



California Assessment of Student
Performance and Progress

California Spanish Assessment Practice Test Scoring Guide



High School

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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 practice 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: En busca de la felicidad

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: 9-10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.RL.1 Cite strong and thorough textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 9-10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
3	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 11-12.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Secondary Alignment: 11-12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).



Item	Key	Claim	Content Category	Standard
4	C (1 point)	Listening	Listening Comprehension	<p>Primary Alignment: 11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Secondary Alignment: 11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (Refer to grades 11–12 Language standards 4–6 for additional expectations.) CA</p>
5	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	<p>Primary Alignment: 9-10.SL.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
6	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	<p>Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
7	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	<p>Primary Alignment: 11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (Refer to grades 11–12 Language standards 1 and 3 for specific expectations.)</p>



Item 5–7—Speaking Prompts and Anchor Sets

Item 5

Según el audio, ¿qué fue lo que hizo el anciano para que Adrián cambiara su actitud acerca de la vida? En un mínimo de tres oraciones completas, explica este cambio de Adrián y cómo le ayudó el anciano, considerando la evidencia presentada en el audio. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Vivir de prisa hace que no disfrutamos el presente, como Adrián en la historia. Él tenía muchas cosas buenas, pero no era feliz porque siempre estaba preocupado por el futuro. El anciano le mostró que es importante . . . apreciamos las pequeñas cosas en el camino y no solo pensar en llegar al final.	<ul style="list-style-type: none">• The response uses appropriate details, explaining how living life in a hurry keeps people from enjoying the present.• Ideas are cohesive and connected.• Grammar and word choice are appropriate, though there are minor errors ("disfrutamos" instead of "disfrutemos," "apreciamos" instead of "apreciar").
1	Vivir rápido es mal. Adrián siempre querer más y no era feliz. El anciano le dice que mirar las cosas pequeñas y que disfruta más.	<ul style="list-style-type: none">• The response attempts to answer the prompt.• Ideas are not connected in a consistent manner.• Grammar and word choice are simple and repetitive with errors ("es mal" instead of "es malo," "querer" instead of "quería," "dice" instead of "dijo") that may impede meaning.
0	No sé.	<ul style="list-style-type: none">• The response consists only of "No sé."



Item 6

¿Qué evidencia presenta el autor del audio para apoyar la idea de que es importante valorar cada momento de la vida? En un mínimo de tres oraciones completas, describe por qué es importante valorar los momentos. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	El autor muestra que Adrián tenía muchas cosas buenas en su vida, como riquezas y amigos, pero aún así no era feliz. Al subir la montaña con el anciano, Adrián aprende a valorar las pequeñas cosas, como la naturaleza y las conversaciones. Esas son las cosas que lleva a encontrar la verdadera alegría en el día de hoy.	<ul style="list-style-type: none"> • The response successfully answers the prompt by providing details. • Ideas are cohesive and connected. • Grammar and word choice are appropriate ("pero aún así no era feliz").
1	Adrián no es feliz aunque tenía muchas cosas buenas. El anciano le dice que mirar cosas pequeñas es importante. Así, Adrián aprende a valorar más.	<ul style="list-style-type: none"> • The response attempts to answer the prompt. • Ideas are not fully developed and the connection between them is limited. • Grammar and word choice are simple, with some minor errors ("mirar cosas pequeñas" instead of "mirar las cosas pequeñas." • Response does not indicate what is being valued.
0	I don't know.	<ul style="list-style-type: none"> • Response is in a language other than Spanish.



