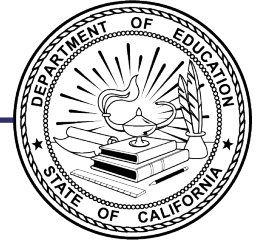




California Assessment of Student
Performance and Progress



California Spanish Assessment Accommodated Practice Test Scoring Guide



Grade Seven

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About the Accommodated Practice Test Scoring Guide

Overview

This *California Spanish Assessment (CSA) Accommodated 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](#). If you prefer this document in Spanish, use the *CSA Accommodated 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 \(CCCSsE\)](#) 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 accommodated 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 accommodated 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 Accommodated 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 Accommodated 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 Accommodated 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 Accommodated Practice Test Scoring Guide (cont.)

Directions for Scoring of Speaking Responses

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

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

Directions for Scoring of Writing Responses

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

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

Additional Resources

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

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



Segment 1—Listening and Speaking

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

Items 1–7: Ser uno mismo

Item	Key	Claim	Content Category	Standard
1	Second and fifth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3	First and third options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).



Item	Key	Claim	Content Category	Standard
4	A (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 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: 7.SL.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
6	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.



Item 5–7—Speaking Prompts and Anchor Sets

Item 5

Después de escuchar el audio, ¿qué piensas que habría pasado si la mamá de Alejandro no hubiera estado de acuerdo con su decisión de ser enfermero? En un mínimo de tres oraciones completas, describe tu punto de vista. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Si la mamá de Alejandro no hubiera estado de acuerdo con su decisión de ser enfermero, él se habría sentido muy triste. Alejandro pensaría que su sueño no es bueno. Probablemente, no habría sido tan seguro de su decisión y podría haber cambiado de idea.	• 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 and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	La mama de Alejandro era feliz y contenta. Ella dijo que lo apoya. Esto ayudó a Alejandro mucho.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple. • Spanish language is occasionally ineffective.
0	Yo no sé nada.	• Response does not respond to the prompt.



Item 6

A lo largo del audio, ¿cómo evoluciona el punto de vista de Alejandro respecto a lo que quiere ser de mayor? En un mínimo de tres oraciones completas, explica cómo la trama del audio produce cambios en la actitud del personaje. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Al principio, Alejandro quería ser maestro como sus papás. Pero después de estar en la enfermería y escuchar a la enfermera, él pensó que quería ser enfermero. Al final, su mamá lo apoyó y él decidió que será enfermero cuando sea grande.	• 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 and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	El era en la hospital, pensó que ser enfermero estaba bien. Su mamá dijo que estaba bien.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple. • Spanish language is occasionally ineffective.
0	I . . . don't . . . know.	• Response is in a language other than Spanish.



Item 7

Según el audio, ¿cómo ayudó a Alejandro la reacción de su madre al escuchar lo que había escrito para el trabajo de la escuela? En un mínimo de tres oraciones completas, describe esta reacción y cómo ayudó a Alejandro. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	La reacción de la mamá de Alejandro fue muy positiva. Ella estaba muy contenta y animó a Alejandro a ser él mismo. Su mamá le dijo que estaba orgullosa y que apoyaría su decisión de ser enfermero. Esto ayudó a Alejandro porque se sintió aliviado y feliz de que su mamá lo apoyara.	• 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 and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	La mamá de Alejandro era feliz y contenta. Ella dijo que lo apoya.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple. • Spanish language is occasionally ineffective.
0	Ya no quiero seguir con esto.	• Response provides no response.



Items 8–14: La Patagonia: paraíso turístico

Item	Key	Claim	Content Category	Standard
8	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
9	Row 1: Verdadero Row 2: Verdadero Row 3: Falso Row 4: Verdadero (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Secondary Alignment: 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
10	B (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Secondary Alignment: 7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.



Item	Key	Claim	Content Category	Standard
11	First and sixth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refinado</i> , <i>respetuoso</i> , <i>cortés</i> , <i>diplomático</i> , <i>caballeroso</i>).
12	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
13	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
14	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

Items 12–14—Speaking Prompts and Anchor Sets

Item 12

Después de escuchar el audio, ¿qué ciudad preferirías visitar: Bariloche, El Calafate o Puerto Madryn, y por qué? En un mínimo de tres oraciones completas, explica tu elección, apoyándola con información del audio. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Yo prefiero visitar Bariloche. Bariloche está al lado del lago Nahuel Huapí. Tiene pistas de esquí y paisajes bonitos. Me gusta esquiar y ver la naturaleza.	• 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 and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	Yo quiero ir a Bari . . . Bariloche.	• The response partially addresses the prompt with limited details. • Grammar and word choice are simple. • Speech is halting.
0	La, la, la, la, la, di, da, di, da	• Response is unintelligible.



