

Washington Comprehensive Assessment of Science (WCAS)

Grade 11 Online Training Test Lesson Plan

2026



Washington Office of Superintendent of
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Revision Log

Changes to this document made after March 31, 2026, will be noted in the table below.

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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 11 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 to 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, information sections that have been presented are available to the student 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 students to be updated with correct information in a subsequent question or information section without giving away (or clueing) the correct answer to the locked question. 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.

Table 1 Suggestions for Working with Students on the Help Guide

Students	Teacher Notes
<p>Read through the "How to Move Through the Test" section.</p>	<p>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.</p> <p>The "Questions" drop-down list only has the questions that the student has already seen.</p> <p>Please emphasize to students that a locked question cannot be changed even if it is marked for review.</p>
<p>Read through the "Pause Rules" section.</p>	<p>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.</p> <p>During the summative assessment, students who log out using the "Pause" button will be able to continue testing from the last question not answered.</p>

Table 2 Suggestions for Working with Students on the Help Guide Continued

Students	Teacher Notes
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Read through the "Pause Rules" section.	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.
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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.

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.

Grade 11 Training Test Overview

Table 3 provides the metadata for each of the questions on the Grade 11 Training Test including item type, locking information, answer key, score point, and alignment information.

Details about each item type and a full set of item specifications are available in the [Grade 11 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 3 Grade 11 Training Test Metadata

#	Title	Item Type	Lock	Key	Score Point	Performance Expectation	Item Specification	Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
1 A/B	H Equation standalone	Table Input/ Multiple Choice	No	Rubric/ D	1	HS-PS1-7	HS-PS1-7.1	Using Mathematics and Computational Thinking	PS1.B	Energy and Matter
2 A/B	Cellular Respiration standalone	Grid/ Multiple Choice	No	Rubric/ D	2	HS-LS1-7	HS-LS1-7.1	Developing and Using Models	LS1.C	Energy and Matter
3 A/B	Juan de Fuca standalone	Edit Task Inline Choice/ Multiple Select	No	Rubric/ C, D	1	HS-ESS1-5	HS-ESS1-5.1	Engaging in Argument from Evidence	ESS2.B	Patterns
4	Competing Forces cluster	Multiple Choice	Yes	A	1	HS-PS2-4	HS-PS2-4.1	Using Mathematics and Computational Thinking	PS2.B	Patterns

Table 4 Grade 11 Training Test Metadata Continued

#	Title	Item Type	Lock	Key	Score Point	Performance Expectation	Item Specification	Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
5	Competing Forces cluster	Edit Task Inline Choice	No	Rubric	1	HS-PS2-4	HS-PS2-4.1	Using Mathematics and Computational Thinking	PS2.B	Patterns
6 A/B	Competing Forces cluster	Multiple Choice/ Multiple Choice	No	C/A	2	HS-PS2-4	HS-PS2-4.1	Using Mathematics and Computational Thinking	PS2.B	Patterns
7 A/B	Competing Forces cluster	Multiple Choice/ Multiple Choice	No	B/D	2	HS-PS2-4	HS-PS2-4.2	Using Mathematics and Computational Thinking	PS2.B	~
8	Coral Bleaching cluster	Multiple Choice	Yes	D	1	HS-LS2-6	HS-LS2-6.1	Engaging in Argument from Evidence	LS2.C	Stability and Change
9	Coral Bleaching cluster	Multiple Choice	Yes	A	1	HS-LS2-6	HS-LS2-6.1	Engaging in Argument from Evidence	LS2.C	Stability and Change
10 A/B	Coral Bleaching cluster	Grid/ Edit Task Inline Choice	Yes	Rubric/ Rubric	2	HS-ESS2-2	HS-ESS2-2.1	Analyzing and Interpreting Data	ESS2.A, ESS2.D	Stability and Change
11	Coral Bleaching cluster	Matching	No	Rubric	1	HS-ESS2-2	HS-ESS2-2.3	~	ESS2.A, ESS2.D	Stability and Change
12	Coral Bleaching cluster	Short Answer	No	Rubric	1	HS-LS2-6	HS-LS2-6.1	Engaging in Argument from Evidence	LS2.C	Stability and Change

Question 1–Table Input/Multiple Choice Standalone

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

Table 5 Suggestions for Working with Students on Multipart Items


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 item 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 1 is a **table input** item. Table input items provide space into which students type to complete a table. There may be multiple table cells to complete, or only a single cell.