Item 7

Después de escuchar el audio, ¿piensas que es fácil o no identificarse con la manera de pensar del anciano sabio? En un mínimo de tres oraciones completas, usando un lenguaje formal, explica si coincides o no con la manera de pensar del anciano sabio y justifica tus razones. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	En mi opinión, entender al anciano sabio es fácil. Él habla de valorar el momento y disfrutar las cosas simples, algo que todos podemos hacer. Estoy de acuerdo con esto porque creo que la verdadera felicidad está en apreciar cada instante y encontrar alegría en las pequeñas cosas.	<ul style="list-style-type: none">• The response directly answers the question in a basic way, stating that understanding, and providing simple reasons to support this statement.• Ideas are connected in a basic manner.• Grammar and word choice are simple and appropriate.
1	Yo pien . . . pienso que si el anciano pero soy joven no viejo.	<ul style="list-style-type: none">• The response attempts to address the question in a basic way.• Ideas are simple and connected.• Grammar and word choice are basic, with some minor errors.
0	Des- . . . después de es-, cu-, char el audio, ¿piensas que es fácil o no i-, dentificar- . . se con la manera de pensar del an-, cia-, no sabio?	<ul style="list-style-type: none">• The response only repeats the prompt.



Items 8–14: La superautopista

Item	Key	Claim	Content Category	Standard
8	A (1 point)	Listening	Listening Comprehension	<p>Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Secondary Alignment: 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
9	D (1 point)	Listening	Listening Comprehension	<p>Primary Alignment: 11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Secondary Alignment: 9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
10	First, fourth, sixth, and seventh options (1 point)	Listening	Listening Comprehension	<p>Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Secondary Alignment: 9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>



Item	Key	Claim	Content Category	Standard
11	C (1 point)	Listening	Listening Comprehension	Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
12	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 11-12.SL.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
13	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (Refer to grades 11–12 Language standards 1 and 3 for specific expectations.)
14	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 11-12.SL.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.



Items 12–14—Speaking Prompts and Anchor Sets

Item 12

Después de escuchar el audio, ¿qué información necesitarías para averiguar más sobre la posibilidad de realizar este proyecto? En un mínimo de tres oraciones completas, describe qué tipo de información necesitarías y cómo te ayudaría a profundizar en el tema. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Necesito saber cuánto costará el proyecto. También quiero saber cómo van a construir la carretera. Además, sería bueno conocer los beneficios y problemas del proyecto.	<ul style="list-style-type: none"> • The response addresses the prompt with simple but sufficient details. • The ideas are connected, and the response is clear. • The grammar and word choice are appropriate and vary a bit. • Speech is generally smooth and sustained.
1	Necesito saber el cost del proyecto. También quiero saber sobre la tecnología.	<ul style="list-style-type: none"> • The response attempts to answer the prompt with limited details. • The ideas are not well connected. • The grammar is simple and repetitive ("Necesito saber" and "quiero saber"). • Error in verb tense and the incomplete sentence require listener effort to interpret meaning ("afectar" instead of "afectaria").
0	No sé.	<ul style="list-style-type: none"> • The response consists only of "No sé."



Item 13

Después de escuchar el audio, si el proyecto de la autopista se convirtiera en realidad, ¿te atreverías a circunnavegar el planeta? En un mínimo de tres oraciones completas, usando un lenguaje formal, expresa tu opinión sobre si lo harías o no y por qué. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Sí, me gustaría circo-, circuun-, circunnavegar el planeta si el proyecto se hace realidad. Sería divertido ver muchos países. También quiero ver cómo el proyecto cambia Siberia.	<ul style="list-style-type: none">• The response addresses the prompt with simple but sufficient details.• The ideas are connected, and the response is clear.• The grammar and word choice are varied and appropriate ("me gustaría" and "Sería divertido").• Response includes self correction which does not impede meaning ("circo-, circuun-, circunnavegar").
1	Quiero viajar por el mundo, el mundo si hacen la carre, cartera.	<ul style="list-style-type: none">• The response attempts to answer the prompt with limited details.• Only one idea is included.• The grammar and word choice are simple.• Some listener effort is required to interpret the meaning ("la carre, cartera").
0	No estoy seguro.	<ul style="list-style-type: none">• The response consists of only "No estoy seguro."



