

California Assessment of Student
Performance and Progress

California Spanish Assessment Practice Test Scoring Guide



Grade Five

CSA Practice Test Scoring Guide—Grade Five

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Introduction to Practice Test Scoring Guide

This California Spanish Assessment (CSA) practice items scoring guide offers details about the items, student response types, correct responses, and related scoring considerations for the included samples of practice items. The items selected for the practice test are designed to reflect the following:

- A broad coverage of claims that closely mirror the CSA summative blueprint
- A broad coverage of California Common Core State Standards en Español (CCSSeE) for the claims assessed by the CSA, i.e., Reading, Listening, and Writing Mechanics
- A range of student response types
- A breadth of difficulty levels across the items, ranging from easier to more difficult items

It is important to note that all student response types are not fully represented 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 pilot test results and expert recommendations from a content perspective. The samples cover a selection of items from grade five.

This scoring guide should be used alongside the online practice tests which can be accessed at <http://www.caaspp.org/practice-and-training/index.html>.

The following information is presented along with each item:

- Answer 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

Each item is aligned with a specific CCCSSeE, but some items may align with two CCCSSeE, specifically the Listening items and some composite items. Listening items have a primary standard that aligns with one of two CCCSSeE at each grade level. They also have a secondary standard aligning with a Reading standard to provide consistency in content between the Listening and Reading claims, known collectively as the interpretive domains. Composite items contain a Part A and 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.

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Each item that follows 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.

Example of Metadata

Item	Key	Claim	Content Category	Standard
1	A (1 point)	Reading	Vocabulary and Meaning	5.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA

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Item	Key	Claim	Content Category	Standard
1	C (1 point)	Reading	Vocabulary and Meaning	5.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA
2	First and fourth options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Listening	Listening Comprehension	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. This item also maps to a secondary standard: 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3	C (1 point)	Listening	Listening Comprehension	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. This item also maps to a secondary standard: 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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Item metadata table continuation showing items 4–5

Item	Key	Claim	Content Category	Standard
4	B (1 point)	Listening	Listening Comprehension	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. This item also maps to a secondary standard: 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
5	First drop-down menu: ropa diferente durante el fin de semana Second drop-down menu: accesorios que lo complementen (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Listening	Listening Comprehension	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. This item also maps to a secondary standard: 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Item metadata table continuation showing items 6–9

Item	Key	Claim	Content Category	Standard
6	D (1 point)	Listening	Listening Comprehension	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. This item also maps to a secondary standard: 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
7	4 (1 point)	Listening	Listening Comprehension	5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
8	B (1 point)	Reading	RL – Key Ideas and Details	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
9	C (1 point)	Reading	RL – Key Ideas and Details	5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Grade Five Practice Test Items

Item metadata table continuation showing items 10–15

Item	Key	Claim	Content Category	Standard
10	D (1 point)	Reading	RL – Craft and Structure	5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
11	Row 1: Luis Row 2: Fernando Row 3: Carla (1 point)	Reading	RL – Key Ideas and Details	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
12	C (1 point)	Reading	RL – Integration of Knowledge and Ideas	5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
13	D (1 point)	Reading	RL – Craft and Structure	5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.
14	C (1 point)	Reading	RL – Key Ideas and Details	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
15	A (1 point)	Reading	RL – Key Ideas and Details	5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Item metadata table continuation showing items 16–19

Item	Key	Claim	Content Category	Standard
16	<p>First drop-down menu: deslumbrar</p> <p>Second drop-down menu: cegar</p> <p>(2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Reading	Vocabulary and Meaning	5.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA
17	<p>First and fourth options</p> <p>(2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Reading	Vocabulary and Meaning	5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
18	D (1 point)	Writing	Revising and Editing	5.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
19	A (1 point)	Writing	Foundational Mechanics and Conventions	5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Item metadata table continuation showing items 20–22

Item	Key	Claim	Content Category	Standard
20	B (1 point)	Reading	Vocabulary and Meaning	5.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA
21	mi, intereso (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Writing	Foundational Mechanics and Conventions	5.RF.3c5 Add written accents when appropriate.
22	First drop-down menu: visité Second drop-down menu: iba (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Writing	Foundational Mechanics and Conventions	5.L.1c Use verb tense to convey various times, sequences, states, and conditions.

Item metadata table continuation showing items 23–27

Item	Key	Claim	Content Category	Standard
23	Fourth and fifth options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Writing	Revising and Editing	5.W.3b Use narrative techniques, such as dialogue description, and pacing, to develop experiences and events or show the responses of characters to situations.
24	C (1 point)	Writing	Foundational Mechanics and Conventions	5.L.2 Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.
25	B (1 point)	Writing	Revising and Editing	5.W.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
26	C (1 point)	Writing	Revising and Editing	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
27	First and fifth options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Writing	Foundational Mechanics and Conventions	5.RF.3c6 Justify the use of written accents in words according to spelling rules.

