

California Alternate Assessment

California Assessment of Student
Performance and Progress



Practice Test Scoring Guide



English Language Arts/Literacy
Grade Eleven



Table of Contents

Practice Test Scoring Guide 1

 Introduction to Practice Test Scoring Guide 1

 Grade Eleven ELA Practice Test Items 2

Practice Test Scoring Guide

Introduction to Practice Test Scoring Guide

The California Alternate Assessment (CAA) for English Language Arts/Literacy (ELA) Practice Test Scoring Guide offers details about the items, student response types, correct responses, and related scoring considerations for the included samples of practice test items. The Practice Test gives students, parents and families, teachers, administrators, and others an opportunity to become familiar with the types of items on the CAA for ELA. When students know what to expect on the test, they will be better prepared to demonstrate their proficiency in the alternate achievement standards, called Core Content Connectors, assessed at grade eleven. The practice test items are representative of the item types included in the CAA for ELA.

This scoring guide should be used alongside the online practice tests, which can be accessed at the [Practice and Training Tests web page](#).

The following information is presented in a metadata table for each item on the Practice Test:

Item: This is the number that corresponds to the item as it appears in the Practice Test.

Key: This represents the correct answer(s) to the item and includes the score point value for the item and its parts. Items are worth either one or two points.

Category: This references the broad content area that contains related targets and standards.

Connector: This references the alternate achievement standard linked to a Common Core State Standard (CCSS).

Tier: This references the level of cognitive complexity of an item. Tier levels are 1, 2, and 3.

**Grade Eleven ELA Practice Test Items**

Item	Key	Category	Connector	Tier
1	A (1 point)	Informational	1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	1
2	A (1 point)	Informational	1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	1
3	B (1 point)	Text Types and Purposes (Informative/ Explanatory)	1112.WI.b4 Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.	1
4	C (1 point)	Informational	1112.RI.b5 Determine how key details support the development of the central idea of a text.	1
5	B (1 point)	Informational	1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	1
6	easy to learn for all ages (2 points) Both correct responses (1 point) One correct response	Production and Distribution of Writing (Argument)	1112.WP.f1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience.	1
7	A (1 point)	Informational	1112.RI.b5 Determine how key details support the development of the central idea of a text.	1
8	B (1 point)	Text Types and Purposes (Informative/ Explanatory)	1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	1



Item	Key	Category	Connector	Tier
9	stacking avocados grouping fruits (2 points) Both correct responses (1 point) One correct response	Literature	1112.RL.d1 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.	2
10	C (1 point)	Literature	1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.	2
11	continues remains (2 points) Both correct responses (1 point) One correct response	Language	1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	2
12	C (1 point)	Literature	1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.	2
13	A (1 point)	Literature	1112.RL.d1 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.	2
14	C (1 point)	Language	1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.	2
15	A (1 point)	Informational	1112.RI.b5 Determine how key details support the development of the central idea of a text.	2



Item	Key	Category	Connector	Tier
16	Eruptions happen regularly. Water and steam shoot into the air. (2 points) Both correct responses (1 point) One correct response	Informational	1112.RI.d1 Determine the author's point of view or purpose in a text.	2
17	C (1 point)	Text Types and Purposes (Informative/ Explanatory)	1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	2
18	A (1 point)	Informational	1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	2
19	to describe a way to travel to explain the benefits of cycling (2 points) Both correct responses (1 point) One correct response	Informational	1112.RI.d1 Determine the author's point of view or purpose in a text.	3
20	C (1 point)	Informational	1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	3
21	A (1 point)	Text Types and Purposes (Informative/ Explanatory)	1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	3



Item	Key	Category	Connector	Tier
22	<p>Exemplar: Correct responses include any appropriate descriptions of continuing education classes that people can choose to join. Examples: Spanish class, American Sign Language, woodworking class, jewelry class.</p> <p>Rubric: (2 points) The student provides two classes that people can choose to join. (1 point) The student provides one class that people can choose to join.</p>	Production and Distribution of Writing (Argument)	1112.WP.f1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience.	3
23	<p>The stomach fills with lots of water. The shape becomes round.</p> <p>(2 points) Both correct responses (1 point) One correct response</p>	Informational	1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	3
24	<p>red leaves sweet smell</p> <p>(2 points) Both correct responses (1 point) One correct response</p>	Text Types and Purposes (Informative/Explanatory)	1112.WI.b4 Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.	3
25	<p>C (1 point)</p>	Text Types and Purposes (Informative/Explanatory)	1112.WI.b4 Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.	3