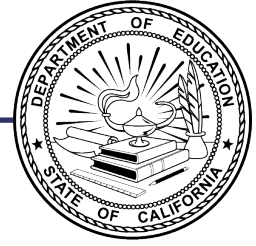# CAASPP

California Assessment of Student Performance and Progress

California Spanish Assessment
Practice Test
Scoring Guide

Español

Grade Four

Table of Contents

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 (CCCSSeE)](#) 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

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
Crisis Alert Responses chapter of the *Test Operations Management System User Guide*	https://ca-toms-help.ets.org/toms/cars
CSA Accommodated Practice Test Scoring Guides (Engish and Spanish versions)	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources
CSA Practice Test Scoring Guides (Engish and Spanish versions)	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources
CSA Preparing for Administration	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: Fotógrafo de animales

Item	Key	Claim	Content Category	Standard
1	First and third options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	**Primary Alignment**: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Secondary Alignment**:4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2	D (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Secondary Alignment**: 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
3	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	**Primary Alignment**: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Secondary Alignment**: 4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

Item	Key	Claim	Content Category	Standard
4	A (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Secondary Alignment**: 4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **(See grade 4 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**: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
6	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
7	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 4.SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Item 5–7—Speaking Prompts and Anchor Sets

Item 5

Según el audio, ¿qué se necesita para ser fotógrafo profesional de animales salvajes? En un mínimo de tres oraciones completas, explica las habilidades y los conocimientos necesarios para esta profesión. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Para ser fotógrafo profesional de animales salvajes, se necesita tener paciencia. También hay que saber usar la cámara y ser creativo. Es importante conocer el comportamiento y el hábitat del animal.	• Response addresses the speaking prompt with appropriate details. • 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 smooth and sustained.
1	Para ser fotógrafo de animales, se necesita muchas cosas y tiene que traer muchas . . . mucho equipo.	• This response attempts to answer the prompt with limited details. • Grammar and word choice are simple and repetitive.
0	No sé.	• Response consists only of "No sé."

Item 6

Imagínate que un fotógrafo profesional de animales salvajes quiere tomar fotos de un animal poco común del que todavía no hay fotografías. En un mínimo de tres oraciones completas y usando información del audio, explica cómo debe prepararse el fotógrafo antes de ir al territorio del animal para observarlo. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Para preparar, el fotógrafo debe estudiar el animal y su hogar. Tiene que saber cómo es el animal y qué come. También, debe preparar su cámara y esconderse para no asustar al animal.	• The response addresses the speaking prompt with appropriate details. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	El fotógrafo tiene que encontrar el animal.	• The response attempts to answer the prompt with limited details. • Grammar and word choice are simple.
0	No sé . . . no sé.	• Response consists only of "No sé."

Item 7

Después de escuchar el audio, ¿te gustaría ser fotógrafo de animales salvajes y por qué o por qué no? En un mínimo de tres oraciones completas y usando información del audio, explica por qué piensas que serías o no un buen fotógrafo de animales. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Sí, me gustaría ser fotógrafo de animales salvajes porque me gusta mucho la naturaleza. Para ser un buen fotógrafo, es importante tener paciencia y saber usar una cámara. Yo creo que puedo aprender estas cosas y tomar buenas fotos.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	No, no, es que . . . no me gusta ser fotógrafo de animales porque . . . uhh. No quiero . . . uhh bye.	• This response partially addresses the prompt with limited details. • Grammar and word choice are simple. • Pronunciation may impede meaning.
0	I would like to be an animal photographer. I think it would be a cool job. You get to see all kinds of cool animals in the jungle.	• Response is in a language other than Spanish.

