



California Spanish Assessment Range Achievement Level Descriptors

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California Spanish Assessment Range Achievement Level Descriptors

In conjunction with the California Department of Education (CDE), ETS has developed range achievement level descriptors (ALDs) for the California Spanish Assessment (CSA). This document presents and defines the CSA range ALDs and briefly summarizes the process used to create them in collaboration with the CDE and California educators.

Range ALDs are domain- and grade-specific descriptors that can be used by both assessment developers to guide item writing and educators to determine what students know and can do at each level. Range ALDs provide the range of expectations specific to each domain for each grade level or the high school grade band, are used in the standard setting process, and are developed at the beginning of the testing program.

Range Achievement Level Descriptors Process

California educators were selected to participate in a workshop to refine draft range ALDs based on the general ALDs and the [Common Core State Standards en Español \(CCSSeE\)](#), which are a translation and linguistic augmentation of the California Common Core State Standards for English Language Arts/Literacy for kindergarten through grade twelve. Participants had experience teaching students eligible to take the CSA as well as knowledge of the CCSSeE. Panelists were recruited from across the state to achieve representation of educators who work with this student population. These educators contributed to developing the grade- and domain-specific expectations measured by the CSA.

The goal in developing range ALDs was to provide distinctions between the levels for each grade level or the high school grade band for each domain. These distinctions also aided in interpreting threshold scores.

California Spanish Assessment Range Achievement Level Descriptors for Grade Three

Reading Claim

Students can read, analyze, and interpret a variety of texts and genres through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Ask and answer simple questions to show understanding of what was read, using information from the text. 2. Identify simple main ideas, lessons, or morals when retelling stories or texts. Identify basic details that help explain the main idea or lesson. 3. Describe simple connections between events or ideas. Provide basic descriptions of story characters and explain how their actions affect what happens in the story. 4. Locate and refer to parts of stories and important information using simple words and basic text features. Distinguish their own point of view from the views of the author or characters. [continued on the next page]	The student is progressing in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Ask and answer common questions to show understanding of what was read, using information from the text. 2. Identify clear main ideas, lessons, or morals when retelling different texts. Identify details that support the main idea and explain how the lesson or moral is shown in the text. 3. Describe important connections between events, ideas, or steps. Provide descriptions of story characters and explain how their actions affect what happens in the story. 4. Locate and refer to parts of stories and important information using common words and different text features. Distinguish their own point of view from the views of the author or characters. [continued on the next page]	The student is well developed in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Ask and answer challenging questions to show a deep understanding of what was read, using strong examples from the text. 2. Identify complex main ideas, lessons, and morals when retelling different texts. Identify implied details that support the main idea and explain how lessons or morals are shown through important details. 3. Describe complex connections between events, ideas, or steps. Provide detailed descriptions of story characters and explain how their actions affect what happens in the story. 4. Locate and refer to parts of stories and important information using precise language and a wide range of text features. Distinguish subtle differences between their own point of view and the views of the author or characters. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 5. Demonstrate how sentences help explain the meaning of a paragraph and how pictures help tell the story. Make simple comparisons between stories or texts, such as topics, themes, or characters.	[continued from the previous page] 5. Demonstrate how sentences help explain the main meaning of a paragraph and how pictures help tell the story. Make comparisons between information, themes, and story elements across different texts.	[continued from the previous page] 5. Demonstrate how sentences help create deeper meaning in paragraphs and how pictures add to understanding stories and other texts. Make thoughtful comparisons between information, themes, and story elements across different texts.

Listening Claim

Students can comprehend spoken Spanish in a range of contexts.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Determine the basic ideas and details from information that is shown or spoken. 2. Describe basic connections between events, ideas, steps, characters, and what characters do. 3. Demonstrate basic understanding by answering questions about a text read aloud and giving simple explanations or reasonable guesses based on the information.	The student is progressing in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Determine the main ideas and supporting details from information that is shown or spoken. 2. Describe clear connections between events, ideas, steps, characters, and what characters do. 3. Demonstrate moderate understanding by answering questions about a text read aloud and giving appropriate explanations or reasonable conclusions based on the information.	The student is well developed in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Determine complex ideas and implied information from information that is shown or spoken. 2. Describe detailed connections between events, ideas, steps, characters, and what characters do. 3. Demonstrate deep understanding by answering questions about a text read aloud and giving thoughtful explanations or conclusions based on the information.

Writing Claim

Students can identify, revise, and write texts for a range of purposes and audiences to accurately and convincingly present, describe, and explain ideas through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Know and apply some phonics and word patterns, such as using word endings to show size or degree. Decode simple words and use correct spelling for beginner words. 2. Analyze which syllable is stressed in simple words and use written accent marks correctly in common words learned in earlier grades. 3. Demonstrate basic control of Spanish writing rules, such as correct punctuation. 4. Explain the general role of basic parts of speech and how they work in simple sentences. 5. Demonstrate correct agreement between parts of speech in simple sentences, using regular nouns and verbs. 6. Compose or identify a simple introduction for a topic or a story. [continued on the next page]	The student is progressing in their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Know and apply grade-level phonics and word patterns, such as using word endings to show size or degree. Decode common words and use correct spelling for everyday words. 2. Analyze which syllable is stressed in grade-level words and use accent marks correctly when needed. 3. Demonstrate appropriate use of Spanish writing rules, such as correct punctuation. 4. Explain the general role of common parts of speech and how they work in simple and compound sentences. 5. Demonstrate correct agreement between parts of speech in simple and compound sentences, using regular and common irregular nouns and verbs. 6. Compose or identify a clear introduction to a topic or a story. [continued on the next page]	The student is well developed in their ability to produce well-organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Know and apply a wide range of grade-level phonics and word patterns, such as using word endings to show size or degree. Decode advanced words and use correct spelling for more challenging words. 2. Analyze which syllable is stressed in complex grade-level words and use accent marks correctly when needed. 3. Demonstrate strong control of Spanish writing rules, such as correct punctuation. 4. Explain the general role of many different parts of speech and how they work in simple, compound, and complex sentences. 5. Demonstrate correct agreement between parts of speech in simple, compound, and complex sentences, using both regular and irregular nouns and verbs. 6. Compose or identify a well-developed introduction to a topic or a story. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 7. Group related information using a simple way to organize ideas. For stories, compose or identify a basic sequence of events in the order they occur. 8. Enhance writing by adding a few details. Support an opinion or point of view with simple reasons. For stories, add basic details to describe events, experiences, or characters, including dialogue. 9. Use simple linking words and phrases to connect ideas and make writing clearer. 10. Compose or identify a simple closing sentence for a topic or an ending for a story.	[continued from the previous page] 7. Group related information using a few common ways to organize ideas. For stories, compose or identify a sequence of events that makes sense and flows logically. 8. Enhance writing by adding some relevant details. Support an opinion or point of view with appropriate reasons. For stories, add some details that develop events, experiences, or characters through descriptions or dialogue. 9. Use appropriate linking words and phrases to connect ideas and make writing clearer. 10. Compose or identify a developed closing sentence for a topic or an ending for a story.	[continued from the previous page] 7. Group related information using a variety of ways to organize ideas. For stories, compose or identify a detailed sequence of events that flows naturally and logically. 8. Enhance writing by adding thorough, clear, and relevant details. Support an opinion or point of view with clear reasons. For stories, add rich details that develop events and characters through descriptions and dialogue. 9. Use precise linking words, transitions, and phrases to clearly connect ideas. 10. Compose or identify a well-developed closing sentence for a topic or a well-developed ending for a story.

