



California Assessment of Student
Performance and Progress

California Alternate Assessment Practice Test Scoring Guide



English Language Arts/Literacy Grade Eight

California Alternate Assessment Practice Test Scoring Guide: English Language Arts/Literacy— Grade Eight

Table of Contents

Introduction to the Practice Test Scoring Guide1
 Example of Item Metadata 2

Grade Eight ELA Practice Test Items3

Introduction to the Practice Test Scoring Guide

The California Alternate Assessment (CAA) for English Language Arts/Literacy (ELA) Practice Test Scoring Guide offers details about the test questions, student response types, correct responses, and related scoring considerations for the included samples of practice items. The Practice Test gives students, parents and families, teachers, administrators, and others an opportunity to become familiar with the types of test questions 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 eight. 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 <https://www.caaspp.org/practice-and-training/index.html>.

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 test question 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. For some technology-enhanced items, there is also a picture showing the correct answer(s).

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.

Example of Item Metadata

| Item | Key | Category | Connector | Tier |
|------|--|---|--|------|
| 1 | tall mountains green grasslands (2 points) The student selects two correct responses. (1 point) The student selects one of the correct responses, but not both. | Production and Distribution of Writing (Informative/Explanatory) | 8.WI.o1 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 |

Grade Eight ELA Practice Test Items

| Item | Key | Category | Connector | Tier |
|------|--|---|--|------|
| 1 | tall mountains green grasslands (2 points) The student selects two correct responses. (1 point) The student selects one of the correct responses, but not both. | Production and Distribution of Writing (Informative/Explanatory) | 8.WI.o1 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 |
| 2 | The second image, which shows an owl The third image, which shows a fox (2 points) The student selects two correct responses. (1 point) The student selects one of the correct responses, but not both. | Informational | 8.RI.k2 Determine how the information in each section contributes to the whole or to the development of ideas. | 1 |
| 3 | A (1 point) | Informational | 8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. | 1 |
| 4 | blisters foot pain (2 points) The student selects two correct responses. (1 point) The student selects one of the correct responses, but not both. | Informational | 8.RI.k2 Determine how the information in each section contributes to the whole or to the development of ideas. | 1 |
| 5 | B (1point) | Informational | 8.RI.k4 Identify an argument or claim that the author makes. | 1 |

Grade Eight ELA Practice Test Items

Item metadata table continuation showing items 6–12

| Item | Key | Category | Connector | Tier |
|------|--|--|--|------|
| 6 | a book a Web site (2 points) The student selects two correct responses. (1 point) The student selects one of the correct responses, but not both. | Research to Build and Present Knowledge (Argument) | 8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and or digital sources. | 1 |
| 7 | C (1 point) | Literature | 8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot. | 1 |
| 8 | B (1 point) | Informational | 8.RI.k4 Identify an argument or claim that the author makes. | 1 |
| 9 | C (1 point) | Text Types and Purposes (Argument) | 8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claims. | 1 |
| 10 | B (1 point) | Literature | 8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot. | 1 |
| 11 | B (1 point) | Language | 8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase. | 1 |
| 12 | A (1 point) | Literature | 8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. | 1 |

Item metadata table continuation showing items 13–17

| Item | Key | Category | Connector | Tier |
|------|---|---------------|--|------|
| 13 | Part A: C (1 point) Part B: list, exactly (The student selects both correct responses for 1 point.) | Language | 8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase. | 2 |
| 14 | Part A: B (1 point) Part B: A (1 point) | Literature | 8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. | 2 |
| 15 | B (1 point) | Literature | 8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot. | 2 |
| 16 | Presidential Library rose garden (2 points) The student selects two correct responses. (1 point) The student selects one of the correct responses, but not both. | Informational | 8.RI.k2 Determine how the information in each section contributes to the whole or to the development of ideas. | 2 |
| 17 | C (1 point) | Informational | 8.RI.k4 Identify an argument or claim that the author makes. | 2 |

Grade Eight ELA Practice Test Items

Item metadata table continuation showing items 18–20

| Item | Key | Category | Connector | Tier |
|------|---|--|--|------|
| 18 | a book a video (2 points) The student selects two correct responses. (1 point) The student selects one of the correct responses, but not both. | Research to Build and Present Knowledge (Argument) | 8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and or digital sources. | 2 |
| 19 | B (1 point) | Informational | 8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. | 2 |
| 20 | Exemplar: Correct responses include any appropriate paper products provided in the passage that can be recycled. Examples: newspapers, old notes, torn wrapping paper, junk mail. Rubric: (2 points) The student writes two examples from the passage of paper products that can be recycled. (1 point) The student writes one example from the passage of a paper product that can be recycled. | Production and Distribution of Writing (Informative/Explanatory) | 8.WI.o1 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 |

Item metadata table continuation showing items 21–25

| Item | Key | Category | Connector | Tier |
|------|--|---|---|------|
| 21 | <p>He played many positions.</p> <p>He hit many home runs.</p> <p>(2 points) The student selects two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p> | Informational | 8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. | 3 |
| 22 | <p>Part A: A (1 point)</p> <p>Part B: A (1 point)</p> | Informational | 8.RI.l1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | 3 |
| 23 | C (1 point) | Language | 8.RWL.i1 Use general academic and domain specific words and phrases accurately. | 3 |
| 24 | <p>First sentence: love. Do you love to sing, dance, or act?</p> <p>Second sentence: exciting. The talent show will be exciting for all.</p> <p>(2 points) The student matches two correct responses.</p> <p>(1 point) The student matches one of the two correct responses.</p> | Production and Distribution of Writing (Informative/Explanatory) | 8.WI.o1 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 |
| 25 | <p>It is safe.</p> <p>It is reliable.</p> <p>(1 point)</p> | Text Types and Purposes (Argument) | 8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claims. | 3 |