Items 8–14: Ajedrez: el juego que mejora tu mente

Item	Key	Claim	Content Category	Standard
8	B (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. **Secondary Alignment**: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
9	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	**Primary Alignment**: 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. **Secondary Alignment**: 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
10	D (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. **Secondary Alignment**: 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
11	C (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. **Secondary Alignment**: 4.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
12	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 4.SL.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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**: 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.
14	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 4.SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Items 12–14—Speaking Prompts and Anchor Sets

Item 12

Según el audio, ¿qué detalles se mencionan para convencer a los estudiantes de unirse al club de ajedrez? En un mínimo de tres oraciones completas y usando información del audio, describe cómo estos detalles ayudan a convencer a los estudiantes. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	En el audio, dicen que el ajedrez es muy alegre y que ayuda a nuestra mente. También mencionan que no necesitas un tablero porque te lo pueden prestar o vender. Finalmente, dicen que habrá torneos cada mes para ver cuánto has aprendido.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	El ajedrez es muy fun y te ayudan. Yo quiero jugar ajedrez. Se ve super fun y me gusta como se ven las pieces.	• Response attempts to answer the prompt with limited details. • Spanish language is occasionally inappropriate or ineffective. • Grammar and word choice are simple.
0	I don't know.	• Response is in a language other than Spanish.

Item 13

Según el audio, ¿cómo se van a organizar las clases de ajedrez para enseñar a los estudiantes a jugar? En un mínimo de tres oraciones completas y usando información del audio, describe los puntos que apoyan esta idea. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Las clases de ajedrez van a ser los lunes. Los maestros van a enseñar las reglas y los nombres de las piezas. Después, vamos a jugar y practicar en clase. También habrá tornillos . . . ehh, torneos cada dos semanas.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate language. • Grammar and word choice are appropriate. • Errors in pronunciation do not impede meaning.
1	Las clases son los lunes. Vamos a aprender cosas y jugamos.	• Response partially addresses the speaking prompt with limited details. • Grammar and word choice are simple.
0	(Humming) Hmmm, mmm, mmm.	• No response is provided.

Item 14

Según el audio, ¿por qué el autor cree que unirse al club de ajedrez es una gran oportunidad? En un mínimo de tres oraciones completas y usando información del audio, explica por qué el autor piensa así. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	El autor cree que unirse al club de ajedrez es una gran oportunidad porque aprenderemos algo nuevo. También, vamos a jugar con otros estudiantes y mejorar. Podemos aprender mucho de los estudiantes que son más avanzados. Además, habrá torneos para ver cómo avanzamos.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	El autor piensa que el club de ajedrez es bueno. Eso es todo.	• The response attempts to answer the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple.
0	I really only know a little Spanish, sorry.	• Response is in a language other than Spanish.

Items 15–20: John Muir

Item	Key	Claim	Content Category	Standard
15	**Drop-down list:** cortara un gran número de árboles (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Secondary Alignment**: 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
16	The first image, which shows the tallest tree (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Secondary Alignment**: 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
17	Two-point item: **Part A:** D (1 point) **Part B:** B (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. **Secondary Alignment**: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Item	Key	Claim	Content Category	Standard
18	A (1 point)	Speaking	Listening Comprehension	**Primary Alignment**: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Secondary Alignment**: 4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
19	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
20	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Items 19–20—Speaking Prompts and Anchor Sets

Item 19

Según el audio, ¿por qué John Muir se iba de campamento a las montañas incluso después de haberse mudado a vivir a la ciudad? En un mínimo de tres oraciones completas y usando información del audio, describe las razones por las que John Muir continuó visitando las montañas. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	A John Muir le encantaba la naturaleza. A él le gustaba mucho oír el sonido del agua y el canto de los pájaros. Aunque vivía en la ciudad, siempre quería estar en la naturaleza y ver las flores.	• This response successfully answers the prompt with appropriate details. • Ideas are connected. • Response is spoken clearly in formal Spanish and includes appropriate language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	John Muir se iba de campamento a las montañas porque le gustaban.	• This response attempts to answer the prompt but provides limited details and support. • Grammar and word choice are simple.
0	En un mínimo de tres oraciones completas y usando información del audio, describe las razones por las que John Muir continuó visitando las montañas. Asegúrate de hablar con claridad y sin prisa.	• Response only repeats the prompt.

