



California Assessment of Student
Performance and Progress

California Spanish Assessment Practice Test Scoring Guide



Grade Three

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About the Practice Test Scoring Guide

Overview

This *California Spanish Assessment (CSA) Practice Test Scoring Guide* offers details about the items, student response types, correct responses, and constructed-response anchor samples with comments and annotations. This scoring guide should be used alongside the online practice tests, which can be accessed on the [CAASPP & ELPAC Website](#).

For additional information regarding an accommodated administration, use the *CSA Accommodated Practice Test Scoring Guide*. If you prefer this document in Spanish, use the *CSA Practice Test Scoring Guide* (Spanish version).

The items selected for the practice test are designed to reflect the following:

- A broad coverage of content categories
- A broad coverage of [California Common Core State Standards en Español \(CCSSeE\)](#) for the claims assessed by the CSA
- A range of student response types
- A breadth of difficulty levels across the items, ranging from easier to more difficult items

The practice tests, which are available at each of grades three through eight and high school, include speaking items for all grade levels and the high school grade span although speaking is only on the high school test for the operational assessment. The purpose of including speaking items in the practice tests is to provide students, parents and guardians, and educators with the opportunity to familiarize themselves with the types of speaking items on the CSA in high school. It also provides educators an opportunity to tailor instruction to allow students to practice and demonstrate their Spanish speaking skills.

The purpose of the CSA practice test is to provide students with opportunities to become familiar with the format and structure of the CSA, while the purpose of the CSA training test is to allow students to become familiar with the testing interface, including the item types and accessibility tools they will encounter.

It's important to note that all student response types are not included on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to content based on expert recommendations from a content perspective.

Contents of the Practice Test Scoring Guide

Within this guide, tables include the following information about each item:

- Key: The expected student response or example response, including score point value
- Claim: The reporting category of the evidence being gathered
- Content Category: Further information regarding the content being assessed
- Standard: A reference to the assessable evidence statements of what students should know and be able to do

About the Practice Test Scoring Guide (cont.)

Constructed-response scoring information presented in this document includes the following:

- Speaking Rubric: Used to score the speaking constructed-response items
- Writing Rubric: Used to score the writing constructed-response item
- Prompts and Anchor Sets: The constructed-response prompt and anchor samples for each score point with comments and annotations

Standards Alignment

Each item is aligned with a specific standard from the CCCSSeE, but some items may align with two standards, specifically the listening items and some composite items. Listening items have a primary standard (Primary Alignment) that aligns with one of two standards at each grade level. These items also have a secondary standard (Secondary Alignment) aligning with a reading standard to provide consistency in content between the listening and reading claims, known collectively as the receptive domains. Composite items contain a Part A and a Part B; when those parts assess separate standards, primary and secondary standards are provided.

The items included in this guide represent a variety of the types of questions used to evaluate the CCCSSeE, although this sample group is not fully inclusive of the wide range of difficulty levels of the questions or the content.

Using the Practice Test Scoring Guide

Administration

The CSA Practice Test is versatile and can be administered in a non-standardized manner. Educators may use these materials flexibly for instructional purposes. Educators may ask students to share their item responses, to review scoring rubrics, or to work collaboratively in small groups to take the CSA Practice Test. The CSA is a response-required test. This means that students must enter a response for each item before they are able to continue on in the test. Responses can include the selection of any answer option, the entry of a single text character in a written response field, or the selection of “record” and then “stop recording” buttons for a speaking item without actually recording an answer.

Test Delivery System (TDS) and Constructed-Response Items

For speaking constructed-response items, the educator or student may choose to use the microphone recording device in the TDS. Students can listen to their recordings and rerecord if they choose; however, once the test is submitted or paused, recordings cannot be retrieved.

For writing constructed-response items, once the test is submitted in the TDS, the student’s response cannot be retrieved. Educators may choose to have students construct their responses outside of the TDS. This provides the educator with the opportunity to score the student’s writing response.

About the Practice Test Scoring Guide (cont.)

