire question.	The glossary window can be closed by selecting the X in the top right corner of the window.

Correct Answer – 1 Point

Option D

Question 2: Grid/Multiple Select Standalone

This question is a multipart question. Multipart questions can include different item types for each part (e.g., multiple choice followed by an edit task inline choice) and students will have to scroll down to see all the parts.

Suggestions for working with students on multipart items:

Have students:	Teacher Notes:
Scroll down to see the entire question.	Students should always scroll to be sure they are aware of all parts of a question.
Read the first line of the question: "The following question has two parts. First, answer part A. Then, answer part B."	This line of text is important to notice, since it tells students how many parts are related to each other. Some questions will also have a part C.
Read the entire question carefully to determine where each part of the question begins and ends.	Bold text stating "Part A" and "Part B" is there to guide them. A complete response must provide answers to all parts.
Answer only one part of the question and select the Next button.	An Attention box will appear, telling the student that they still need to answer the question.

Part A of Question 2 is a **grid** item. Grid items ask students to interact with the screen by clicking, drawing arrows, and/or moving symbols, labels, or other graphical objects on the screen. In this grid item, students are asked to draw arrows to show the path of light.

Suggestions for working with students on this grid item:

Have students:	**Teacher Notes:**
Examine the question and answer space carefully to determine where they should draw arrows to answer the question.	Encourage students to read directions very carefully so that they know exactly how to answer a question.
Use the Add Arrow button to draw one arrow in the answer space.	Students can place arrows by: Click Add Arrow and then click once and release to place the "tail" of the arrow, move the mouse to modify the length and direction of the arrow, and then click and release again to complete the arrow. **OR** Click Add Arrow and then click and drag to place the "tail" of the arrow, modify the length and direction of the arrow, and then release the mouse button to complete the arrow.
Draw two to three more arrows in the answer space in different locations and directions.	The "Add Arrow" function remains on once the students have clicked it. Students can turn off the "Add Arrow" function by clicking the button again.
Use the Mouse Pointer button to the left of the Delete button to move an arrow in the answer space.	Students can move the head or tail of an arrow by clicking and dragging the mouse pointer.
Delete an arrow by clicking on the Delete button then clicking on the arrow.	Encourage students to use the Delete button to remove any arrows and dots in the answer space that they do not want as part of their answer. Students should not leave extra arrows or dots in the answer space.
Locate the glossed words in this question.	Shows" and "show" are glossed.

Part B of Question 2 is a **multiple select** item. Multiple select items provide five or more options. The student selects options by clicking the box in front of each option. The directions will indicate how many options a student should select to complete the question.

Suggestions for working with students on multiple select items:

Have students:	Teacher Notes:
Note the boxes do not have letters inside them.	This is a clue that more than one answer option will be selected. Remind students that the question will tell them in a bold font how many options to choose.
Select only one box, and then select the Next button.	An Attention box appears, telling the students that they still need to answer a question before moving to the next page. The test will only allow the students to move on from a multiple select item after selecting the correct number of boxes.
Click the given number boxes and observe that they are unable to check any more boxes; then have them uncheck one box and check a different box.	Students can check more than one box, but only as many boxes as indicated in the directions. To change their answer, a student must unselect one option (deleting the checkmark) to select another option (adding a checkmark).
Practice the Strikethrough tool like they did with the multiple-choice item (Question 1).	Inform students that if a checked box has strikethrough, the system will ignore the strikethrough and accept the checked box as an answer.

Correct Answer – 1 point for Part A, 1 point for Part B

Part A: Arrows are placed in the model: Lamp → Cat → Mirror → Student

Part B: Option 2 and Option 5

Question 3: Hot Text Standalone

Question 3 is a **hot text** item. Hot text items provide students with a list of statements and ask students to move the statements into boxes to form an ordered sequence. Sometimes statements can be used only once, sometimes they can be used more than once. Sometimes there are more statements than boxes, and not all statements are used.