California Spanish Assessment Range Achievement Level Descriptors for Grade Four

Reading Claim

Students can read, analyze, and interpret a variety of texts and genres through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to simple details and examples to explain what a text says, using direct evidence from the text. 2. Determine simple main ideas or themes in different texts. Identify basic details that support those main ideas and use key details to give a general summary of the text. 3. Explain the basic parts of events, ideas, or steps, including what happened and why. This may also include explaining the structure of the text. Provide general descriptions of characters, settings, or events using clear details from the story. 4. Explain the basic differences among literary works using simple language. Distinguish the basic point of view used by the author, narrator, or characters. [continued on the next page]	The student is progressing in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to clear details and examples to explain what a text says, using solid support directly from the text. 2. Determine clear main ideas or themes in different texts. Identify details that support those main ideas and use key details to give a summary of the text. 3. Explain the important parts of events, ideas, or steps, including what happened and why, or describe how the information is organized. Provide descriptions of characters, settings, or events using details from the story. 4. Explain the differences among literary works using common, everyday language. Distinguish basic parts of the point of view used by the author, narrator, or characters. [continued on the next page]	The student is well developed in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to implied details and examples to explain what a text means, using strong support from the text. 2. Determine complex main ideas and themes in different texts. Identify implied details that support those ideas and use key details to create a clear, focused summary of the text. 3. Explain complex parts of events, ideas, or processes, including what happened and why, and describe subtle ways the text is organized to share information. Provide detailed descriptions of characters, settings, and events using implied or subtle details from the story. 4. Explain detailed differences among literary works using precise and advanced language. Distinguish subtle differences in the point of view used by the author, narrator, or characters. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 5. Demonstrate how pictures and other visuals help explain the basic meaning of stories and texts. Make simple comparisons and combine information, themes, and story elements across different texts.	[continued from the previous page] 5. Demonstrate how pictures and other visuals help explain the main meaning of stories and texts. Make sufficient comparisons and combine information, themes, and story elements across different texts.	[continued from the previous page] 5. Demonstrate how pictures and other visuals add to the implied meaning of stories and texts. Make thoughtful comparisons and combine ideas, themes, and literary elements across different texts.

Listening Claim

Students can comprehend spoken Spanish in a range of contexts.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Paraphrase simple ideas and details from information that is shown or spoken. 2. Describe the basic aspects of events, ideas, characters, and what the characters do. 3. Demonstrate basic understanding by identifying the reasons and evidence in a text that is read aloud and giving simple support.	The student is progressing in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Paraphrase the main ideas and supporting details from information that is shown or spoken. 2. Describe the apparent aspects of events, ideas, characters, and what the characters do. 3. Demonstrate moderate understanding by identifying the reasons and evidence in a text that is read aloud and giving appropriate support.	The student is well developed in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Paraphrase complex ideas and implied information from what is shown or spoken. 2. Describe detailed and connected aspects of events, ideas, characters, and what the characters do. 3. Demonstrate deep understanding by identifying the reasons and evidence in a text that is read aloud and giving insightful support.