Directions for Scoring of Speaking Responses

Educators may use the listening and speaking segment in flexible ways for instructional purposes. Each speaking item has an anchor set of student responses at each score point with comments and annotations. Use the anchor set and rubric in this document to understand how the rubric and responses align. Some examples of nonstandardized administration include the following:

- Students may work in pairs and score one another's responses.
- Educators may choose to read the speaking prompt aloud and have students practice responding and scoring each other's response.

Directions for Scoring of Writing Responses

Educators may use the reading and writing segment in flexible ways for instructional purposes. The writing item has an anchor set of student responses at each score point with comments and annotations. Use the anchor set and rubric in this document to understand how the rubric and responses align. Some examples of nonstandardized administration include the following:

- Students may work in pairs and score one another's responses.
- Educators may choose to do a shared writing activity with a group or the entire class.
- Students can write their responses on paper or use an online document or word processor to share with the educator or other students.

Additional Resources

The following table includes the URLs for helpful resources related to the practice and training tests.

Resource	URL
CAASPP & ELPAC Website	https://www.caaspp-elpac.org/
California Common Core State Standards en Español	https://www.sdcoe.net/common-core-espanol/home
<i>Crisis Alert Responses</i> chapter of the <i>Test Operations Management System User Guide</i>	https://ca-toms-help.ets.org/toms/cars
<i>CSA Accommodated Practice Test Scoring Guides</i> (English and Spanish versions)	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources
<i>CSA Practice Test Scoring Guides</i> (English and Spanish versions)	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources
<i>CSA Preparing for Administration</i>	https://www.caaspp-elpac.org/s/docs/CSA-PFA.pdf



Segment 1—Listening and Speaking

Each item has metadata as shown in the following table. The item number in the table preceding each sample item corresponds to the sequence number of the item as it appears in the practice test. If the wording of the standard includes “CA” at the end, it is a standard with wording specific to California for both English and Spanish language arts.

Items 1–7: El poeta del emperador

Item	Key	Claim	Content Category	Standard
1	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2	First and fifth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3	B (1 point)	Listening	Listening Comprehension	Primary Alignment: 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.



Item	Key	Claim	Content Category	Standard
4	First and third options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA
5	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
6	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
7	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.



Items 5–7—Speaking Prompts and Anchor Sets

Item 5

Después de escuchar el audio, ¿crees que el emperador es una buena persona y por qué? En un mínimo de tres oraciones completas y usando información del audio, explica las razones por las que piensas así. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Yo pienso que el emperador era una persona muy buena por varias razones. Primeramente, cuando vino el niño a hablar con emperador, el emperador lo invitó a explicar porque había venido a hablar con él. Cuando el emperador se dio cuenta que el niño era el dueño del cuaderno, le dijo que el era nuevo poeta imperial e invitó a que el y su familia vivieran en una casa cerca del palacio.	<ul style="list-style-type: none">• The response addresses the prompt with appropriate and relevant details from the story.• The ideas are cohesive and connected.• The response is clearly spoken in formal Spanish and uses appropriate and effective language.• The grammar and word choice are appropriate.• Speech is smooth and sustained.
1	El emperador encontró un cuaderno. El niño dijo que es suyo. El emperador hizo el niño poeta.	<ul style="list-style-type: none">• This response attempts to address the prompt but with limited details and support.• Ideas are not fully connected and require listener effort to interpret meaning.
0	No sé.	<ul style="list-style-type: none">• Response consists only of “No sé.”



Item 6

Según el audio, ¿cómo reaccionó el emperador al ver al niño y por qué crees que reaccionó así? En un mínimo de tres oraciones completas y usando información del audio, explica la reacción del emperador. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	El emperador estaba sorprendido y feliz. El niño sabía que no había nada en la última página. El emperador sabía que el niño decía la verdad.	<ul style="list-style-type: none"> • Response addresses the prompt with appropriate details and support. • Ideas are cohesive and connected. • The response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is smooth and sustained.
1	El emperador reía pero, pero . . . después serio. Emperador feliz con niño.	<ul style="list-style-type: none"> • Response attempts to answer the prompt with limited details. • Ideas are not connected consistently. • Grammar and word choice are simple and repetitive. • Speech is slow and choppy.
0	Hay un . . . y . . . ya.	<ul style="list-style-type: none"> • Response is not on topic.