Suggestions for working with students on hot text items:

Have students:	**Teacher Notes:**

View the tutorial by:
 	
  Clicking the Context Menu button and selecting the Tutorial tool.
  OR
  Right-clicking on the screen and selecting Tutorial from the menu that appears.
	Most of the tutorial videos do not use science content as example items. The tutorials should be used to remind students about how the item type functions, not what the correct answer is for that particular question.

Click on a statement and move it up to an answer box. Move the statements into boxes until all the boxes are full.	Notice that the empty boxes turn a light shade of blue, then a darker shade of blue when a student hovers over the answer box.
Click the Line Reader tool at the top right of the screen; use the up and down arrows to move the Line Reader box. The Line Reader tool image turns orange. Click the Line Reader tool again to turn off the tool.	The Line Reader tool helps students focus on one line of text at a time.

Correct Answer – 1 point

Statements are placed in the following order:

1. The rabbit hears a twig break.

2. The rabbit's brain processes information.

3. The rabbit's brain sends a message to act.

4. The rabbit acts.

Question 4: Grid/Multiple Select Standalone

Part A of this question is a drag-and-drop **grid** item. In this grid item, students are asked to drag objects into boxes to show one way energy transfers.

Suggestions for working with students on this drag-and drop grid item:

Have students:	Teacher Notes:
View the tutorial like they did with the hot text item (Question 3).	Notice there are tabs available for the tutorials of both grid and multiple select items. Remind students that they can view a tutorial for any item as they move through the test.
Drag an object into one of the boxes.	The objects may be dragged and dropped in any order. Note that each object in this question may only be used once. Some questions allow students to use the same label more than once.
Drag one object on top of another object in the same box.	This item allows students to move multiple objects into the same box. When students stack objects on top of each other only the top object is recognized by the computer.
Move an object back to the palette and replace it with a different object.	Students can re-order the objects as many times as they want to before moving on.

Part B of this question is a **multiple select** item.

Suggestions for working with students on this multiple select item:

Have students:
Highlight parts of the question by:

Using the mouse to select a few words or a few sentences, clicking the Context Menu button, and selecting a color.
OR
Using the mouse to select a few words or a few sentences, right-clicking on the words, and selecting a color.

Remove highlighting by:

Using the mouse to select highlighted text, clicking the Context Menu button and selecting Remove Highlight.
OR
Clicking the Context Menu button and selecting Reset Highlight.

Teacher Notes:
The Highlight tool cannot be used on all parts of a question, for example the answer options cannot be highlighted.

Students can use different colored highlighters on different parts of the question.

Students may also use the right-click drop down menu to remove or reset highlighting.

Correct Answer – 1 point

Part A: Sun → Sunflower → Sunflower seed → Goldfinch

Part B: Option 2 and Option 3

Questions 5–8: Soggy Solutions Cluster

Question 5 starts a cluster. Note that clusters are displayed with an information section pane and question pane on the same screen. The information section takes up the left 40% of the screen, while the question pane takes up the right 60% of the screen. The Expand buttons are at the top of the screen on the border of these two panes, which allows the student to expand either pane to a width of 90% of the screen.

Suggestions for working with students on an item cluster:

Have students:	Teacher Notes:
Use the gray scroll bar in the border between the information section and questions to read all the information.	Depending on type of device and/or zoom level students may also need to scroll horizontally to be sure they see all of the text in the Student Solutions diagram.
Click the right Expand arrow to expand the information section. Click the left Expand arrow to return to the default setup.	The Expand tool can help students focus on one part of the screen (information section or question) at a time.
Click the left Expand arrow to expand the question pane. Click the right Expand arrow to return to the default setup.	Expanding the information section or question pane may also reduce the amount of scrolling required.
Have the students practice accessing the definitions of glossed words as they did in the multiple-choice item (Question 1).	Section 1 of the Soggy Solutions cluster contains the glossed word "ditch". Note that when the cursor is moved over the label "Adult digging in dry ditch" in the diagram for Solution 1, the word "ditch" does not change color, and cannot be selected. This is because words cannot be glossed in diagrams.
Use the Highlight tool to highlight parts of the information section.	Pictures cannot be highlighted.
Practice using the line reader tool on the information section as they did with the hot text item (Question 3).	