Writing Claim

Students can identify, revise, and write texts for a range of purposes and audiences to accurately and convincingly present, describe, and explain ideas through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Know and apply some phonics or word patterns learned in earlier grades. Decode basic words and use standard spelling rules to spell basic words correctly. 2. Analyze where the stressed syllable appears in basic words and use written accent marks correctly in words from earlier grade levels. 3. Demonstrate basic control of Spanish writing rules, such as correct punctuation. 4. Explain the general purpose of basic parts of speech or what they do in simple sentences. 5. Demonstrate correct agreement among parts of speech in simple sentences using regular verbs in the present or past tense. [continued on the next page]	The student is progressing in their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Know and apply sufficient grade-level phonics and word patterns. Decode everyday words and use standard spelling rules to spell common words correctly. 2. Analyze where the stressed syllable appears in grade-level words and use written accent marks correctly when needed. 3. Demonstrate moderate control of Spanish writing rules, such as correct punctuation. 4. Explain the general purpose of common parts of speech and what they do in simple and compound sentences. 5. Demonstrate correct agreement among parts of speech in simple and compound sentences using regular verbs and common irregular verbs in the present or past tense. [continued on the next page]	The student is well developed in their ability to produce well-organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Know and apply many grade-level phonics and word patterns. Decode challenging words and use standard spelling rules to spell advanced words correctly. 2. Analyze where the stressed syllable appears in many complex, grade-level words and use written accent marks correctly when needed. 3. Demonstrate thorough control of Spanish writing rules, such as correct punctuation. 4. Explain the general purpose of a variety of parts of speech, including relative pronouns and relative adverbs, and how they work in simple, compound, and complex sentences. 5. Demonstrate correct agreement among parts of speech in simple, compound, and complex sentences using regular and irregular verbs in the present or past tense. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 6. Compose or identify a simple introduction to a topic or a story. 7. Group related information using a simple way to organize ideas. For stories, compose or identify a basic sequence of events in the order they happen. 8. Enhance a text by adding a few details, examples, or evidence. Support an opinion or point of view with simple reasons. For stories, add a few details through dialogue or descriptions to develop events, experiences, or characters. 9. Use simple linking words, transitions, and phrases to connect ideas clearly. This may include basic descriptive details, limited precise words, and subject-specific vocabulary from earlier grades. 10. Compose or identify a simple closing sentence for a topic or an ending for a story.	[continued from the previous page] 6. Compose or identify a clear, organized introduction to a topic or a story. 7. Group related information using a few common ways to organize ideas. For stories, compose or identify a sequence of events that flows logically. 8. Enhance a text by adding some relevant details, examples, or evidence. Support an opinion or point of view with appropriate reasons. For stories, add some relevant details through dialogue or descriptions to develop events, experiences, or characters. 9. Use appropriate linking words, transitions, and phrases to connect and clarify ideas. This may include descriptive details, precise language, and subject-specific vocabulary to explain information, experiences, and events. 10. Compose or identify a developed closing sentence for a topic or an effective ending for a story.	[continued from the previous page] 6. Compose or identify a well-developed introduction to a topic or a story. 7. Group related information using a variety of ways to organize ideas. For stories, compose or identify a detailed sequence of events that flows naturally and logically. 8. Enhance a text by adding thorough, clear, detailed, and relevant information, evidence, and examples. Support an opinion or point of view with clear reasons. For stories, add a variety of meaningful details through dialogue and descriptions to develop events, experiences, and characters. 9. Use precise linking words, transitions, and phrases to clearly connect ideas, along with rich descriptive details, accurate language, and subject-specific vocabulary to explain information, experiences, and events. 10. Compose or identify a well-developed closing statement for a topic or an effective ending for a story.

California Spanish Assessment Range Achievement Level Descriptors for Grade Five

Reading Claim

Students can read, analyze, and interpret a variety of texts and genres through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well developed
The student is beginning to demonstrate their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to simple details, reasons, or evidence to explain what a text says, using basic support by quoting from or referring to the text. 2. Determine simple main ideas, messages, or themes in different texts and make simple comparisons and contrasts within the same genre. Identify basic details to help support main ideas and use key details to give a general summary of the text. 3. Explain basic relationships among events, ideas, or concepts and make general statements about how the text is organized. Provide simple comparisons and contrasts of characters and their development, the setting, or events using clear details from the text. 4. Compare or contrast the basic point of view used by different authors, narrators, and characters. [continued on the next page]	The student is progressing in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to clear details, reasons, or evidence to explain what a text says, using solid support by quoting from or referring to the text. 2. Determine clear main ideas, messages, or themes in different texts and make comparisons and contrasts within the same genre. Identify details that support main ideas and use key details to give a summary of the text. 3. Explain important relationships among events, ideas, or concepts and describe how the text is organized to share them. Provide comparisons and contrasts of characters and their development, the setting, or events using details from the text. 4. Compare or contrast aspects of the point of view used by different authors, narrators, and characters. [continued on the next page]	The student is well developed in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to implied details, reasons, and evidence to explain what a text means, using strong support by quoting from or referring to the text. 2. Determine complex main ideas, messages, or themes in different texts and make thoughtful comparisons and contrasts within the same genre. Identify implied details that support main ideas and use key details to create a clear, focused summary of the text. 3. Explain complex relationships among events, ideas, or concepts and describe subtle ways the text is organized to communicate them. Provide detailed comparisons and contrasts of characters and their development, the setting, or events using implied or subtle details from the text. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well developed
[continued from the previous page] 5. Demonstrate how pictures and other visuals help explain the basic meaning, mood, and beauty of stories and texts. Locate basic information and make simple comparisons and statements about ideas, themes, and story elements across texts.	[continued from the previous page] 5. Demonstrate how pictures and other visuals help explain the main meaning, tone, and beauty of stories and texts. Locate information and make sufficient comparisons and statements about ideas, themes, and story elements across texts.	[continued from the previous page] 4. Compare and contrast subtle differences in the point of view used by different authors, narrators, and characters. 5. Demonstrate how pictures and other visuals add to the implied meaning, mood, and beauty of stories and texts. Locate implied information and make insightful comparisons and statements about ideas, themes, and literary elements across texts.

Listening Claim

Students can comprehend spoken Spanish in a range of contexts.

Level 1—Beginning	Level 2—Progressing	Level 3—Well developed
The student is beginning to demonstrate their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Summarize simple ideas and details from information that is shown or spoken. 2. Describe the basic aspects of events, ideas, characters, and what the characters do. 3. Demonstrate basic understanding by identifying the reasons and evidence in a text that is read aloud and giving simple support.	The student is progressing in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Summarize the main ideas and supporting details from information that is shown or spoken. 2. Describe the apparent aspects of events, ideas, characters, and what the characters do. 3. Demonstrate moderate understanding by identifying the reasons and evidence in a text that is read aloud and giving appropriate support.	The student is well developed in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Summarize complex ideas and implied information from what is shown or spoken. 2. Describe detailed and connected aspects of events, ideas, characters, and what the characters do. 3. Demonstrate deep understanding by identifying the reasons and evidence in a text that is read aloud and giving insightful support.