Item 7

Después de escuchar el audio, cuenta, en tus propias palabras, la historia que acabas de escuchar. Cuenta la historia usando un mínimo de tres oraciones completas y detalles descriptivos del audio. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	El emperador llegó a la aldea y encontró un cuadernillo con poemas. El niño dijo que el cuadernillo era suyo y que no había terminado de escribir la última página. El emperador decidió que el niño sería el poeta del imperio.	<ul style="list-style-type: none">• Response addresses the speaking prompt, providing appropriate and relevant details from the story.• Ideas are cohesive and connected.• Response is clearly spoken in formal Spanish and uses appropriate and effective language.• The grammar and word choice are appropriate.
1	El emperador encontró el cuaderno y el niño vive con él.	<ul style="list-style-type: none">• Response partially addresses the prompt but with limited details and support.• Ideas are not fully connected and require some listener effort to interpret meaning.• Grammar and word choice are simple.
0	Después de escu, escuchar el audio, cuenta, en tus propias palabras, la historia que acabas de escuchar. Cuenta la . . .	<ul style="list-style-type: none">• Response only repeats a portion of the prompt.



Items 8–13: Los delfines

Item	Key	Claim	Content Category	Standard
8	A (1 point)	Listening	Listening Comprehension	<p>Primary Alignment: 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Secondary Alignment: 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
9	D (1 point)	Listening	Listening Comprehension	<p>Primary Alignment: 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Secondary Alignment: 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
10	First and third options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	<p>Primary Alignment: 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Secondary Alignment: 3.RI.6 Distinguish their own point of view from that of the author of a text.</p>
11	C (1 point)	Listening	Listening Comprehension	<p>Primary Alignment: 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Secondary Alignment: 3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
12	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	<p>Primary Alignment: 3.SL.1d Explain their own ideas and understanding in light of the discussion.</p>



Item	Key	Claim	Content Category	Standard
13	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Items 12 and 13—Speaking Prompts and Anchor Sets

Item 12

En el audio se menciona que los delfines son animales muy sociables. ¿Qué detalles del audio apoyan esta información? En un mínimo de tres oraciones completas y usando información del audio, explica por qué los delfines son animales sociables. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Los delfines son muy sociables porque juegan entre ellos. Ellos brincan en las olas y hacen burbujas. También siguen las lanchas y juegan con objetos del mar.	<ul style="list-style-type: none"> • Response answers the prompt with appropriate details; no listener effort is required to interpret meaning. • The ideas are connected and cohesive. • The response is in formal Spanish and appropriate. • The speech is generally smooth and sustained.
1	Delfines son soci, soci, -ables. Brincan en . . . la agua y siguen las lanchas. También gusta estar (unintelligible.)	<ul style="list-style-type: none"> • Response partially answers the prompt with limited details. • Listener effort is needed to interpret the meaning. • Grammar and vocabulary are simple. • Response is choppy.
0	No sé.	<ul style="list-style-type: none"> • Response consists only of "No sé."



Item 13

¿Cuál es la idea principal del audio? En un mínimo de tres oraciones completas y usando información del audio, describe la idea principal de lo que acabas de escuchar. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	La idea principal es que los delfines son mamíferos que viven en el agua. Ellos necesitan salir a la superficie para respirar aire. Los delfines también son muy juguetones y les gusta brincar y jugar con cosas en el mar.	<ul style="list-style-type: none">• Response addresses the prompt with appropriate details.• Ideas are cohesive.• Response is spoken in formal Spanish and includes effective language.• Grammar and word choice are appropriate.• Speech is smooth and sustained.
1	Los delfines viven en la agua. Ellos juegan con cosas. Los delfines son alegres.	<ul style="list-style-type: none">• Response partially addresses the prompt with limited details.• Grammar and word choice are simple.
0	La, la, la, la, la, don't know the answer . . . la, la, la.	<ul style="list-style-type: none">• Response is in a language other than Spanish.