Question 5: Multiple Choice

Suggestions for working with students on this multiple-choice item:

Have students:	Teacher Notes:
Notice that Questions 5 and 6 appear in the question pane.	Two or more questions may appear it the same question pane if they are associated with the same information section AND neither question is a locking question. Students may need to scroll to see both questions.
Select the first option and observe that a box appears around the option; then press the "Tab" key on the keyboard and observe that the box around the option moves to the next option (the spacebar on the keyboard can be used to select that option).	Work with students to understand how to use the "Tab" key (to move down the list) and "Shift+Tab" keys (to move up the list) to move between options and how to use the spacebar to select or un-select options.

Correct Answer – 1 point

Option C

Question 6: Matching Item

Matching items provide students with a table and ask the students to check boxes within the cells of the table to make identifications, classifications, or predictions. Students are informed when the boxes in a row or column may be checked once, more than once, or not at all. The test delivery system may or may not limit the number of boxes that can be checked in a row or column.

Suggestions for working with students on this matching item:

Have students:	Teacher Notes:
Before answering Question 6, select the Next button.	An Attention box should pop up, telling the student that they still need to answer Question 6 before moving to the next page.
Click on a box, observe the checkmark in the box, then click on the same box again.	This is how to select a choice (checkmark in the box) and unselect a choice (a blank box).
Click on a box, observe the checkmark in the box, then click on a different box in the same row.	This is how to change from selecting one choice (checkmark in one box) to selecting another choice (checkmark in another box).
Click on the Context Menu button and select the Notepad tool. **OR** Right click on the screen and select the Notepad tool.	The notepad can be resized by clicking and dragging the blue resize feature () in the bottom right corner of the notepad window.
Click "Save and Close".	A pencil picture () will show up next to the question number. The note will remain with the question throughout the test. Notes saved on the notepad of one item are not available in the notepad of a different item.

Correct Answer – 1 point

Row 1 (Provides more space...) select Solution 1 (Dig the ditch deeper)

Row 2 (Prevents water...) select Solution 3 (Add a gate)

Row 3 (Blocks water...) select Solution 2 (Place sandbags)

Question 7: Multiple Select

Note that there is a new information section associated with Question 7, labeled "Section 2." Some clusters include more than one information section. Each information section is delivered along with the questions most closely associated to that information. Students should read the new section before working with the new page of questions.

Suggestions for working with students on collapsing information sections:

Have students:	**Teacher Notes:**
Click the plus icon () in the heading of Section 1.	The information section that was used for the previous questions will expand.
Scroll down to see the new information section at the bottom of the first section. Then, scroll back up and click the minus icon () in the heading of Section 1.	The first information section collapses and is hidden from view.
Click the right Expand arrow to expand the information section. Click the left Expand arrow to return to the default setup.	Expanding the information section may reduce the amount of scrolling required.

Suggestions for working with students on this item:

Have students:	**Teacher Notes:**
Select the first option and observe that a box appears around the option; then press the "Tab" key on the keyboard and observe that the box around the option moves to the next option (the spacebar on the keyboard can be used to select that option).	Work with students to understand how to use the "Tab" key (to move down the list) and "Shift+Tab" keys (to move up the list) to move between options and how to use the spacebar to select or un-select options.
Select the Questions drop-down list, which is located just above the Save and Pause buttons and select Question 5.	The student is returned to Questions 5 and 6. The only information section that appears is "Section 1—Soggy Solutions". Notice that the Note remains on Question 5.
Use the drop-down list again to move to the last number on the list.	The last question on the drop-down list will have an orange triangle next to it, indicating the student has not interacted with the question.