Writing Claim

Students can identify, revise, and write texts for a range of purposes and audiences to accurately and convincingly present, describe, and explain ideas through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well developed
The student is beginning to demonstrate their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Know and apply some phonics or word patterns learned in earlier grades. Decode basic words and use standard spelling to spell basic words correctly. 2. Analyze where the stressed syllable appears in basic words and use written accent marks correctly in words from earlier grade levels. 3. Demonstrate basic control of Spanish writing rules, such as correct punctuation. 4. Explain the general purpose of basic parts of speech and what they do in simple sentences. 5. Demonstrate correct agreement among parts of speech in simple sentences by using the correct verb tense, voice, and mood with regular verbs. [continued on the next page]	The student is progressing in their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Know and apply sufficient grade-level phonics and word patterns. Decode everyday words and use standard spelling rules to spell common words correctly. 2. Analyze where the stressed syllable appears in grade-level words and use written accent marks correctly when needed. 3. Demonstrate moderate control of Spanish writing rules, such as correct punctuation. 4. Explain the general role of common parts of speech and what they do in simple and compound sentences. 5. Demonstrate correct agreement among parts of speech in simple and compound sentences by using the correct verb tense, voice, and mood with regular and common irregular verbs. [continued on the next page]	The student is well developed in their ability to produce well-organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Know and apply a wide variety of grade-level phonics and word patterns. Decode challenging words and use standard spelling rules to spell advanced words correctly. 2. Analyze where the stressed syllable appears in many complex, grade-level words and use written accent marks correctly when needed. 3. Demonstrate thorough control of Spanish writing rules, such as correct punctuation. 4. Explain the general role of many parts of speech, including correlative conjunctions, and how they work in simple, compound, and complex sentences. 5. Demonstrate correct agreement among parts of speech in simple, compound, and complex sentences by using the correct verb tense, voice, and mood with regular and irregular verbs. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well developed
[continued from the previous page]	[continued from the previous page]	[continued from the previous page]
6. Compose or identify a simple introduction to a topic or a story.	6. Compose or identify a clear, organized introduction to a topic or a story.	6. Compose or identify a well-developed introduction to a topic or a story.
7. Group related information using a simple way to organize ideas. For stories, compose or identify a basic sequence of events in the order they happen.	7. Group related information using a few common ways to organize ideas. For stories, compose or identify a sequence of events that makes sense and flows logically.	7. Group related information using a variety of ways to organize ideas. For stories, compose or identify a detailed sequence of events that flows naturally and logically.
8. Enhance a text by adding a few details, examples, or pieces of evidence. Support an opinion or point of view with simple reasons. For stories, add a few details through dialogue or descriptions to develop events, pacing, or characters.	8. Enhance a text by adding some relevant details, examples, or evidence. Support an opinion or point of view with appropriate reasons. For stories, add some relevant details through dialogue or descriptions to develop events, pacing, or characters.	8. Enhance a text by adding thorough, clear, detailed, and relevant information, evidence, and examples. Support an opinion or point of view with clear and specific reasons. For stories, add a variety of meaningful details through dialogue and descriptions to develop events, pacing, and characters.
9. Use simple linking words, transitions, phrases, and clauses to connect ideas clearly. This may include basic descriptive details, limited precise language, and familiar academic vocabulary.	9. Use appropriate linking words, transitions, phrases, and clauses to connect and clarify ideas. This may include descriptive details, precise language, and subject-specific vocabulary to explain information, experiences, and events.	9. Use precise linking words, transitions, phrases, and clauses to clearly connect ideas, along with rich descriptive details, accurate language, and subject-specific vocabulary to explain information, experiences, and events.
10. Compose or identify a simple closing sentence for a topic or an ending for a story.	10. Compose or identify a developed closing sentence for a topic or an effective ending for a story.	10. Compose or identify a well-developed closing statement for a topic or an effective ending for a story.

California Spanish Assessment Range Achievement Level Descriptors for Grade Six

Reading Claim

Students can read, analyze, and interpret a variety of texts and genres through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to simple details, reasons, or evidence to analyze what a text says, using basic support by quoting from or referring to the text. Evaluate whether the evidence supports simple claims made in the text. 2. Determine simple central ideas or themes in different texts and make simple comparisons and contrasts across genres. Identify basic details to help support central ideas and use key details to give a general, unbiased summary of the text. 3. Explain basic ways events, people, or ideas are introduced and developed in a text. State general ideas about how part of the text supports the theme, setting, or plot or fits into the structure. Provide simple descriptions of how the story unfolds and how characters change, using clear details from the text. [continued on the next page]	The student is progressing in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to clear details, reasons, or evidence to analyze what a text says, using solid support by quoting from or referring to the text. Evaluate whether the evidence supports clear claims made in the text. 2. Determine clear central ideas or themes in different texts and make enough comparisons and contrasts across genres. Identify details that support central ideas and use key details to give a clear, unbiased summary of the text. 3. Explain important ways events, people, or ideas are introduced and developed in a text. Describe how part of the text supports the theme, setting, or plot or fits into the overall structure. Provide descriptions of how the plot develops and how characters change over time, using details from the text. [continued on the next page]	The student is well developed in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to implied details, reasons, and evidence to analyze what a text means, using strong support by quoting from or referring to the text. Evaluate whether the evidence supports implied claims in the text. 2. Determine complex central ideas and themes in different texts and make thoughtful comparisons and contrasts across genres. Identify implied details that support central ideas and use key details to create a clear, focused, and unbiased summary of the text. 3. Explain complex ways events, people, and ideas are introduced and developed in a text. Describe subtle ways parts of the text support the theme, setting, or plot and how they fit into the overall structure. Provide detailed descriptions of how the plot develops and how characters change over time, using implied or subtle details from the text. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 4. Determine the basic purpose of an author or how the author shows point of view directly or through speakers, narrators, or characters. Make simple comparisons and contrasts of how two authors present the same events. 5. Make simple observations by combining information from more than one format, such as text, images, or audio. Make simple comparisons and combined statements about how a story feels or looks when experienced in different formats. 6. Know and apply simple strategies to help understand the meaning of words, figurative language, and figures of speech.	[continued from the previous page] 4. Determine aspects of an author's purpose or how the author shows point of view directly or through speakers, narrators, or characters. Make sufficient comparisons and contrasts of how two authors present the same events. 5. Make sufficient observations by combining information from more than one format, such as text, images, or audio. Make sufficient comparisons and combined statements about how a literary work feels or looks when experienced in different formats. 6. Know and apply common strategies to help understand the meaning of words, figurative language, and figures of speech.	[continued from the previous page] 4. Determine subtle aspects of an author's purpose and how the author shows point of view directly or through speakers, narrators, or characters. Make thoughtful comparisons and contrasts of how two authors present the same events. 5. Make insightful observations by combining information from more than one format, such as text, images, or audio. Make thoughtful comparisons and combined statements about how a literary work is experienced through different formats. 6. Know and apply a variety of strategies to help understand the meaning of words, figurative language, and figures of speech.