Table 6 Suggestions for Working with Students on Table Input Items

Students	Teacher Notes
Click in the cell and observe that the cursor appears. Enter a letter in the cell.	An error message will appear: “Invalid character entered.” Table input items are coded to only accept certain types of characters.
Correct the error by entering numbers; see how many digits they can enter in the cell and see what the maximum can be.	Note that students must use the keyboard to type a number into a cell; there are no buttons to click. Note: this item will accept 5 values in the cell.
Place plus or minus symbols or decimals in the cell.	Not all table input items will allow plus or minus symbols or decimals.

Table 7 Suggestions for Working with Students on Table Input Items Continued

Students	Teacher Notes
Select the Calculator button and explore how it works.	The Grade 11 WCAS has a scientific calculator. A calculator is available for all grade levels of the summative assessment, for all items, even though students will not need to use it for every item. 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.
Resize the calculator window by clicking and dragging the blue resize icon () in the bottom right corner of the calculator window.	The calculator window will open in the size the student chose the next time the calculator is opened.

Part B of Question 1 is a **multiple choice** item. Multiple choice items typically provide four options. The student selects one option by clicking the circle in front of the option.


Table 8 Suggestions for Working with Students on Multiple Choice Items

Students	Teacher Notes
Notice the circles have letters inside them.	This is a clue that only one answer option will be selected.
Observe the circles turn gray when clicked.	The circle returns to white when 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.

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.

Table 9 Suggestions for Working with Students on Glossed Words

Students	Teacher Notes
Move their cursor over the glossed word.	The word will become highlighted in blue.
Click on the word.	A window should pop up with the glossed word at the top, then the word "Glossary" in blue, and then 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.	

Correct Answer—1 Point

Part A: 606; responses equivalent to 606 (e.g. 0606; 606.0) will be credited

Part B: Option D

Question 2–Grid/Multiple Choice Standalone

Part A of this question is a drag-and-drop **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 drag objects into boxes to show the inputs and outputs of cellular respiration.

Table 10 Suggestions for Working with Students on Grid Items

Students	Teacher Notes
Drag a label into one of the boxes.	The labels may be dragged and dropped in any order.
Try to drag one label on top of another object in the same box.	Students cannot replace labels in this item by dragging a new one into the same box. Note: Some grid items will allow 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.
Move the same object into two different boxes.	This item allows students to use the same label more than once. Notice the clarification bullet under the directions “Labels may be used once, more than once, or not at all.”

Part B of Question 2 is a **multiple choice** item.

Table 11 Suggestions for Working with Students on Multiple Choice Items

Students	Teacher Notes
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.	Remind students that they can refer to the Help Guide if they need assistance during the summative test.

OR	To turn off "strikethrough mode," students need to click outside the box that appears around all options.
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Table 12 Suggestions for Working with Students on Multiple Choice Items Continued

Students	Teacher Notes
Right-clicking on an option and selecting Strikethrough from the menu that appears. Notice the circles have letters inside them.	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.
Locate the glossed word in this question.	"Show" is glossed.

Correct Answer—1 Point

Part A: Inputs: Sugar (C₆H₁₂O₆) and Oxygen (O₂). Outputs: Water (H₂O), Carbon dioxide (CO₂), and Energy

Part B: Option D

Question 3–Edit Task Inline Choice/Multiple Select Standalone

Part A of Question 3 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.

Table 13 Suggestions for Working with Students on Edit Task Inline Choice Items

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 3 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 direction will indicate how many options a student should select to complete the item.

Table 14 Suggestions for Working with Students on Multiple Select Items

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 item will tell them in a bold font how many options to choose.
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).

Table 15 Suggestions for Working with Students on Multiple Select Items Continued

Students	Teacher Notes
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.
Practice the Strikethrough tool like they did with the multiple choice item (Question 2).	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

Part A:

As the distance from the Juan de Fuca Ridge **increases**, the age of the oceanic crust in the Juan de Fuca Plate **increases**. OR As the distance from the Juan de Fuca Ridge **decreases**, the age of the oceanic crust in the Juan de Fuca Plate **decreases**.

Part B:

Option 3 and Option 4

Questions 4–7 Competing Forces Cluster

Question 4 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.

Table 16 Suggestions for Working with Students on Item Clusters

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 Competing Forces simulation.
Click the right Expand arrow to expand the information section. Click the left Expand arrow to return to the default setup. Click the left Expand arrow to expand the question pane. Click the right 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. Expanding the information section or question pane may also reduce the amount of scrolling required.
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 Line Reader.	The Line Reader tool helps students focus on one line of text at a time.

This *Competing Forces* information section includes a **demonstration**. Demonstrations are short animations of a phenomenon, investigation, etc., with labeled diagrams and text describing the actions on the screen.

Table 17 Suggestions for Working with Students on Demonstrations

Students	Teacher Notes
Click the arrow on the left to start the demonstration.	The arrow turns to a pause symbol as the animation plays.
Practice playing and pausing the demonstration.	Students can view the demonstration as often as they need to as they work through the questions associated with the cluster.