Item 14

Después de escuchar el audio, ¿cómo piensas que reaccionarían los principales países involucrados a la propuesta presentada acerca de construir un Cinturón Transeurásico? En un mínimo de tres oraciones completas, describe las posibles reacciones a la propuesta de este proyecto. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Pienso que los países tendrán diferentes reacciones. Rusia podría apoyar el proyecto por los beneficios. Otros países podrían preocuparse por el costo y el medio ambiente. Habrá que negociar.	<ul style="list-style-type: none"> • The response addresses the prompt with appropriate details. • No listener effort is required to interpret meaning. • The ideas are connected, and the response is clear. • The grammar and word choice are adequate and varied ("podrían preocuparse"). • Speech is generally smooth and sustained.
1	Los países rea-, . . . re-. . . reaccionarán diferente. Habrá muchas . . . negocia- negotiations. Es una buena cosa para todo la gente.	<ul style="list-style-type: none"> • The response attempts to answer the prompt with limited details. • Some listener effort is required to interpret meaning. • The ideas are not completely connected, and the grammar is simple. • Speech is slow and halting (rea- . . . re- . . . reaccionarán" and "Habrà muchas . . . negocia-, negotiations.")
0	I don't know.	<ul style="list-style-type: none"> • Response is in a language other than Spanish.

**Items 15–20: La importancia de la letra cursiva**

Item	Key	Claim	Content Category	Standard
15	C (1 point)	Listening	Listening Comprehension	<p>Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Secondary Alignment: 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
16	Drop-down list: haciendo que perciba las letras al derecho (1 point)	Listening	Listening Comprehension	<p>Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Secondary Alignment: 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
17	D (1 point)	Listening	Listening Comprehension	<p>Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Secondary Alignment: 9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>



Item	Key	Claim	Content Category	Standard
18	First drop-down menu: anticuada Second drop-down menu: apenas se usa (2 points) Both correct responses (1 point) One correct response	Speaking	Listening Comprehension	Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Refer to grade 9–10 Language standards 4–6 for additional expectations.) CA
19	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
20	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 11-12.SL.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.



Items 19 and 20—Speaking Prompts and Anchor Sets

Item 19

Después de escuchar el audio, ¿qué opinas sobre la importancia de preservar el uso de la letra cursiva y por qué? En un mínimo de tres oraciones completas, expresa tu opinión y tus razones para justificarla. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Es importante aprender y preservar la letra cursiva porque nos ayuda a leer bien y escribir bonito. Es necesario para firmar documentos importantes. Uno debe saber como firmar con letra cursiva. También es importante para saber como leer documentos antiguos. Además studios han encontrado que reduce los efectos de dislexia. Han habido otros estudios que demuestran que ayuda nuestro cerebro.	<ul style="list-style-type: none"> • The response addresses the prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected ("También" and "Además"). • Minor errors in pronunciation do not impede meaning ("studios" and "demostran").
1	Es importante . . . es importante aprender . . . la letra cur-, siva para firmar y leer bonito. Pero algunas personas . . . no . . . no les gusta.	<ul style="list-style-type: none"> • The response attempts to address the prompt but with limited details and support. • Grammar and word choice are simple ("leer bonito"). • Spanish language use is occasionally ineffective ("leer bonito"). • Speech is slow and choppy ("Es importante . . . es importante aprender . . . la letra cur-, siva").
0	En un mínimo de tres oraciones completas, expresa tu opinión . . .	<ul style="list-style-type: none"> • Response only repeats a portion of the prompt.



Item 20

Según el audio, ¿por qué está desapareciendo poco a poco la letra cursiva? En un mínimo de tres oraciones completas, usando información del audio, describe las razones del desuso gradual de la letra cursiva. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	La letra cursiva está desapareciendo porque la gente usa más las computadoras y no escribe tanto a mano. Algunos piensan que no es necesaria, pero otros dicen que ayuda a la memoria.	<ul style="list-style-type: none"> • The response addresses the prompt with appropriate details. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Grammar and word choice are appropriate ("está desapareciendo"). • Speech is generally smooth and sustained. • Minor errors in pronunciation do not impede meaning ("piensan" instead of "piensan").
1	La letra cursiva está desapareciendo porque en realidad, no es necesaria.	<ul style="list-style-type: none"> • The response partially addresses the prompt but with limited details and support. Grammar and word choice are simple.
0	La, la, la, aquí está mi amiga. Me gusta me amiga porque . . . es mi amiga.	<ul style="list-style-type: none"> • The response is not on topic.