Listening Claim

Students can comprehend spoken Spanish in a range of contexts.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Summarize the basic ideas and details from information that is shown or spoken. 2. Describe the basic aspects of a topic, text, or issue. 3. Demonstrate basic understanding of arguments and claims in a text that is read aloud by identifying the reasons and evidence and giving simple support.	The student is progressing in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Summarize the central ideas and supporting details from information that is shown or spoken. 2. Describe the apparent aspects of a topic, text, or issue. 3. Demonstrate moderate understanding of arguments and claims in a text that is read aloud by identifying the reasons and evidence and giving appropriate support.	The student is well developed in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Summarize complex ideas and implied information from what is shown or spoken. 2. Describe detailed and connected aspects of a topic, text, or issue. 3. Demonstrate deep understanding of arguments and claims in a text that is read aloud by identifying the reasons and evidence and giving insightful support.

Writing Claim

Students can identify, revise, and write texts for a range of purposes and audiences to accurately and convincingly present, describe, and explain ideas through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Use standard spelling rules when writing basic words. [continued on the next page]	The student is progressing in their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Use standard spelling rules when writing everyday words. [continued on the next page]	The student is well developed in their ability to produce well-organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Use standard spelling rules when writing advanced words. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] - Demonstrate a basic understanding of how word choice affects academic tone and formal writing. - Demonstrate basic control of Spanish writing rules, such as correct punctuation. - Explain the general role of basic parts of speech and what they do in simple sentences. - Demonstrate correct agreement among parts of speech in simple sentences by using the correct verb tense, voice, and mood with regular verbs. - Compose or identify a simple introduction to a topic, a story, or a thesis statement. - Group related information using a simple way to organize ideas. For stories, compose or identify a basic sequence of events in the order they happen. - Enhance a text by adding a few details, examples, or pieces of evidence. Support a claim, thesis, or main idea with simple reasons and evidence. For stories, add a few details through dialogue or descriptions to develop events, pacing, or characters. [continued on the next page]	[continued from the previous page] - Demonstrate a moderate understanding of how word choice affects academic tone and formal writing. - Demonstrate moderate control of Spanish writing rules, such as correct punctuation. - Explain the general role of common parts of speech and how they work in simple and compound sentences. - Demonstrate correct agreement among parts of speech in typical simple and compound sentences by using the correct verb tense, voice, and mood with regular and common irregular verbs. - Compose or identify a clear, organized introduction to a topic or a story, including a thesis statement. - Group related information using a few common ways to organize ideas. For stories, compose or identify a sequence of events that makes sense and flows logically. - Enhance a text by adding some relevant details, examples, or evidence. Support a claim, thesis, and main idea with appropriate reasons and evidence. For stories, add some relevant details through dialogue or descriptions to develop events, pacing, or characters. [continued on the next page]	[continued from the previous page] - Demonstrate a precise understanding of how word choice affects academic tone and formal writing. - Demonstrate thorough control of Spanish writing rules, such as correct punctuation. - Explain the general role of many parts of speech, including different types of pronouns, and how they work in simple, compound, and complex sentences. - Demonstrate correct agreement among parts of speech in simple, compound, and complex sentences by using the correct verb tense, voice, and mood with regular and irregular verbs. - Compose or identify a well-developed introduction to a topic or story, including a clear thesis statement. - Group related information using a variety of ways to organize ideas. For stories, compose or identify a detailed sequence of events that flows naturally and logically. - Enhance a text by adding thorough, clear, detailed, and relevant information, evidence, and examples. Support a claim, thesis, or main idea with clear reasoning and implied or subtle evidence. For stories, add a variety of meaningful details through dialogue and descriptions to develop events, pacing, and characters. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 9. Use simple linking words, transitions, phrases, and clauses to connect ideas and show changes in time or place. This may include some basic descriptive details, precise words, and subject-specific vocabulary. 10. Compose or identify a simple closing sentence for a topic or an ending for a story that follows from what was written.	[continued from the previous page] 9. Use appropriate linking words, transitions, phrases, and clauses to connect and clarify ideas and to show changes in time or place. This may include descriptive details, precise language, and subject-specific vocabulary. 10. Compose or identify a developed closing statement for a topic or an ending for a story that clearly follows from what was written.	[continued from the previous page] 9. Use precise linking words, transitions, phrases, and clauses to connect and clarify ideas and show changes in time or place. Use rich descriptive details, accurate language, and subject-specific vocabulary to explain information, experiences, and events clearly. 10. Compose or identify a well-developed, closing statement for a topic or an ending for a story that clearly follows from what was presented.

California Spanish Assessment Range Achievement Level Descriptors for Grade Seven