Question 4: Multiple Choice (Locking Question)

Table 18 Suggestions for Working with Students on Locking Questions

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 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

Option A

Question 5–Edit Task Inline Choice

Table 19 Suggestions for Working with Students on Edit Task Inline Choice Items

Students	Teacher Notes
<p>Notice that Questions 5, 6, and 7 appear in the question pane.</p>	<p>Two or more questions may appear in the same question pane if they are associated with the same information section AND none of the questions is a locking question. Students may need to scroll to see all questions.</p>
<p>View the tutorial by:</p> <p>Clicking the Context Menu button and selecting the Tutorial tool.</p> <p>OR</p> <p>Right-clicking on the screen and selecting Tutorial from the menu that appears.</p>	<p>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.</p>
<p>Highlight parts of the question by:</p> <p>Using the mouse to select a few words or a few sentences, clicking the Context Menu button, and selecting Highlight.</p> <p>OR</p> <p>Using the mouse to select a few words or a few sentences, right click on the highlighted words and selecting Highlight.</p>	<p>The Highlight tool cannot be used on all parts of a question; for example, the answer statements cannot be highlighted. Students can select the color of the highlighter. They may use different colored highlighters on different parts of the question.</p>
<p>Remove highlighting by:</p> <p>Using the mouse to select highlighted text, clicking the Context Menu button, and selecting Remove Highlight.</p> <p>OR</p> <p>Clicking the Context Menu button and selecting Reset Highlight.</p>	<p>Students may also use the right-click drop down menu to remove or reset highlighting.</p>

Correct Answer—1 Point

Negative Row: attract, positive, negative OR attract, negative, positive

Positive Row: repel, negative, negative OR repel, positive, positive

Question 6—Multiple Choice

Table 20 Suggestions for Working with Students on Multiple Choice Items

Students	Teacher Notes
Practice using the highlighting tool as they did in Question 5.	
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 Periodic Table button and explore how it works, including how it can be resized by dragging the bottom right corner with the cursor, how to use the scroll bars on the bottom and on the right to see more of the table, and how it can be closed by selecting the x in the top right corner.	The Grade 11 WCAS has the Periodic Table available for all questions, although it may only be needed for a few.

Correct Answer—1 Point for Part A, 1 Point for Part B

Part A: Option C

Part B: Option A

Question 7—Multiple Choice

Table 21 Suggestions for Working with Students on These Items.

Students	Teacher Notes
Practice using the “Tab” key to move to the next option (the spacebar on the keyboard can be used to select an option).	The “Tab” key can also be used to move through options in multiple select items.
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, which is located just above the Save and Pause buttons, or the Back button to move back to Question 4. 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 7, but not Question 4, which is locked.
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

Part A: Option B

Part B: Option D

Question 8–12: Coral Bleaching Cluster

Question 8 starts a second cluster.

Table 22 Suggestions for Working with Students on this Cluster

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 Coral Reef Ecosystem diagram.
Click the right Expand arrow to expand the information section. Click the left Expand arrow to return to the default setup. 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 reduce the amount of scrolling required.
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 8–Multiple Choice (Locking Question)



Correct Answer—1 Point

Option D

Question 9–Multiple Choice (Locking Question)

Note that there is a new information section associated with Question 8, 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 questions.

Table 23 Suggestions for Working with Students on Collapsing Information Sections

Students	Teacher Notes
Click the plus icon () in the heading of Section 1. Scroll down to see the new information section at the bottom of the first section.	The information section that was used for the previous questions will expand
Scroll back up and click the minus icon () in the heading of Section 1.	The first information section collapses and is hidden from view.

Correct Answer–1 Point

Option A

Question 10–Grid/Edit Task Inline Choice (Locking Question)

Part A of this question is a drag-and-drop **locking grid** item.

Table 24 Suggestions for Working with Students on this Grid Item

Students	Teacher Notes
View the tutorial like they did with the edit task inline choice item (Question 5).	Notice there are tabs available for the tutorials of both grid and edit task inline choice items. Remind students that they can view a tutorial for any item as they move through the test.
Drag a statement into one of the boxes.	The objects may be dragged in in any order.
Move an object back to the gray box and replace it with a different object.	Notice that this grid item only allows labels to be used once.
Use the Questions drop-down list or the Back button to return to Question 8.	The student is returned to Question 8. The only information section that appears is "Section 1—Coral Bleaching".

Part B of Question 10 is an **edit task inline choice** item.