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.



Segment 2—Reading and Writing

Item 21: Stand Alone Vocabulary

Item	Key	Claim	Content Category	Standard
21	A (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

Items 21–32: Adina De Zavala y su lucha por El Álamo

Item	Key	Claim	Content Category	Standard
22	Third and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RL—Key Ideas and Details	Primary Alignment: 9-10.RL.1 Cite strong and thorough textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
23	A (1 point)	Reading	RL—Key Ideas and Details	Primary Alignment: 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
24	A (1 point)	Reading	RL—Integration of Knowledge and Ideas	Primary Alignment: 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., <i>El entierro del Conde de Orgaz</i> , de El Greco, con <i>Coplas a la muerte de mi padre</i> de Jorge Manrique).
25	C (1 point)	Reading	RL—Key Ideas and Details	Primary Alignment: 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.



Item	Key	Claim	Content Category	Standard
26	B (1 point)	Reading	RL—Craft and Structure	Primary Alignment: 9-10.RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
27	Third and fifth options (2 points) Both correct responses (1 point) One correct response	Reading	RL—Craft and Structure	Primary Alignment: 11-12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
28	D (1 point)	Reading	RL—Key Ideas and Details	Primary Alignment: 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
29	First, fourth, and sixth options (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
30	Drop-down menu: pasión (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (Refer to grades 9–10 Language standards 4–6 for additional expectations.) CA
31	Drop-down menu: dar una opinión o juicio (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 9-10.L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analizar, análisis, analítico; abogar, abogacía, abogado) and continue to apply knowledge of Greek and Latin roots and affixes. CA



Item	Key	Claim	Content Category	Standard
32	The rubric is provided on page 28. The anchor sets are provided on page 26. (4 points)	Writing	Written Expression	Primary Alignment: 11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Items 33–46: Los mapas a través de la historia

Item	Key	Claim	Content Category	Standard
33	A (1 point)	Writing	Revising and Editing	Primary Alignment: 9-10.W.2a Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
34	First drop-down menu: Representación geográfica Second drop-down menu: una superficie plana (2 points) Both correct responses (1 point) One correct response	Writing	Revising and Editing	Primary Alignment: 9-10.W.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
35	A (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 9-10.L.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.
36	Two-point item: Part A: Second option Part B: B (2 points) Both correct responses (1 point) One correct response	Writing	Mechanics and Conventions	Primary Alignment: 9-10.L.2c Spell correctly.



Item	Key	Claim	Content Category	Standard
37	A (1 point)	Writing	Revising and Editing	Primary Alignment: 9-10.W.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
38	C (1 point)	Writing	Revising and Editing	Primary Alignment: 9-10.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
39	C (1 point)	Writing	Revising and Editing	Primary Alignment: 9-10.W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
40	Fourth and fifth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
41	First drop-down menu: publicó Second drop-down menu: y mejoraría (2 points) Both correct responses (1 point) One correct response	Writing	Mechanics and Conventions	Primary Alignment: 9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
42	Box following imprenta: hizo. Box following se: reprodujeran. (2 points) Both correct responses (1 point) One correct response	Writing	Mechanics and Conventions	Primary Alignment: 11-12.L.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.



Item	Key	Claim	Content Category	Standard
43	D (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 11-12.L.2 Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing, paying particular attention to those rules that differ from rules governing English.
44	A (1 point)	Writing	Revising and Editing	Primary Alignment: 11-12.W.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
45	C (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 11-12.L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA
46	Second and third options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 9-10.L.5b Analyze nuances in the meaning of words with similar denotations.

Items 47–56: Las mariposas monarca

Item	Key	Claim	Content Category	Standard
47	First and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RL—Integration of Knowledge and Ideas	Primary Alignment: 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.