Items 14–20: Una agradable sorpresa

Item	Key	Claim	Content Category	Standard
14	Drop down list: para pasar las fiestas juntos (1 point)	Listening	Listening Comprehension	<p>Primary Alignment: 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Secondary Alignment: 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
15	B (1 point)	Listening	Listening Comprehension	<p>Primary Alignment: 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Secondary Alignment: 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
16	C (1 point)	Listening	Listening Comprehension	<p>Primary Alignment: 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Secondary Alignment: 3.RL.1 Ask and answer questions to demonstrate understanding of a text, making explicit reference to the text as a basis for answers.</p>



Item	Key	Claim	Content Category	Standard
17	Third and fifth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
18	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
19	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
20	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Items 18–20—Speaking Prompts and Anchor Sets

Item 18

Según el audio, ¿por qué el autor decidió quedarse con el cachorro? En un mínimo de tres oraciones completas y usando información del audio, explica por qué el autor quería el cachorro. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Un día, mi familia y yo fuimos a la casa de mi tía. En el camino, el autobús paró y vimos una caja con un perro. El perro era negro con manchas blancas y me hizo feliz cuando mis padres dijeron que podía quedármelo.	<ul style="list-style-type: none"> • Response successfully answers the prompt with appropriate details and support. • Ideas are cohesive and connected. • Response is spoken clearly in formal Spanish and includes effective language.
1	Vine a la casa de mi tía. En el bus, estaba un, un, un perro. Yo quise el perro pero, pero y mis padres dijeron que sí.	<ul style="list-style-type: none"> • This response attempts to answer the prompt but provides limited details and support. • The grammar and word choice are simple. • Speech may be slow and halting.
0	Yo prefiero un gato.	<ul style="list-style-type: none"> • Response is not on topic.



Item 19

¿Cuál es la idea principal del audio? En un mínimo de tres oraciones completas y usando información del audio, describe la idea principal de lo que acabas de escuchar. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	La idea principal es que el narrador fue a la casa de su tía. Durante el viaje, pararon en una gasolinera y vieron una caja con un perro adentro. El narrador tomó el perro y se lo llevó a casa de su tía.	<ul style="list-style-type: none">• Response addresses the speaking prompt with appropriate details and support.• Ideas are cohesive and connected.• Response is spoken in formal Spanish and includes effective language.• Speech is smooth and sustained.
1	El niño umm . . . va a la casa de su tía. Vio una caja con un . . . perro y le gusta ese perro.	<ul style="list-style-type: none">• Response attempts to answer the prompt with limited details.• Grammar and word choice are simple.• Speech may be slow and choppy.
0	No sé.	<ul style="list-style-type: none">• Response consists only of “No sé.”



Item 20

Después de escuchar el audio, cuenta, en tus propias palabras, la historia que acabas de escuchar. Cuenta la historia usando un mínimo de tres oraciones completas y detalles descriptivos del audio. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	El autor decidió quedarse con el cachorro porque le gustó mucho. Cuando llegó al porche, vio al cachorro y lo acarició. El cachorro quería salir de la caja y estar con él, así que pidió a sus padres que se lo dejaran.	<ul style="list-style-type: none"> • Response successfully answers the prompt. • Response is spoken in formal Spanish and includes appropriate language. • Ideas are cohesive and connected. • Grammar and word choice are appropriate.
1	El autor decidió umm . . . to keep . . . umm con el cachorro porque le gusta. Vio el cachorro en la caja. Los padres aceptan dar el cachorro.	<ul style="list-style-type: none"> • This response attempts to answer the prompt with limited details. • Some listener effort is required to interpret meaning. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple; errors may impede meaning.
0	Pi, en, sa en tu res, pues, ta pri, me, ro . . . es todo.	<ul style="list-style-type: none"> • Response only repeats the prompt.



Speaking Rubric

The rubric is a holistic rubric. Educators should consider the rubric descriptors for each score and determine, overall, which score best fits each student response, taking into account appropriate grade-level expectations.

Note: An asterisk (*) indicates the following about effective language:

- Effective language is defined as including noun and verb phrases using accurate vocabulary.
- Minor factual inaccuracies or omissions are acceptable.
- Mispronunciation of any word that does not interfere with meaning (e.g., *pos* versus *pues*, *haiga* versus *haya*) should not be penalized.