Item 20

En un mínimo de tres oraciones completas y usando información del audio, resume la información que acabas de escuchar en el audio. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	John Muir nació en Escocia en 1838. Le gustaba mucho la naturaleza. Viajó por varios estados y vivió en California. Protegió los parques naturales y se hizo famoso.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	John Muir nació en Eno-enoscosa. Le gustaba estar afuera. Vivió en California.	• This response attempts to answer the prompt but provides limited details and support. • Grammar and word choice are simple. • Pronunciation may impede meaning.
0	No sé.	• Response consists only of "No sé."

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	The response successfully answers the prompt. • 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	The response attempts to answer the prompt. • 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	The response falls into one of the following categories: • 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	C (1 point)	Reading	Vocabulary and Meaning	**Primary Alignment**: 4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Items 22–33: ¿Qué hay en la caja? El pueblo musical

Item	Key	Claim	Content Category	Standard
22	**Drop-down list:** no se tomaban tiempo para hablar (1 point)	Reading	RL - Key Ideas and Details	**Primary Alignment**: 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
23	**Label for Diagram:** la tortuga (1 point)	Reading	RL - Key Ideas and Details	**Primary Alignment**: 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
24	Second and fourth options (2 points)	Reading	RL - Key Ideas and Details	**Primary Alignment**: 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
25	D (1 point)	Reading	RL - Craft and Structure	**Primary Alignment**: 4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Item	Key	Claim	Content Category	Standard
26	D (1 point)	Reading	Vocabulary and Meaning	**Primary Alignment**: 4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
27	A (1 point)	Reading	Vocabulary and Meaning	**Primary Alignment**: 4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
28	**Label for Diagram:** Oso (1 point)	Reading	RL - Key Ideas and Details	**Primary Alignment**: 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
29	C (1 point)	Reading	RL - Craft and Structure	**Primary Alignment**: 4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
30	A (1 point)	Reading	Vocabulary and Meaning	**Primary Alignment**: 4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
31	**Row 1:** El pueblo musical. **Row 2:** Ambas. **Row 3:** ¿Qué hay en la caja? (1 point)	Reading	RL - Key Ideas and Details	**Primary Alignment**: 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
32	Third and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RL - Integration of Knowledge and Ideas	**Primary Alignment**: 4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Item	Key	Claim	Content Category	Standard
33	The rubric is provided on page 28. The anchor sets are provided on page 26. (4 points)	Writing	Written Expression	**Primary Alignment**: 4.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Items 34–45: ¿Cómo viven los astronautas en el espacio?

Item	Key	Claim	Content Category	Standard
34	C (1 point)	Writing	Revising and Editing	**Primary Alignment**: 4.W.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
35	C (1 point)	Writing	Mechanics and Conventions	**Primary Alignment**: 4.L.2i Use written accents in questions and exclamations as well as accurately indicate the difference between demonstrative pronouns and determiners.
36	A (1 point)	Writing	Revising and Editing	**Primary Alignment**: 4.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
37	B (1 point)	Writing	Revising and Editing	**Primary Alignment**: 4.W.2c Link ideas within categories of information using words and phrases (e.g., *otro, por ejemplo, también, porque*).
38	D (1 point)	Writing	Mechanics and Conventions	**Primary Alignment**: 4.RF.3c Recognize the necessary changes in pronunciation and spelling when an affix is added to the word (e.g., *lento, lentamente; rápido, rapidísimo*).