Item	Key	Claim	Content Category	Standard
48	B (1 point)	Reading	RI—Key Ideas and Details	Primary Alignment: 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
49	D (1 point)	Reading	RI—Craft and Structure	Primary Alignment: 11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
50	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RI—Key Ideas and Details	Primary Alignment: 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
51	First drop-down menu: su olor Second drop-down menu: sus tonos anaranjados (2 points) Both correct responses (1 point) One correct response	Reading	RI—Key Ideas and Details	Primary Alignment: 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
52	B (1 point)	Reading	RI—Key Ideas and Details	Primary Alignment: 9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
53	C (1 point)	Reading	RI—Craft and Structure	Primary Alignment: 11-12.RI.5a Analyze the use of text features (e.g., graphics, headers, captions) in public documents.



Item	Key	Claim	Content Category	Standard
54	First and third options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 11-12.L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
55	A (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
56	C (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Item 32—Writing Prompt and Anchor Sets****Item 32**

¿Cómo se diferencian las escenas de la obra? Escribe un ensayo en el que analices con detalles concretos de la obra qué técnicas o recursos literarios se usan en cada escena y de qué manera ayudan al dramaturgo a completar la historia de Adina De Zavala.

Score	Student Response	Comments—Annotations
4	<p>En la obra "Adina De Zavala y su lucha por El Álamo," se usan diferentes técnicas literarias en cada escena. Por ejemplo, en la Escena I, el abogado está nervioso y Adina está calmada. Esto muestra que Adina es fuerte. En la Escena II, Adina pide las llaves al alcalde. Ella habla con respeto y convence al alcalde. Sabemos entonces que Adina es una mujer respetada por todos. En la Escena III, Adina cierra la puerta del cuartel y sus amigos la ayudan. Vemos aquí la determinación de Adina por hacer algo bien. En la Escena IV, el sheriff trata de sacar a Adina, pero ella se niega. Entonces nos damos cuenta que Adina es de carácter fuerte. Al final, Adina gana y salva el cuartel. La forma que la obra usa las técnicas literarias nos ayudan a entender la historia, la lucha y el carácter de Adina.</p>	<ul style="list-style-type: none">• This response addresses the prompt with specific details and examples from the play.• The response is coherent and well organized.• Grammar and word choice are precise, and minor errors do not impede understanding.• The progression of ideas is logical and well controlled.
3	<p>En la obra "Adina De Zavala y su lucha por El Álamo," hay varias técnicas de la literatura. En la Escena I, el abogado está nervioso y Adina está calmada, mostrando como es Adina. En la Escena II, Adina pide las llaves al alcalde y el se las da por respeto. La escena se siente calmada. En la Escena III, Adina cierra la puerta del cuartel, mostrando su decisión. Hay pleito en la escena. Después, en la Escena IV, Adina discute con el sheriff y no quiere oír. Al final, Adina gana y se va acabando la obra. Estas técnicas ayudan a entender la historia.</p>	<ul style="list-style-type: none">• This response addresses the prompt with relevant examples and details.• The response is mostly coherent and organized.• Grammar and word choice are clear and specific, with some errors that occasionally impede meaning.



Score	Student Response	Comments—Annotations
2	La obra Adina De Zavala y su lucha por El Álamo tiene muchas diferentes escenas. Primero Adina esta calmada y luego el abogado esta nervioso. Despues, Adina pide sus llaves al alcalde. Luego, Adina cierra la puerta. Luego al fin Adina habla con el sheriff y no quiere escuchar. Estas escenas nos dicen como lucho.	<ul style="list-style-type: none"> • This response addresses the prompt partially, with examples and details that are not always appropriate or developed. • The cohesion and connection of ideas are weak due to weak and repetitive organization. • Grammar and word choice lack precision and there are errors that create minor disruptions in the response.
1	Adina está en la obra y es fuerte. Ella pelea por El Álamo. Habla con el abogado y el alcalde.	<ul style="list-style-type: none"> • This response addresses the prompt weakly, providing only superficial and general details. • Ideas are not well connected or organized, and sentence structure is very simple. • Grammar and word choice are limited, and there is a lack of development in the content. • Persistent errors create significant interruptions, impeding the overall understanding of the response.
0	No sé. No me gusta nada esto.	<ul style="list-style-type: none"> • This response does not address the prompt and does not provide relevant details or examples. • The response is very short and repetitive, with a complete lack of development.

**Item 32—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.