Item 13

Según el audio, ¿qué opciones para descansar o explorar ofrece al visitante la ciudad de Puerto Madryn? En un mínimo de tres oraciones completas y usando información del audio, describe cuáles son estas opciones. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Puerto Madryn tiene playas limpias y aguas templadas. Los visitantes pueden descansar en la playa y explorar las formaciones rocosas. También se pueden ver ballenas y delfines en la costa.	• 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 and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	Puerto Madryn hay playas, muchas playa con gente y mucha gente va. También hay rocas y whales.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple. • Spanish language is occasionally ineffective.
0	Me quiero ir de vacaciones con Mario, Tilo, y Marianna. Vamos, vamos a México!	• Response is off topic.



Item 14

Según el audio, la Patagonia brinda innumerables atractivos turísticos. ¿Qué tipo de excursión escolar te gustaría realizar por la Patagonia y por qué? En un mínimo de tres oraciones completas, usando un lenguaje formal, expresa cuál sería tu preferencia. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Me gustaría hacer una excursión escolar a la ciudad de El Calafate en la Patagonia. Quiero ver el glaciar Perito Moreno porque es muy famoso y grande. Además, me parece interesante ver cómo se rompen pedazos del glaciar con el clima.	• 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 and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	En la Patagonia Hay esquí y montañas. También me gustan las playas.	• The response partially addresses the question with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple. • Spanish language is occasionally ineffective.
0	No sé.	• Response consists only of "No sé."

**Items 15–20: ¿Presenciar una obra o leerla? He ahí el dilema**

Item	Key	Claim	Content Category	Standard
15	B (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
16	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Secondary Alignment: 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
17	First drop-down menu: ventajas y desventajas Second drop-down menu: dando su opinión personal (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Secondary Alignment: 7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.



Item	Key	Claim	Content Category	Standard
18	se vuelven más reales (1 point)	Speaking	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
19	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
20	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.



Items 19 and 20—Speaking Prompts and Anchor Sets

Item 19

Después de escuchar el audio, ¿por qué crees que el profesor insistió en que cada estudiante representara a uno de los personajes? En un mínimo de tres oraciones completas y usando información del audio, explica qué se puede inferir de la motivación del profesor. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	El profesor insistió en que cada ehhe que cada estudiante representara a un personaje para que aprendiéramos más sobre la obra. Cuando actuamos, los personajes cobran vida y sentimos sus emociones de manera real. Además, ver la obra en el escenario ayuda a entender mejor la historia.	• 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 and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	El profesor quería que todos actuán para ver la obra. Ser como los personajes hace que la obra es más interesante. Así, vemos más sobre todo.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple. • Spanish language is occasionally ineffective.
0	Ehhhhh, bueno . . . ya es todo.	• Response provides no response.

Item 20

Según el audio, ¿por qué algunas personas prefieren leer una obra de teatro en lugar de verla representada? En un mínimo de tres oraciones completas, explica cuáles son las razones mencionadas en el audio. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Algunas personas prefieren leer una obra de teatro porque les gusta imaginar los personajes. Ellos pueden decidir cómo suenan los personajes y cómo son los lugares. También pueden pensar en cómo visten los personajes y el ambiente.	• 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 and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	Personas gustan leer libros. Ellos pueden ver personas en libros en sus mente. Ellos piensan sobre lugares y ropa de personas en libros. Es bueno para ellos.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple. • Spanish language is occasionally ineffective.
0	I don't know.	• Response is in a language other than Spanish.



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: 7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refinado</i> , <i>respetuoso</i> , <i>cortés</i> , <i>diplomático</i> , <i>caballero</i>).

Items 22–32: *La amistad vale más que el oro*_La Fiebre del Oro

Item	Key	Claim	Content Category	Standard
22	D (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
23	A (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
24	C (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
25	Two-point item Part A: First drop-down menu: el camino Second drop-down menu: el futuro (1 point) Part B: D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
26	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RL - Key Ideas and Details	Primary Alignment: 7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.



Item	Key	Claim	Content Category	Standard
27	B (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
28	D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
29	D (1 point)	Reading	RL - Integration of Knowledge and Ideas	Primary Alignment: 7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
30	B (1 point)	Reading	RL - Craft and Structure	Primary Alignment: 7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
31	A (1 point)	Reading	RL - Integration of Knowledge and Ideas	Primary Alignment: 7.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
32	The rubric is provided on page 27. The anchor sets are provided on page 25. (4 points)	Writing	Written Expression	Primary Alignment: 7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Items 33–46: El puerto de Los Ángeles

Item	Key	Claim	Content Category	Standard
33	C (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 7.L.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.