Correct Answer – 1 point

Option 3, Option 4, and Option 5

Question 8: Short Answer

Short answer items provide a response box into which students type their answer. Some short answer items first ask students to choose from a list of options before typing in the response box.

Suggestions for working with students on short answer items:

Have students:	Teacher Notes:
Click in one of the choice boxes and then select the Next button.	A warning appears, telling the student that they still need to answer Question 8. A strong word of caution: Any mark, including a space, will be accepted by the test delivery system as a response. Some students may choose to enter random or incomplete text into the box so the test delivery system will allow them to move on to the next page of questions. They might intend to return to this question later, but this can become a problem if the student's test becomes paused for any reason, or if the question is a locking question, even if the student has marked the question for review.
Type a short sentence, then edit that sentence by changing, adding and/or removing words, adding punctuation, or other changes.	Any interaction with the question, even typing and then deleting characters will be accepted by test delivery system as a response.
Type a long enough paragraph to see the gray scroll bar appear.	The response box does not change size, but students can fill the box and then type more if needed.
Click the Context Menu button and select the Notepad tool. **OR** Right click on the screen and select the Notepad tool.	The notepad can be resized by clicking and dragging the blue resize icon in the bottom right corner of the notepad window.
Click "Save and Close".	A pencil picture () will show up next to the question number. The note will remain with the question throughout the test.

Correct Answer – 1 point

If the student selected, "Dig a ditch deeper" then they should type something like, "Although the ditch takes the most time to install, the ditch lasts longer than the sandbags but not as long as a gate. The ditch costs more than the sandbags but less than the gate."

OR

If the student selected, "Place sandbags" then they should type something like, "The sandbags are faster and cheaper to install than the other two solutions but don't last as long."

OR

If the student selected, "Add a gate" then they should type something like, "The gate had the highest cost and the middle amount of time to build but lasts the longest of any solution."

Questions 9–11: Rock Pocket Mice Cluster

Question 9 starts a second cluster.

Before answering items in this cluster, explore the following tools:

Have students:	Teacher Notes:
Select the Calculator button and explore how it works.	The Grade 5 WCAS has a 4-function calculator. A calculator is available for all grade levels of the summative assessment, for all questions, even though students will not need to use it for every question. See Appendix A for more information. If the student uses the Calculator tool to do the calculation, they must still input their answer into the blue cell. None of the work done in the Calculator is saved or scored. Like the Glossary window and the Notepad window, the calculator can be resized by clicking and dragging the resize icon (⤢).
Select the Zoom In button. Select the Zoom Out button to revert the screen.	Point out to students that the Zoom function makes the text larger, but that it also increases the scrolling needed to see all the text, possibly including horizontal scrolling as well.

Question 9: Short Answer (locking question)

Question 9 is a short answer item. Question 9 is also a **locking** question. The locking of questions allows subsequent items or information sections to update the student with correct information and limits clueing among questions within a cluster. When a student moves to another question, an Attention box warns that they will not be able to change their answer once they move on. The student can either return to the question or move forward and lock in their answer. After moving on, students can return to locked questions and see their answer, but they cannot change their answer.

Suggestions for working with students on locking questions:

Have students:	Teacher Notes:
Notice the padlock icon next to the question number and observe that the padlock is green; answer the question and select the Next button.	An Attention box warns students that they will not be able to change their answer if they continue. Have students select "No" to go back to the question.
Change their answer and select the Next button; click "Yes" when the Attention box appears.	
Select the Back button and observe that the padlock is now red, and they cannot change their answer to that question.	Help students understand that they must be completely finished with a locked question before they move to another page or pause their test. Remind students that they can always see the locked question, their answer, and the information section even though they have moved on, but they cannot change their answer.

Correct Answer – 1 point

If the student selected, "Sand" then they should type something like, "There are 11 light-colored mice and 1 dark-colored mouse. The light-colored mice are the same color as the sand and can hide from predators."