Reading Claim

Students can read, analyze, and interpret a variety of texts and genres through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to simple details, reasons, or evidence to analyze what a text says, using basic support by quoting from or referring to the text. Evaluate whether the evidence and reasoning support simple claims or arguments in the text. 2. Determine simple ideas or themes in different texts. Make simple comparisons and contrasts of how two authors treat the same topic or describe the same time period in fictional and historical texts. Identify basic details to help support central ideas and use key details to give an objective, general summary of the text. [continued on the next page]	The student is progressing in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to clear details, reasons, or evidence to analyze what a text says, using solid support by quoting from or referring to the text. Evaluate whether the evidence and reasoning support clear claims and arguments in the text. 2. Determine clear central ideas or themes in different texts. Make sufficient comparisons and contrasts of how two authors treat the same topic or describe the same time period in fictional and historical texts. Identify details that support central ideas and use key details to give an objective summary of the text. [continued on the next page]	The student is well developed in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to implied details, reasons, and evidence to analyze what a text means, using strong support by quoting from or referring to the text. Evaluate whether the evidence and reasoning support implied claims and arguments in the text. 2. Determine complex central ideas and themes in different texts. Make thoughtful comparisons and contrasts of how two authors treat the same topic or describe the same time period in fictional and historical texts. Identify implied details that support central ideas and use key details to create a clear, focused, and objective summary of the text. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 3. Explain basic ways events, people, ideas, or literary elements work together in a text. State general ideas about how a part of the text contributes to the whole and to the development of ideas. Provide simple descriptions of how the form or structure of a text helps create meaning, using clear details from the text. 4. Determine the basic purpose of an author or how the author shows point of view directly or through speakers, narrators, or characters. Make simple comparisons and contrasts of how two authors present the same events. 5. Make simple observations by combining information from more than one format, such as text, images, or audio. Make simple comparisons and combined statements about how a story feels or looks when experienced in different formats. 6. Know and apply simple strategies to help understand the meaning of words, figurative language, and figures of speech.	[continued from the previous page] 3. Explain important ways events, people, ideas, or literary elements work together in a text. Describe how part of the text contributes to the whole and to the development of ideas or fits into the structure. Provide sufficient descriptions of how the form or structure of a text helps create meaning, using details from the text. 4. Determine aspects of an author's purpose or how the author compares and contrasts different points of view, including their own or those of speakers, narrators, and characters. Make sufficient comparisons and contrasts of how two authors present the same events. 5. Make sufficient observations by combining information from more than one format, such as text, images, or audio. Make sufficient comparisons and combined statements about how a story is experienced through different formats. 6. Know and apply common strategies to help understand the meaning of words, figurative language, and figures of speech.	[continued from the previous page] 3. Explain complex ways events, people, ideas, and literary elements work together in a text. Describe subtle ways parts of the text contribute to the whole and to the development of ideas and how they fit into the structure. Provide detailed explanations of how the form and structure of a work create meaning, using implied or subtle details from the text. 4. Determine subtle aspects of an author's purpose and how the author compares and contrasts different points of view, including their own or those of speakers, narrators, and characters. Make thoughtful comparisons and contrasts of how two authors present the same events. 5. Make insightful observations by combining information from more than one format, such as text, images, or audio. Make thoughtful comparisons and combined statements about how a literary work is experienced through different formats. 6. Know and apply a wide range of strategies to help understand the meaning of words, figurative language, and figures of speech.

Listening Claim

Students can comprehend spoken Spanish in a range of contexts.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Summarize basic ideas and details from information that is shown or spoken. 2. Describe the basic aspects of a topic, text, or issue. 3. Demonstrate basic understanding of arguments and claims in a text that is read aloud by identifying the reasons and evidence and giving simple support.	The student is progressing in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Summarize the central ideas and supporting details from information that is shown or spoken. 2. Describe the apparent aspects of a topic, text, or issue. 3. Demonstrate moderate understanding of arguments and claims in a text that is read aloud by identifying the reasons and evidence and giving appropriate support.	The student is well developed in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Summarize complex ideas and implied information from what is shown or spoken. 2. Describe detailed and closely connected aspects of a topic, text, or issue. 3. Demonstrate deep understanding of arguments and claims in a text that is read aloud by identifying the reasons and evidence and giving insightful support.

Writing Claim

Students can identify, revise, and write texts for a range of purposes and audiences to accurately and convincingly present, describe, and explain ideas through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Write simple sentences using correct punctuation. [continued on the next page]	The student is progressing in their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Write simple and compound sentences using correct punctuation. [continued on the next page]	The student is well developed in their ability to produce well-organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Write simple, compound, and complex sentences using correct. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] - Demonstrate a basic understanding of how word choice affects academic tone and formal writing. Use simple words learned in earlier grades to share ideas. - Demonstrate basic control of Spanish writing rules. - Explain the general role of basic phrases and clauses and how they work in simple sentences. - Demonstrate different relationships among ideas by using simple sentences. - Compose or identify a simple introduction to a topic or story, or a basic thesis statement. - Group related information using a simple way to organize ideas. For stories, compose or identify a basic sequence of events in the order they happen. [continued on the next page]	[continued from the previous page] - Demonstrate a moderate understanding of how word choice affects academic tone and formal writing. Use appropriate grade-level words to express ideas clearly. - Demonstrate moderate control of Spanish writing rules. - Explain the general role of common phrases and clauses and how they work in simple and compound sentences. - Demonstrate different relationships among ideas by using typical simple and compound sentences. - Compose or identify a clear, organized introduction to a topic or story, including a thesis statement. - Group related information using a few common ways to organize ideas. For stories, compose or identify a sequence of events that makes sense and flows logically. [continued on the next page]	[continued from the previous page] - Demonstrate a strong understanding of how word choice affects academic tone and formal writing. Use a wide range of grade-level words to clearly express ideas. - Demonstrate strong control of Spanish writing rules. - Explain the general role of many types of phrases and clauses and how they work in simple, compound, and complex sentences. - Demonstrate different relationships among ideas by using simple, compound, complex, and compound-complex sentences. - Compose or identify a detailed and engaging introduction to a topic or story, including a clear thesis statement. - Group related information using a variety of ways to organize ideas. For stories, compose or identify a detailed sequence of events that flows naturally and logically. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 8. Enhance a text by adding a few details, examples, or pieces of evidence. Support a claim, thesis, or main idea with simple reasons and evidence and acknowledge other or opposing ideas. For stories, add a few details through dialogue or descriptions to develop events, pacing, or characters. 9. Use simple linking words, transitions, phrases, and clauses to connect ideas, create flow, and show changes in time or place. This may include basic descriptive details, precise words, and subject-specific vocabulary. 10. Compose or identify a simple closing sentence for a topic or an ending for a story that follows from what was written.	[continued from the previous page] 8. Enhance a text by adding some relevant details, examples, or evidence. Support a claim, thesis, or main idea with appropriate reasons and evidence and acknowledge other or opposing ideas. For stories, add some relevant details through dialogue or descriptions to develop events, pacing, or characters. 9. Use appropriate linking words, transitions, phrases, and clauses to connect ideas, create flow, and show changes in time or place. This may include descriptive details, precise language, and subject-specific vocabulary. 10. Compose or identify a developed closing sentence for a topic or an ending for a story that clearly follows from what was written.	[continued from the previous page] 8. Enhance a text by adding clear, detailed, and relevant information, evidence, and examples. Support a claim, thesis, or main idea with clear reasoning and subtle or implied evidence and acknowledge other or opposing ideas. For stories, add a variety of meaningful details through dialogue and descriptions to develop events, pacing, and characters. 9. Use precise linking words, transitions, phrases, and clauses to connect ideas, create flow, and show changes in time or place. Use rich descriptive details, accurate language, and subject-specific vocabulary to clearly explain information, experiences, and events. 10. Compose or identify a complex, well-developed closing statement for a topic or an ending for a story that clearly follows from what was presented.