Item	Key	Claim	Content Category	Standard
34	C (1 point)	Writing	Revising and Editing	Primary Alignment: 7.W.2e Establish and maintain a formal style.
35	D (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 7.L.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
36	B (1 point)	Writing	Revising and Editing	Primary Alignment: 7.W.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
37	Third and fourth options (2 points) Both correct responses (1 point) One correct response	Writing	Vocabulary and Meaning	Primary Alignment: 7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refinado</i> , <i>respetuoso</i> , <i>cortés</i> , <i>diplomático</i> , <i>caballeroso</i>).
38	A (1 point)	Writing	Vocabulary and Meaning	Primary Alignment: 7.L.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
39	D (1 point)	Writing	Vocabulary and Meaning	Primary Alignment: 7.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
40	A (1 point)	Writing	Revising and Editing	Primary Alignment: 7.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
41	B (1 point)	Writing	Revising and Editing	Primary Alignment: 7.W.2e Establish and maintain a formal style.
42	A (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 7.L.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
43	C (1 point)	Writing	Revising and Editing	Primary Alignment: 7.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.



Item	Key	Claim	Content Category	Standard
44	D (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 7.L.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
45	D (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
46	B (1 point)	Writing	Revising and Editing	Primary Alignment: 7.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Items 47–55: La natación sincronizada _Clases de natación

Item	Key	Claim	Content Category	Standard
47	Second and third options (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	Primary Alignment: 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
48	A (1 point)	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
49	A (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
50	Third and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.



Item	Key	Claim	Content Category	Standard
51	First and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	Primary Alignment: 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
52	pasaría al nivel avanzado de las clases (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
53	D (1 point)	Reading	RI - Craft and Structure	Primary Alignment: 7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
54	D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of a word or its part of speech or trace the etymology of words. CA
55	Row 1: La natación sincronizada Row 2: Clases de natación Row 3: Clases de natación Row 4: La natación sincronizada (1 point)	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Item 56: Stand Alone Vocabulary

Item	Key	Claim	Content Category	Standard
56	First and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Item 32—Writing Prompt and Anchor Sets

¿Cómo habría sido distinta la experiencia de las familias de *La amistad vale más que el oro* si hubieran viajado en otro modo de transporte como, por ejemplo, el barco de vapor mencionado en “La Fiebre del Oro”? Escribe un ensayo de al menos tres párrafos describiendo las diferencias que habría entre la versión original y la nueva versión de la trama de *La amistad vale más que el oro*.

Score	Student Response	Comments—Annotations
4	Si las familias de “La amistad vale más que el oro” hubieran viajado en un barco de vapor, la experiencia habría sido muy diferente. En la obra, ellos viajan en una carreta y tienen que cruzar el desierto, lo que fue muy difícil y peligroso. Si hubieran viajado en un barco de vapor, no tendrían que pasar por esos peligros. El barco de vapor es más rápido y cómodo que una carreta. Tambien, en el barco, las familias no se habrían cansado tanto. No tendrian que descargar cosas o caminar largas distancias. Podrían haber llegado mas rápido y con más energía para explorar y buscar oro. Finalmente, creo que si hubieran viajado en un barco de vapor, las familias tendrian más oportunidades de conocer a personas que a de otros lugares. Viajar por mar era mas comun para personas de otros paises, y eso habría cambiado su experiencia. En lugar de sentirse tan solos, tal vez habrían hecho amigos más rápido.	• The response addresses the prompt with specific, relevant details. • It is organized with a clear progression of ideas. • Grammar and word choice are precise with very minor errors. • The response is detailed and cohesive, fitting a seventh-grade beginner level.



Score	Student Response	Comments—Annotations
3	Si las familias en “La amistad vale más que el oro” hubieran usado un barco de vapor, hubiera sido mas facil. Ellos no hubieran tenido que caminar tanto. En la obra, ellos estaban muy cansados, pero en el barco no tanto. También no hubieran tenido que cruzar el desierto, donde hace mucho calor. El barco de vapor es más rápido que la carreta. Ellos llegarían más rápido al campamento. En vez de estar tristes, podrían tener mas energía para hacer cosas. Al final habrian conocido a mas personas en el barco. Viajar con más personas hubiera sido mas divertido y no serían solos.	• The response generally answers the prompt with mostly relevant examples. • It is mostly cohesive and organized, though a bit basic. • Although some sentences are repetitive and there are minor grammatical errors, the message is clear. • The vocabulary is simple but effective.
2	En “La amistad vale más que el oro,” usan una carreta. Si viajan en un barco de vapor, el viaje sería distinto. El barco es más rápido. También, el barco puede llevar más cosas. Pero el barco puede ser caro. En general, el barco es mejor que la carreta.	• The response partially answers the prompt with some relevant points. • Ideas are somewhat connected but are not well-developed. • Grammatical errors are present, and word choices are awkward. • The response shows weak organization and limited detail.
1	En la historia, usan una carreta. Si usan un barco, seria diferente. El barco va rapido. La carreta va lenta. Eso es todo.	• The response addresses the prompt with minimal details. • Ideas are not well connected or organized. • Grammar and word choice are very simple and limited. • The response lacks relevant details and cohesion.
0	No sé. No me gustan los barcos.	• The response does not answer the question.

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	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.