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Item metadata table continuation showing items 28–34

Item	Key	Claim	Content Category	Standard
28	B (1 point)	Reading	Vocabulary and Meaning	5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
29	C (1 point)	Writing	Revising and Editing	5.W.3e Provide a conclusion that follows from the narrated experiences or events.
30	avía (1 point)	Writing	Foundational Mechanics and Conventions	5.L.2g Correctly write words containing a relation between phonemes and multiple graphemes (b-v; cs-z-x; c-k-qu; g-j; y-ll, r-rr) and silent letters (H/h; u in the following syllables: <i>gue, gui, que, qui</i>) in grade-level words.
31	A (1 point)	Writing	Revising and Editing	5.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
32	B (1 point)	Writing	Revising and Editing	5.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
33	Two-point item: Part A: A (1 point) Part B: compuesto (1 point)	Writing	Foundational Mechanics and Conventions	5.L.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
34	Row 1: consonate Row 2: consonate Row 3: vocal (1 point)	Writing	Foundational Mechanics and Conventions	5.RF.3c4 Determine which sound or letter ends a word (vowel, consonant, “n” or “s”).

Item metadata table continuation showing items 35–36

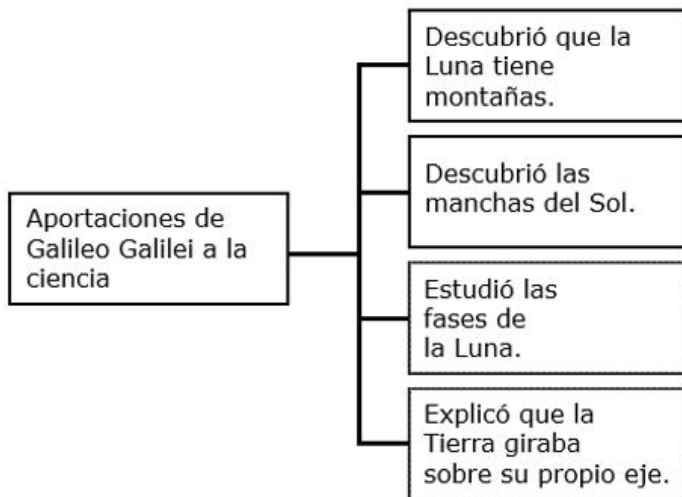
Item	Key	Claim	Content Category	Standard
35	A (1 point)	Writing	Foundational Mechanics and Conventions	5.RF.3a Use combined knowledge of all phoneme-grapheme correspondences and syllabication patterns, using written accents according to rules of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
36	D (1 point)	Listening	Listening Comprehension	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. This item also maps to a secondary standard: 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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Item metadata table continuation showing item 37

Item	Key	Claim	Content Category	Standard
37	<p>First OR Second box: Estudió las fases de la Luna.</p> <p>First OR Second box: Explicó que la Tierra giraba sobre su propio eje.</p> <p>(2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Listening	Listening Comprehension	<p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>This item also maps to a secondary standard: 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>

Screen capture of item 37 key



Item metadata table continuation showing items 38–40

Item	Key	Claim	Content Category	Standard
38	C (1 point)	Listening	Listening Comprehension	5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
39	A (1 point)	Listening	Listening Comprehension	5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
40	B (1 point)	Listening	Listening Comprehension	5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

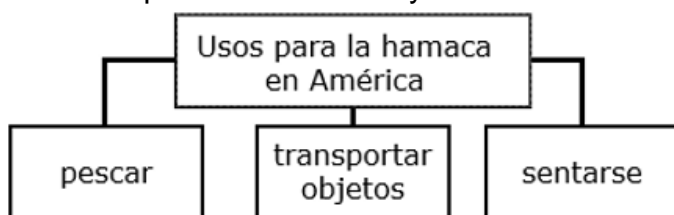
Item metadata table continuation showing items 41–43

Item	Key	Claim	Content Category	Standard
41	D (1 point)	Listening	Listening Comprehension	5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 5.L.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
42	First and third options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Reading	RI – Key Ideas and Details	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
43	A (1 point)	Reading	RI – Integration of Knowledge and Ideas	5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Item metadata table continuation showing item 44

Item	Key	Claim	Content Category	Standard
44	Label for Diagram: Usos para la hamaca en América (1 point)	Reading	RI – Key Ideas and Details	5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Screen capture of item 44 key



Item metadata table continuation showing item 45

Item	Key	Claim	Content Category	Standard
45	First drop-down menu: sencilla de usar Second drop-down menu: podían cambiarla por otras cosas (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Reading	RI – Key Ideas and Details	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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Item metadata table continuation showing items 46–50

Item	Key	Claim	Content Category	Standard
46	D (1 point)	Reading	Vocabulary and Meaning	5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
47	C (1 point)	Reading	RI – Key Ideas and Details	5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
48	A (1 point)	Reading	RI – Integration of Knowledge and Ideas	5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
49	C (1 point)	Reading	Vocabulary and Meaning	5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
50	D (1 point)	Reading	RI – Craft and Structure	5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Item metadata table continuation showing items 51–52

Item	Key	Claim	Content Category	Standard
51	<p>Row 1: La hamaca</p> <p>Row 2: Ambas lecturas</p> <p>Row 3: Taller para crear tu propia hamaca</p> <p>(1 point)</p>	Reading	RI – Craft and Structure	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
52	B (1 point)	Reading	Vocabulary and Meaning	5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.