California Spanish Assessment Range Achievement Level Descriptors for Grade Eight

Reading Claim

Students can read, analyze, and interpret a variety of texts and genres through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to simple details, reasons, or evidence to analyze what a text says, using basic support by quoting from or referring to the text. Delineate and evaluate whether the evidence and reasoning support simple claims or arguments in the text. 2. Determine simple central ideas or themes in different texts. Make simple analyses of how an author uses familiar themes, events, characters, or stories. Make simple analyses of how two authors disagree about the same topic, including differences in facts or interpretation. Identify basic details to help support central ideas and analyze how those ideas develop. Use key details to give an objective, general summary of the text. [continued on the next page]	The student is progressing in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to clear details, reasons, or evidence to analyze what a text says, using solid support by quoting from or referring to the text. Delineate and evaluate whether the evidence and reasoning support the claims and arguments made in the text. 2. Determine clear central ideas or themes in different texts. Make appropriate analyses of how an author uses familiar themes, events, characters, or stories. Make appropriate analyses of how two authors present conflicting accounts of the same topic, including where they disagree about facts or interpretations. Identify details that support central ideas and analyze how those ideas develop in the text. Use key details to give an objective summary of the text. [continued on the next page]	The student is well developed in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to implied details, reasons, and evidence to analyze what a text means, using strong support by quoting from or referring to the text. Delineate and evaluate how strong the evidence and reasoning are for implied claims and arguments in the text. 2. Determine complex central ideas and themes in different texts. Make insightful analyses of how an author draws on familiar themes, events, characters, or stories. Make insightful analyses of how two authors present conflicting accounts of the same topic, including differences in facts or interpretation. Identify implied details that support central ideas and analyze how those ideas develop. Use key details to create a focused, objective summary of the text. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 3. Explain basic ways connections are made among events, people, ideas, or literary elements in a text and how those connections help support the author's purpose. State general ideas about how part of the text contributes to the whole and to the development of ideas. Provide simple comparisons and contrasts and analyze how the form or structure of one or more texts helps create meaning, using clear details from the text. 4. Determine the basic purpose of an author or how the author presents different, and sometimes conflicting, points of view, including the reader's, speakers', narrators', or characters'. Make simple comparisons and contrasts of how two authors present the same events. 5. Make simple observations by combining information from more than one format, such as text, images, or audio. Make simple evaluations and combined statements about the advantages and disadvantages of presenting the same information in different formats. 6. Know and apply simple strategies to help understand the meaning of words, figurative language, and figures of speech.	[continued from the previous page] 3. Explain ways connections are made among events, people, ideas, or literary elements in a text and how those connections support the author's purpose. Describe how part of the text contributes to the whole and to the development of ideas or fits into the structure. Provide comparisons, contrasts, and analysis of how the form or structure of two or more texts helps create meaning, using details from the texts. 4. Determine aspects of an author's purpose or how the author presents different, and sometimes conflicting, points of view, including those of the reader, speakers, narrators, or characters. Make sufficient comparisons and contrasts of how two authors present the same events. 5. Make sufficient observations by combining information from more than one format, such as text, images, or audio. Make appropriate evaluations and combined statements about the advantages and disadvantages of presenting the same information in different formats. 6. Know and apply common strategies to help understand the meaning of words, figurative language, and figures of speech.	[continued from the previous page] 3. Explain complex ways connections are made among events, people, ideas, and literary elements in a text and how those connections support the author's purpose. Describe subtle ways parts of the text contribute to the whole and to the development of ideas and how they fit into the structure. Provide in-depth comparisons, contrasts, and analysis of how the form or structure of two or more texts creates meaning, using implied or subtle details from the texts. 4. Determine subtle aspects of an author's purpose and how the author presents different, and sometimes conflicting, points of view, including those of the audience or reader, speakers, narrators, and characters. Make insightful comparisons and contrasts of how two authors present the same events. 5. Make insightful observations by combining information from more than one format, such as text, images, audio, or video. Make insightful evaluations and combined statements about the advantages and disadvantages of presenting the same source material in different formats. 6. Know and apply a wide range of strategies to help understand the meaning of words, figurative language, and figures of speech.

Listening Claim

Students can comprehend spoken Spanish in a range of contexts.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Analyze basic ideas and details from information that is shown or spoken, and evaluate the basic purpose or reasons for how the information is presented. 2. Describe the basic aspects of a topic, text, or issue. 3. Demonstrate basic understanding of arguments and claims in a text that is read aloud by evaluating whether the reasons and evidence make sense and giving simple support.	The student is progressing in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Analyze the main ideas and supporting details from information that is shown or spoken, and evaluate the clear purpose or reasons for how that information is presented. 2. Describe the apparent aspects of a topic, text, or issue. 3. Demonstrate moderate understanding of arguments and claims in a text that is read aloud by evaluating whether the reasons and evidence are strong and giving appropriate support.	The student is well developed in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Analyze complex ideas and implied information from what is shown or spoken, and evaluate the hidden purpose or reasons behind how the information is presented. 2. Describe detailed and closely connected aspects of a topic, text, or issue. 3. Demonstrate deep understanding of arguments and claims in a text that is read aloud by evaluating how strong the reasons and evidence are and giving insightful support.