Score	Descriptors
2	<p>The response successfully answers the prompt.</p> <ul style="list-style-type: none">• Response addresses the speaking prompt with appropriate details and support. Little or no listener effort is required to interpret meaning.• Ideas are generally cohesive and connected.• Response is spoken clearly in formal Spanish and includes appropriate and effective language.*• Grammar and word choice are appropriate.• Speech is generally smooth and sustained.• Errors in pronunciation or intonation do not impede meaning.
1	<p>The response attempts to answer the prompt.</p> <ul style="list-style-type: none">• Response partially addresses the speaking prompt with limited details or support. Some listener effort is required to interpret meaning.• Ideas are not connected in a consistent manner.• Grammar and word choice are simple or repetitive; errors may impede meaning; Spanish language is occasionally inappropriate or ineffective.*• Speech may be slow, choppy, or halting.• Pronunciation or intonation may impede meaning.
0	<p>The response falls into one of the following categories:</p> <ul style="list-style-type: none">• Response is not on topic.• Response only repeats the prompt.• Response is in a language other than Spanish.• Response consists only of "No sé," is completely unintelligible, or provides no response.

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Segment 2—Reading and Writing

Item 21: Stand Alone Vocabulary

Item	Key	Claim	Content Category	Standard
21	Second and third options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.

Items 22–30: El aguacate

Item	Key	Claim	Content Category	Standard
22	First and fifth options (2 points) Both correct responses (1 point) One correct response	Reading	RL - Craft and Structure	Primary Alignment: 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
23	Two-point item Part A: B (1 point) Part B: De todos modos, iré a buscar uno si quieres, abuela. (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
24	Javier column, First or Second Box: No se rinde. OR: Dice que encontró un aguacate. La abuela column, First or Second Box: Menciona que el aguacate es una fruta. OR: Los recibe con un abrazo. (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
25	B (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Item	Key	Claim	Content Category	Standard
26	A (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
27	The student selects the bottom right image. (1 point)	Reading	RL - Integration of Knowledge and Ideas	Primary Alignment: 3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
28	A (1 point)	Reading	RL - Craft and Structure	Primary Alignment: 3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.
29	D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 3.L.5a Distinguish the literal and non-literal meanings of words and phrases in context, including the particular meaning of words in idioms (e.g., <i>Tomar medidas. Está lloviendo a cántaros</i>).
30	C (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 3.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>compañía, compañero</i>).

Items 31–44: Las matemáticas en la vida diaria

Item	Key	Claim	Content Category	Standard
31	Second and third options (2 points) Both correct responses (1 point) One correct response	Writing	Revising and Editing	Primary Alignment: 3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.



Item	Key	Claim	Content Category	Standard
32	C (1 point)	Writing	Revising and Editing	Primary Alignment: 3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
33	C (1 point)	Writing	Foundational Mechanics and Conventions	Primary Alignment: 3.L.1g Form and use comparative and superlative adjectives and adverbs and choose between them depending on what needs to be modified (e.g., <i>Juan es alto</i> ; <i>Pedro es más alto que Juan</i> ; <i>Pedro es altísimo</i>).
34	First drop-down menu: Sí Second drop-down menu: tú (2 points) Both correct responses (1 point) One correct response	Writing	Foundational Mechanics and Conventions	Primary Alignment: 3.L.2i Use written accents to accurately indicate meaning and function of homophones (e.g., <i>te</i> 'you' and <i>té</i> 'tea,' <i>si</i> 'if' and <i>sí</i> 'yes, oneself').
35	D (1 point)	Writing	Revising and Editing	Primary Alignment: 3.W.2c Use linking words and phrases (e.g., <i>también</i> , <i>otro</i> , <i>y</i> , <i>más</i> , <i>pero</i>) to connect ideas within categories of information.
36	C (1 point)	Writing	Revising and Editing	Primary Alignment: 3.W.2b Develop the topic with facts, definitions, and details.
37	Part A: futbol (1 point) Part B: D (1 point)	Writing	Foundational Mechanics and Conventions	Primary Alignment: 3.RF.3e Recognize English-Spanish cognates and explain the differences in pronunciation and spelling.
38	Second and fifth options (2 points) Both correct responses (1 point) One correct response	Writing	Revising and Editing	Primary Alignment: 3.W.2c Use linking words and phrases (e.g., <i>también</i> , <i>otro</i> , <i>y</i> , <i>más</i> , <i>pero</i>) to connect ideas within categories of information.