Item	Key	Claim	Content Category	Standard
39	Two-point item: **Part A:** A (1 point) **Part B:** condicional simple (1 point)	Writing	Mechanics and Conventions	**Primary Alignment**: 4.L.1i Correctly recognize and formulate the imperfect (-ar: amaba; -er: comía; -ir: pedía) and conditional tenses (-ar: *amaría*; -er: *comería*; -ir: *pediría*).
40	First and second options (2 points) Both correct responses (1 point) One correct response	Writing	Mechanics and Conventions	**Primary Alignment**: 4.L.2f Use commas before and after an interrupting phrase within a sentence (e.g., *Ella, de entre mis amigas, es la más simpática*).
41	Third and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	**Primary Alignment**: 4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
42	B (1 point)	Writing	Mechanics and Conventions	**Primary Alignment**: 4.RF.3d Correctly use the dieresis mark to signal a pronounced "u" sound in the syllables "*güe*" and "*güi*" (e.g., *bilingüe, pingüino*).
43	B (1 point)	Writing	Revising and Editing	**Primary Alignment**: 4.W.2c Link ideas within categories of information using words and phrases (e.g., *otro, por ejemplo, también, porque*).
44	A mí me gusta ayudar a mi papá cuando cocina. Mis frutas favoritas son las manzanas y las naranjas. (2 points) Both correct responses (1 point) One correct response	Writing	Revising and Editing	**Primary Alignment**: 4.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Item	Key	Claim	Content Category	Standard
45	First and fourth options (2 points) Both correct responses (1 point) One correct response	Writing	Mechanics and Conventions	**Primary Alignment**: 4.RF.3f Recognize when a strong vowel (a, e, o) and a weak vowel (i, u) or two weak vowels form a hiatus and not a diphthong. Correctly place the written accent on the vowel on which the word stress falls (e.g., *hacía, baúl, raíz*).

Items 46–55: Maratón de música_Solicitud para ayudar en el maratón de música

Item	Key	Claim	Content Category	Standard
46	Fourth and fifth options (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	**Primary Alignment**: 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
47	**Drop-down list:** 10:15 (1 point)	Reading	RI - Key Ideas and Details	**Primary Alignment**: 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
48	D (1 point)	Reading	RI - Craft and Structure	**Primary Alignment**: 4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
49	D (1 point)	Reading	RI - Key Ideas and Details	**Primary Alignment**: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
50	junte (1 point)	Reading	Vocabulary and Meaning	**Primary Alignment**: 4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
51	C (1 point)	Reading	RI - Key Ideas and Details	**Primary Alignment**: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Item	Key	Claim	Content Category	Standard
52	**Drop-down list:** 12 (1 point)	Reading	RI - Integration of Knowledge and Ideas	**Primary Alignment**: 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
53	Second and third options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	**Primary Alignment**: 4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
54	B (1 point)	Reading	RI - Integration of Knowledge and Ideas	**Primary Alignment**: 4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
55	**Row 1:** Maratón de música. **Row 2:** Solicitud para ayudar. **Row 3:** Maratón de música. (1 point)	Reading	RI - Craft and Structure	**Primary Alignment**: 4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Item 56: Stand Alone Vocabulary

Item	Key	Claim	Content Category	Standard
56	D (1 point)	Reading	Vocabulary and Meaning	**Primary Alignment**: 4.L.5a Explain the meaning of simple similes and metaphors (e.g., *tan bonito como una fotografía*) in context.

Item 33—Writing Prompt and Anchor Sets

En cada lectura hay un personaje que se da cuenta de un problema y trata de resolverlo. ¿Quiénes crees tú que sean estos personajes y por qué piensas así? Escribe un ensayo de al menos tres párrafos usando detalles descriptivos de ambas lecturas que expliquen la importancia de las acciones de estos personajes en cada cuento.

