

California Alternate Assessment

California Assessment of Student
Performance and Progress



Practice Test Scoring Guide



English Language Arts/Literacy
Grade Six



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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 six. 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 Six ELA Practice Test Items

Item	Key	Category	Connector	Tier
1	B (1 point)	Literature	6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.	1
2	First box: image of students standing in line Second box: image of students sitting in a school bus (1 point) The student matches two correct responses. (0 points) The student matches one of the two correct responses.	Text Types and Purposes (Narrative)	6.WL.c1 Organize ideas and events so that they unfold naturally.	1
3	towel swimsuit (2 points) Both correct responses (1 point) One correct response	Literature	6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.	1
4	A (1 point)	Informational	6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.	1
5	B (1 point)	Informational	6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.	1
6	claws (1 point)	Production and Distribution of Writing (Informative/Explanatory)	6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	1
7	elevators (1 point)	Informational	6.RI.b4 Summarize information gained from a variety of sources including media or texts.	1



Item	Key	Category	Connector	Tier
8	B (1 point)	Text Types and Purposes (Narrative)	6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	1
9	B (1 point)	Informational	6.RI.b4 Summarize information gained from a variety of sources including media or texts.	1
10	After a while, (1 point)	Text Types and Purposes (Narrative)	6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	2
11	Michelle shows Cameron pictures she took. Michelle finds a book for Cameron. (2 points) Both correct responses (1 point) One correct response	Literature	6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.	2
12	First: They go to the library. Last: They start reading the book. (2 points) Both correct responses (1 point) One correct response	Literature	6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.	2
13	B (1 point)	Informational	6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.	2
14	A (1 point)	Informational	6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.	2



Item	Key	Category	Connector	Tier
15	Move to music. Be on stage. (2 points) Both correct responses (1 point) One correct response	Production and Distribution of Writing (Informative/Explanatory)	6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	2
16	B (1 point)	Informational	6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.	2
17	B (1 point)	Informational	6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.	2
18	C (1 point)	Language	6.RWL.c1 Use general academic and domain specific words and phrases accurately.	2
19	Beginning: Nick wants to fly a kite at the park. Ending: Nick watches his kite glide in the sky. (2 points) Both correct responses (1 point) One correct response	Text Types and Purposes (Narrative)	6.WL.c1 Organize ideas and events so that they unfold naturally.	2
20	Maggie and Kayla get their faces painted and make paper flowers. Maggie and Kayla enjoy spending time together at a festival in the park. (2 points) Both correct responses (1 point) One correct response	Literature	6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.	3



Item	Key	Category	Connector	Tier
21	<p>First box: Olivia and her mother buy food.</p> <p>Second box: Olivia takes care of the animals.</p> <p>(1 point) The student matches two correct responses.</p> <p>(0 points) The student matches one of the two correct responses.</p>	Text Types and Purposes (Informative/Explanatory)	6.WL.c1 Organize ideas and events so that they unfold naturally.	3
22	<p>Exemplar: Appropriate responses include any attempt to provide a sentence about changes in the flag using one or more of these words: added, number, starts, states. Examples: The number of stars has gone up; Stars have been added; The stars stand for the 50 states.</p> <p>Rubric: (2 points) The student provides an appropriate sentence using at least two words from the word bank. (1 point) The student attempts to provide an appropriate sentence using one word from the word bank.</p>	Production and Distribution of Writing (Informative/Explanatory)	6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	3
23	A (1 point)	Informational	6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.	3



Item	Key	Category	Connector	Tier
24	how to prepare for an eclipse what happens during an eclipse (2 points) Both correct responses (1 point) One correct response	Informational	6.RI.b4 Summarize information gained from a variety of sources including media or texts.	3
25	B (1 point)	Language	6.RWL.c1 Use general academic and domain specific words and phrases accurately.	3