Item	Key	Claim	Content Category	Standard
39	Second and third options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
40	B (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 3.L.5a Distinguish the literal and non-literal meanings of words and phrases in context, including the particular meaning of words in idioms (e.g., <i>Tomar medidas. Está lloviendo a cántaros</i>).
41	A (1 point)	Writing	Foundational Mechanics and Conventions	Primary Alignment: 3.RF.3h Recognize and apply adjective endings for agreement with antecedent nouns.
42	A (1 point)	Writing	Foundational Mechanics and Conventions	Primary Alignment: 3.L.1b Form and use regular and irregular plural nouns, including forms that require orthographic changes (e.g., <i>pez, peces; lápiz, lápices; joven, jóvenes</i>).
43	C (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
44	First and second options (2 points) Both correct responses (1 point) One correct response	Writing	Foundational Mechanics and Conventions	Primary Alignment: 3.RF.3j4 Determine which sound or letter ends a word (vowel, consonant, 'n' or 's').



Items 45–56: El valle de los vegetales_Actividad de ciencias: sembrar un jardín de sandías

Item	Key	Claim	Content Category	Standard
45	D (1 point)	Reading	RI - Craft and Structure	Primary Alignment: 3.RI.6 Distinguish their own point of view from that of the author of a text.
46	Drop-down menu: llevar agua a los cultivos (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
47	A (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
48	Box for First Sentence: 2. Box for Second Sentence: 1. Box for Third Sentence: 3. (1 point)	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
49	B (1 point)	Reading	RI - Craft and Structure	Primary Alignment: 3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
50	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA
51	First box: turnarse para regar las plantas. Second box: observar las plantas y hacer dibujos. Third box: cosechar las sandías. (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.



Item	Key	Claim	Content Category	Standard
52	Third and fifth options (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	Primary Alignment: 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
53	B (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
54	C (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
55	First drop-down menu: el clima afecta el crecimiento de las plantas Second drop-down menu: se necesita preparar la tierra antes de sembrar (2 points) Both correct responses (1 point) One correct response	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
56	The rubric is provided on page 28. The anchor sets are provided on page 26. (4 points)	Writing	Written Expression	Primary Alignment: 3.W.1b Provide reasons that support the opinion.

**Item 56—Writing Prompt and Anchor Sets**

Los estudiantes de tercer grado quieren aprender más acerca del cuidado de las plantas. Necesitan convencer al director de que les dé permiso para plantar un jardín o visitar un huerto. ¿Qué prefieres? Usando información de ambas lecturas, escribe un ensayo de al menos tres párrafos explicando las razones que apoyan tu opinión.

Score	Student Response	Comments—Annotations
4	<p>Yo prefiero que nosotros plantemos un jardín en la escuela. Es mejor porque aprendemos como cuidar las plantas y observar como crecen. En la lectura "El valle de los vegetales," los agricultores tienen que preparar la tierra y traer agua de las montañas. Si plantamos un jardín, podemos preparar la tierra como ellos. También, las sandías necesitan agua, como las plantas en el Valle de San Joaquín y nosotros podemos ayudar a regarlas.</p> <p>Además, cuidar de las plantas nos enseña la responsabilidad. En el texto sobre la actividad de ciencias, los estudiantes tienen que regar y limpiar el jardín. Nosotros también podemos aprender esas cosas. Si vamos a un huerto, solo vamos a mirar. Es más divertido plantar nuestras propias plantas.</p> <p>Por último, plantar en la escuela también es bueno porque podemos competir en el Festival de la Sandía. Esto es una oportunidad para ganar medallas y disfrutar de las sandías. Por eso creo que es mejor plantar un jardín en la escuela que visitar un huerto.</p>	<ul style="list-style-type: none">• The response clearly supports the idea of planting a garden, using specific examples and relevant details.• The grammar and vocabulary used are appropriate for the student's grade level.• The response is cohesive and effectively communicates the main points.• Minor errors present do not impede meaning.• The message remains clear with precise word choice.