Score	Student Response	Comments–Annotations
4	En el cuento de la caja, Dondón es la lechuza más sabia del bosque. Ella se da cuenta de que los animales ya no hablan ni se juntan como antes. Cuando encuentran la caja mysteriosa, todos los animales se reúnen para intentar descubrir que hay dentro. Dondón les pregunta cómo se sienten, y gracias a ella, los animales empiezan a hablar y a compartir como amigos otra vez. Desde ese momento, se reúnen todas las noches alrededor de la caja. En el cuento de la música, Luna escucha a los animales tocando música solos en sus casas. Ella piensa que sería mucho mejor si tocaran todos juntos. Luna invita a los animales a reunirse en la plaza para tocar sus instrumentos como un grupo. Los animales se sienten muy felices y tocan la mejor música para Luna, quien les regala una lluvia de estrellas en agradecimiento. Dondón y Luna son personajes importantes porque logran que los animales se unan y compartan momentos especiales. Sus acciones demuestran la importancia de la amistad y de estar juntos, lo cual ayuda a los animales a ser mas felices.	• This response successfully answers the prompt with specific, well-chosen details and examples from both stories. • It is cohesive and well organized, with a logical progression of ideas. • Grammar and word choice are precise, and minor errors do not impede meaning.

Score	Student Response	Comments–Annotations
3	En el cuento de la caja, Dondón es una lechuza muy sabia que ve que los animales ya no hablan ni se juntan como antes lo hacian. Cuando aparece la caja misteriosa, Dondón hace que todos los animales se junten alrededor de ella. Gracias a eso, los animales empiesan a hablar de nuevo y se dan cuenta de lo importante que es estar juntos. En el cuento de la musica, Luna escucha a los animales tocando solos en sus casas y piensa como sería si todos tocan juntos. Entonces ella los invita a reunirse en la plaza para tocar sus instrumentos juntos. Todos los animales se ven contentos y tocan mejor que nunca. En el cuento de la música, Luna escucha a los animales tocando solos en sus casas y piensa que sería mejor si todos tocan juntos. Entonces, ella los invita a reunirse en la plaza para tocar sus instrumentos todos juntos. Todos los animales están contentos y tocan mejor que nunca.	• This response answers the prompt with mostly relevant examples and details. • It is mostly cohesive and organized with a generally logical progression of ideas. • Grammar and word choice are generally clear. • Though some errors are present, they only occasionally impede meaning.
2	En el cuento, Dondón vel problema. Los animales no hablan. Él hace que ellos vean lacaja. Ellos se ríen juntos. En la musica, Luna escucha musica. Ella dice que tocar juntos. Ellos tocan en la plaza. Dondon y luna son buenos.	• This response partially answers the prompt with examples and details that are limited. • Ideas are not entirely cohesive because of weak organization. • Grammatical errors and awkward word choices impede meaning.
1	Dondón ve problema. Animales ellos no hablan. Él hace ellos juntos. Luna escuchala musica. Ella dice tocan juntos. Dondón y Luna ayudan. Animales amigos ora.	• This response minimally answers the prompt with minimal and inappropriate details. • Ideas are not well connected or organized. • Significant grammatical errors and inappropriate word choices often impede meaning.
0	No sé.	• Response consists only of "No sé."

Item 33—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	The response successfully answers the prompt. • 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. Minor errors in Spanish language conventions may be evident, but they do not impede meaning. • Grammar is precise (e.g., verb conjugations and gender agreement are mostly correct). • Word choice is precise.
3	The response mostly answers the prompt. • 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. Some errors in Spanish language conventions may be evident and might impede meaning. • Grammar is generally clear and specific. • Word choice is generally clear and specific.
2	The response partially addresses the prompt. • Response partially addresses the prompt with examples and details that are limited. • Response is repetitive and wordy, with limited cohesion and weak organization. Errors in Spanish language conventions are evident and occasionally impede meaning. • Grammatical errors are present. • Word choices are awkward.
1	The response minimally addresses the prompt. • 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. Errors in Spanish language conventions are significant and often impede meaning. • Grammatical errors are significant. • Word choices are inappropriate.
0	The response falls into one of the following categories: • 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.