OR

If the student selected, "Volcanic rock" then they should type something like, "The number of dark mice is larger than the number of lighter mice. This is because the volcanic rock, which happens to be black, is a good camouflage for the dark mice, who are also many shades of dark gray and black."

Question 10: Multiple Choice/Multiple Choice (locking question)

While answering Question 10, explore the following tools:

Have students:	Teacher Notes:
Use the Context Menu to select the Mark for Review tool.	Have students notice the flag that now appears next to the question number at the top of the question pane and next to the question number in the Questions drop-down list.
Use the Questions drop-down list or the Back button to move back to Question 8. Use the Context Menu to select the Mark for Review tool.	When students reach the You have finished testing, please check your answers page at the end of the test, have them return to these two questions. They will be able to change their response to Question 8, but not Question 10, which is locked.

Correct Answer – 1 score point

Part A: Option C

Part B: Option A

Question 11: Edit Task Inline Choice/Multiple Choice

Part A of Question 11 is an **edit task inline choice** item. Edit task inline choice items provide partially completed sentences, which students complete by selecting words, phrases, letters, or numbers from drop-down lists.

Suggestions for working with students on edit task inline choice items:

Have students:	Teacher Notes:
Click in one blank space.	A drop-down list will appear.
Click on a choice in the list.	The blank space has been filled in with that choice.
Click on another choice in the list and observe that the answer in the blank space has changed.	Help students understand that this is how they can change their answers.
Fill in all the blank spaces in a sentence.	Only one drop-down list can be seen at a time. Students cannot move on from an edit task inline choice item until all blanks are filled.

Part B of Question 11 is a **multiple choice** item. Use this opportunity to answer student questions about specific tools or item types.

Correct Answer – 1 score point

Part A: The population of the light-colored mice would increase over time.

The population of the dark-colored mice would decrease over time.

Part B: Option D

REVIEW AND LOGOUT

After a student answers the last question of the Training Test and clicks the Go On arrow, a new page titled **You have finished testing, please check your answers** appears. The page lists the question numbers in boxes and provides students a final opportunity to check their work on any questions.

Suggestions for working with students on review page:

Have students:	Teacher Notes:
Notice whether any questions have been flagged with the Mark for Review tool.	A blue flag will show next to the number. Note that students can still submit a test using the Submit Test button even with questions Marked for Review.
Click on a question number to return to any question, whether or not the question has been flagged and try to change their answer to the question.	Remind students that they cannot change a locking question after it has been locked, even it if has been flagged with the Mark for Review tool.
While on a question, use the Questions dropdown to return to the review page.	
Click the End Test button. An Attention box appears with a check box. Select the box and then click Yes.	During summative testing, students should wait for directions from a TA before they click the End Test button.

Students should only click the **End Test** button when they are finished answering all questions on the Training Test.

Please note the following:

- Students should check that they are completely done answering all questions before clicking End Test.

- We recommend that students wait for directions from a teacher before they click End Test.

When students select the End Test button, an attention box appears:
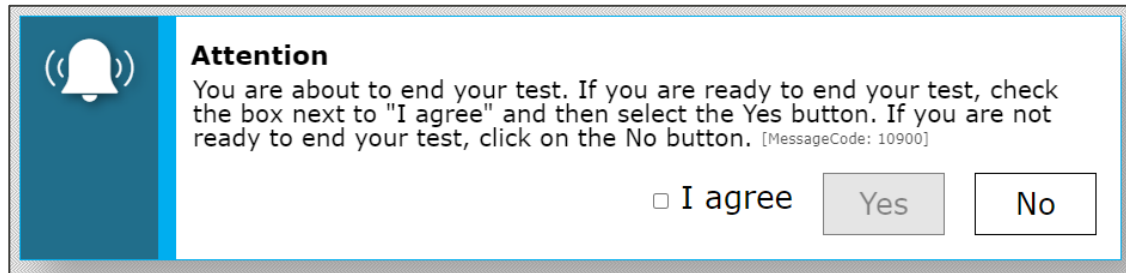
Students should select "I agree" and "Yes" if they have answered all questions on the Training Test.