Score	Student Response	Comments—Annotations
3	<p>Yo quiero plantar un jardín porque es mas divertido. En la historia “El valle de los vegetales,” ellos usan agua de las montañas pa las plantas. Nosotros podemos regar nuestras plantas en la escuela. Las sandías necesitan agua, como las plantas en el valle. Nosotros podemos aprender eso si plantamos en el jardín.</p> <p>Tambien, es bueno plantar porque es divertido y nos enseña. En la actividad de ciencias, los estudiantes limpian y riegan. Eso es bueno para aprender como cuidar de las plantas. Me gusta mucho plantar las plantas. Si vamos al huerto, solo vamos a mirar las plantas y no es tan divertido como plantar nosotros.</p>	<ul style="list-style-type: none"> • The response addresses the prompt and is organized with a clear structure. • The connections between ideas are generally logical. • The vocabulary and grammar are appropriate for the student’s grade level. • Some errors or awkward phrasing might be present but do not impede the meaning.
2	<p>Yo quiero plantar un jardín porque es bueno para mi. Las plantas necesitan agua. Regamos las plantas en la escuela. En la historia, los agricultores usan agua de las montes. En el jardín de sandias, nosotros usamos agua. Es bueno plantar sandías.</p> <p>Las sandías crezen mucho mucho. Nosotros podemos ver que crezen. Me gusta mucho plantar porque es divertido. Es mejor plantar que ir al huerto.</p>	<ul style="list-style-type: none"> • The response partially addresses the prompt with ideas that are somewhat disjointed and lack detailed development. • Grammatical errors may impede meaning.
1	<p>Yo quiero plantar. Plantar es divertido. Las plants nesecitan agua. Yo riego las plantas. Me gusta platar las plantas. Es mejor que ir al huerto. Las sandías son buenas.</p>	<ul style="list-style-type: none"> • The response addresses the prompt minimally without a logical progression of ideas. • The response lacks cohesion and organization, with basic statements that do not support the prompt effectively. • The response uses very simple and repetitive language.
0	No se que hacer.	<ul style="list-style-type: none"> • Response is not on topic.

**Item 56—Writing Rubric**

The rubric is a holistic rubric. Educators should consider the rubric descriptors for each score and determine, overall, which score best fits each student response, taking into account appropriate grade-level expectations.

Score	Descriptors
4	<p>The response successfully answers the prompt.</p> <ul style="list-style-type: none">• Response answers the writing prompt with specific examples and details that are relevant and well-developed.• Response is cohesive and well organized. The progression of ideas is logical and well controlled. <p>Minor errors in Spanish language conventions may be evident, but they do not impede meaning.</p> <ul style="list-style-type: none">• Grammar is precise (e.g., verb conjugations and gender agreement are mostly correct).• Word choice is precise.
3	<p>The response mostly answers the prompt.</p> <ul style="list-style-type: none">• Response answers the prompt with examples and details that are mostly relevant and developed.• Response is mostly cohesive and organized. The progression of ideas is generally logical and controlled. <p>Some errors in Spanish language conventions may be evident and might impede meaning.</p> <ul style="list-style-type: none">• Grammar is generally clear and specific.• Word choice is generally clear and specific.
2	<p>The response partially addresses the prompt.</p> <ul style="list-style-type: none">• Response partially addresses the prompt with examples and details that are limited.• Response is repetitive and wordy, with limited cohesion and weak organization. <p>Errors in Spanish language conventions are evident and occasionally impede meaning.</p> <ul style="list-style-type: none">• Grammatical errors are present.• Word choices are awkward.
1	<p>The response minimally addresses the prompt.</p> <ul style="list-style-type: none">• Response minimally addresses the prompt with inappropriate or irrelevant details and examples.• Response is not well connected or organized. The progression of ideas is not logical. <p>Errors in Spanish language conventions are significant and often impede meaning.</p> <ul style="list-style-type: none">• Grammatical errors are significant.• Word choices are inappropriate.
0	<p>The response falls into one of the following categories:</p> <ul style="list-style-type: none">• Response includes no original expression (i.e., only copies text from the prompt or the passage).• Response is off topic.• Response is in a language other than Spanish.• Response consists only of “No sé,” “No me gusta,” is completely unintelligible, or provides no response.