Table 25 Suggestions for Working with Students on this Item

Students	Teacher Notes
Use the Highlight tool to highlight parts of the information section.	Pictures cannot be highlighted.
Practice using the line reader tool as they did in the previous cluster.	

Correct Answer—1 Point for Part A. 1 Point for Part B.



Part A: Statements are placed in the following way: Air temperature increases. → Seawater temperature increases. → Sea ice melts. → The amount of solar radiation absorbed increases. → The amount of thermal energy transferred to the atmosphere increases.

Part B: The model represents **positive** feedback, because as air temperature increases over time, the amount of sea ice melting will **increase** over time, causing the ecosystem to **destabilize**.

Question 11–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 TDS may or may not limit the number of boxes that can be checked in a row or column.

Table 26 Suggestions for Working with Students on Matching Items

Students	Teacher Notes
Before answering Question 11, select the Next button.	An Attention box should pop up, telling the student that they still need to answer Questions 11 and 12 before moving to the next page. Both questions must be answered to move on.
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.	
Resize the notepad window by clicking and dragging the blue resize icon () in the bottom right corner of the notepad window.	The notepad window will open in the size the student chose the next time the notepad is opened.
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: Slow Down

Row 2: Slow Down

Row 3: Speed Up

Row 4: Slow Down

Question 12–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.

Students	Teacher Notes
Type a short sentence, then edit that sentence by changing, adding and/or removing words, adding punctuation, or other changes.	A warning appears, telling the student that they still need to answer Question 12. A strong word of caution: Any mark, including a space or typing and deleting characters, 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 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.

Correct Answer –1 Point

Examples:

The coral reef ecosystem corals will lose all their algae and starve. This will cause other organisms that live on the reef not to have a habitat.”

OR

“The reef will not be able to recover from repeated bleaching events. There will be nothing for the fish to eat.”

OR

“There will be only white corals on the reef, and many organisms won’t be able to camouflage themselves.”

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.

You have finished testing, please check your answers.

If you need to review your answers, select the question number you wish to review. A flag icon appears for any question that you marked for review.

Questions:

1
2
3
4
5
6
7
8
9
10
11
12

End Test

Click here if you are ready to end your test. This action cannot be undone and you will not be able to go back to your test. Please make sure you have checked all your answers.

Table 27 Suggestions for Working with Students on the Review Page

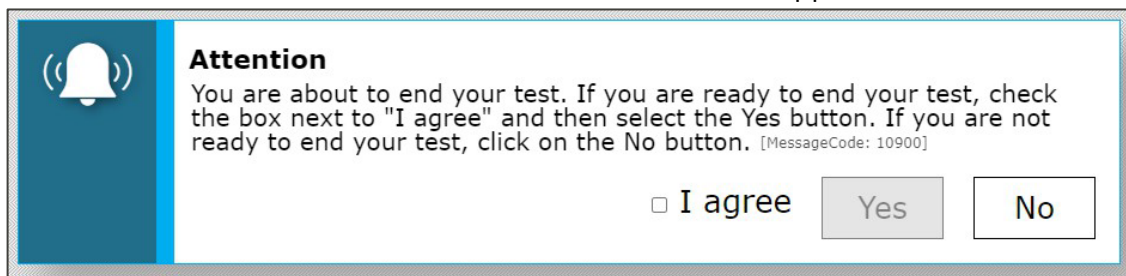
Students	Teacher Notes
Notice whether any questions have been flagged with the Mark for Review tool.	A blue flag will show next to the number. Note that students can still submit a test using the Submit Test button even with questions Marked for Review.
Click on a question number to return to any question, 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 if it 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.

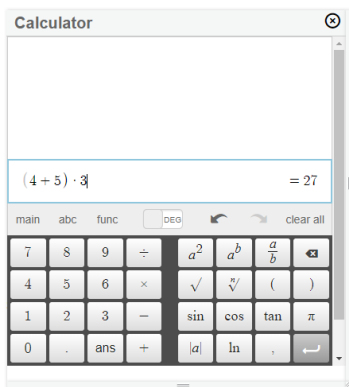
The last screen that students see is the **Your Test Summary** page. This page serves as a confirmation that the test was submitted, and the student can log out of the browser. There are no actual test scores shown on this page.

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


Appendix A–Online Calculator

Students in grade 11 have access to a scientific calculator. In the scientific 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. The scientific calculator includes several functions, shown across three tabs, but the tab labeled “main” is the only one students should need for the summative assessment.





Students should become familiar with the functionality of the calculator prior to the summative assessment. Some students may be familiar with the online calculator from its use during the Smarter Balanced Mathematics Assessments. The calculator is available on the [Desmos website](#) for use outside 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 a Redo () and Undo () 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](https://wa.portal.cambiumast.com), 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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