The last screen that students see is the **Your Test Summary** page. This page serves as a confirmation that the test was submitted, and the student can log out of the browser. There are no actual test scores shown on this page.

Once the **Log Out** button is selected, the browser returns to the **Please Sign In** page.

APPENDIX A: ONLINE CALCULATOR

Students in grade 5 have access to a basic, four-function calculator. In the basic, four-function calculator, students enter numeric expressions that the calculator evaluates according to the order of operations. The value of the expression is displayed on the same line, to the right, in real time. When students change an expression, the value will be updated in real time.
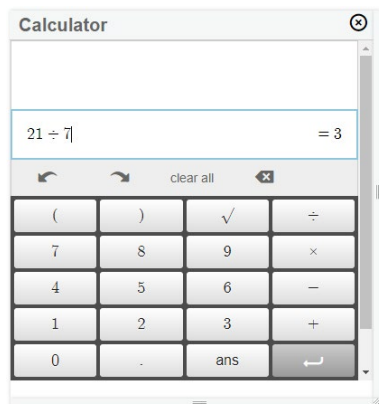
Students should become familiar with the functionality of the calculator prior to the summative assessment. The calculator is the same Desmos calculator used during Smarter Balance Mathematics tests. The calculators are available on the Desmos website for use outside of the Training Test.

General Calculator Comments:
- What the student enters into the calculator is not recorded for purposes of answering a question. Students must still answer questions using the directions given in the questions.

- Using the **Zoom In** button will increase the font size of the calculator.

- Each calculator can be moved on the screen using the mouse, and can be resized using the tabs on the right-hand side and bottom of the calculator.

- Calculators retain information that is typed into the calculator until the student moves to another page, such as when they use the **Next** or **Back** buttons. Students can open and close the calculator as they work through the question or question(s) on the same page without losing work done on the calculator.

- When the calculator is unable to process what the student has entered, a yellow caution triangle ( ) will display. Hovering the cursor over the yellow triangle shows text related to the issue, such as: "Sorry, I don't understand this." or "This calculator does not support this type of equation."

Functionality Comments:
- Students can enter expressions using the buttons on the calculator or the number keys on the keyboard.

- Both calculators include an Undo ( ) and Redo ( ) button.

- The backspace key on the keyboard or the back arrow with an x on it ( ) can be used to delete the most recent entry.

- The answer to an expression shows on the right. The enter button on the keyboard or the gray arrow ( ) in the bottom right corner of the calculator can be used like an equal (=) sign.

- Students can use the value of one expression in subsequent expressions by using the "ans" button on the calculator.

APPENDIX B: OTHER RESOURCES

The Washington Comprehensive Assessment Program online test portal, known as the WCAP Portal, hosts information about all of Washington's online tests, including Smarter Balanced assessments Most of the files were produced by OSPI in cooperation with our online testing vendor and are related to the other systems accessed through the WCAP Portal. The homepage for the site is https://wa.portal.cambiumast.com.

Additional resources can be accessed by selecting the "Washington Comprehensive Assessment of Science (WCAS)" card from the portal homepage. The next screen organizes resources based on task, such as information on **Scores and Reporting** and **Webinars and Trainings**.

The **WCAS Accessibility Supports** card contains documents related to the other systems accessed through the WCAP Portal. Key to note in this section is the *Guidelines on Tools, Supports and Accommodations for State Assessments (GTSA)* document, which contains information for users who have questions about testing a student who requires additional supports.

The **WCAS Accommodated Materials** card contains training test resources for students who take the WCAS using a paper booklet.

Preparing for the WCAS is where educators can find:

- The *Online TA Script of Student Directions* that Test Administrators (TAs) are required to use when administering the summative assessment.

- The *TA Interface User Guide* document, which is the comprehensive guide to using the Test Administration Interface for summative testing.

- The *Test Administration Manual (TAM)*, which contains guidance on policy and procedures for administering summative assessments.

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