Writing Claim

Students can identify, revise, and write texts for a range of purposes and audiences to accurately and convincingly present, describe, and explain ideas through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Write simple sentences using correct punctuation. [continued on the next page]	The student is progressing in their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Write simple and compound sentences using correct punctuation. [continued on the next page]	The student is well developed in their ability to produce well-organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Write simple, compound, and complex sentences using correct punctuation. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] - Demonstrate a basic understanding of how word choice affects academic tone and formal writing. Use simple words learned in earlier grades to share ideas. - Demonstrate basic control of Spanish writing rules, such as capitalization, punctuation, and spelling. - Demonstrate the use of basic gerunds, participles, and infinitives in simple sentences. - Compose or identify a simple introduction to a topic or story, or a basic thesis statement. - Group related information using a simple way to organize ideas. For stories, compose or identify a basic sequence of events in the order they happen. - Develop a text by adding a few details, examples, or pieces of evidence. Support a claim with simple reasons and evidence and acknowledge other or opposing ideas. For stories, add a few details through dialogue or descriptions to develop events, pacing, or characters. [continued on the next page]	[continued from the previous page] - Demonstrate a moderate understanding of how word choice affects academic tone and formal writing. Use appropriate grade-level words to clearly express ideas. - Demonstrate moderate control of Spanish writing rules, such as capitalization, punctuation, and spelling. - Demonstrate the use of familiar gerunds, participles, and infinitives in simple and compound sentences. - Compose or identify a clear, organized introduction to a topic or story, including a thesis statement. - Group related information using a few common ways to organize ideas. For stories, compose or identify a sequence of events that makes sense and flows logically. - Develop a text by adding some relevant details, examples, or evidence. Support a claim with appropriate reasons and evidence and acknowledge other or opposing ideas. For stories, add some relevant details through dialogue or descriptions to develop events, pacing, or characters. [continued on the next page]	[continued from the previous page] - Demonstrate a strong understanding of academic tone and formal writing. Use a wide range of grade-level words to clearly express ideas. - Demonstrate strong control of Spanish writing rules, including capitalization, punctuation, and spelling. - Demonstrate the use of many gerunds, participles, and infinitives in simple, compound, and complex sentences. - Compose or identify a detailed and engaging introduction to a topic or story, including a clear thesis statement. - Group related information using a variety of ways to organize ideas. For stories, compose or identify a detailed sequence of events that flows naturally and logically. - Develop a text by adding clear, detailed, and relevant information, evidence, and examples. Support a claim with clear reasoning, including subtle or implied evidence, and acknowledge other or opposing ideas. For stories, add a variety of meaningful details through dialogue and descriptions to develop events, pacing, and characters. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 8. Use simple linking words, transitions, phrases, and clauses to connect ideas, show how events relate, create flow, and show changes in time or place. This may include basic descriptive details, precise words, and subject-specific vocabulary. 9. Compose or identify a simple closing sentence for a topic or an ending for a story that follows from what was written.	[continued from the previous page] 8. Use appropriate linking words, transitions, phrases, and clauses to connect and clarify ideas, show how events relate, create flow, and show changes in time or place. Use some descriptive details, precise language, and subject-specific vocabulary to explain information, experiences, and events. 9. Compose or identify a developed closing sentence for a topic or an ending for a story that follows logically from what was written.	[continued from the previous page] 8. Use precise linking words, transitions, phrases, and clauses to connect ideas, create flow, show how events relate, and signal changes in time or place. Use rich descriptive details, accurate language, and subject-specific vocabulary to explain information, experiences, and events. 9. Compose or identify a complex, well-developed closing statement for a topic or an ending for a story that clearly follows from what was presented.

California Spanish Assessment Range Achievement Level Descriptors for High School

Reading Claim

Students can read, analyze, and interpret a variety of texts and genres through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to simple details, reasons, or evidence to analyze what a text says, using basic support by quoting from or referring to the text. Delineate and evaluate whether the evidence and reasoning support simple claims or arguments, including noticing statements that are clearly false, reasoning that does not make sense, or places where the text is unclear. [continued on the next page]	The student is progressing in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to clear details, reasons, or evidence to analyze what a text says, using solid support by quoting from or referring to the text. Delineate and evaluate how strong the evidence and reasoning are for the text's claims and arguments, including noticing false statements, faulty reasoning, and places where the text is unclear or leaves questions unanswered. [continued on the next page]	The student is well developed in their ability to read closely and analytically to understand a variety of genres. They should be able to do the following: 1. Refer to implied details, reasons, and evidence to analyze what a text means, using strong support by quoting from and referring to the text. Delineate and evaluate how strong the evidence and reasoning are for implied claims and arguments, including noticing statements that may be subtly false, reasoning that may be misleading, and places where the text leaves questions unanswered. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 2. Determine simple central ideas or themes in different texts. Make simple analyses of how an author uses and changes familiar themes, events, characters, or stories. Make simple analyses of different interpretations of the same literary work by explaining how each version understands the original text. Make simple comparisons and contrasts of how two or more texts from the same time period address similar ideas or topics. Identify basic details to help support central ideas and analyze how those ideas develop, connect, and build across the text. Use key details to give an objective, general summary of the text. 3. Analyze basic ways an author's choices affect events, ideas, characters, or literary elements and how those choices support the author's purpose. State general ideas about how part of the text contributes to the whole and helps develop ideas or claims. Provide simple evaluations of how the form or structure of one or more texts creates certain effects, using clear details from the text. [continued on the next page]	[continued from the previous page] 2. Determine clear central ideas or themes in different texts. Make appropriate analyses of how an author uses and changes source material in a specific work. Make appropriate analyses of different interpretations of the same literary work by explaining how each version understands the original text. Make enough comparisons and contrasts of how two or more texts from the same time period address similar themes, concepts, or topics. Identify details that support central ideas and analyze how those ideas develop in the text—how they begin, grow, and become clearer, and how they connect and build on one another. Use key details to create an objective summary of the text. 3. Analyze important ways an author's choices affect events, ideas, reasoning, complex characters, or literary elements in a text, and how those parts work together to support the author's purpose. Describe how part of the text contributes to the whole and helps develop and refine ideas or claims, or how it fits into the overall structure. Provide an evaluation of how the form or structure of a text creates certain effects, using details from the text. [continued on the next page]	[continued from the previous page] 2. Determine complex central ideas and themes in different texts. Make insightful analyses of how an author uses and changes source material in a specific work. Make insightful analyses of different interpretations of the same literary work by explaining how each version understands the original text. Make insightful comparisons and contrasts of how two or more texts from the same time period address similar themes, concepts, or topics. Identify implied details that support central ideas and analyze how those ideas develop—how they begin, become clearer, and build on one another to create a complex understanding. Use key details to create a focused, objective summary of the text. 3. Analyze complex ways an author's choices affect events, ideas, reasoning, complex characters, and literary elements, and how those parts work together to support the author's purpose. Describe subtle ways a part of the text contributes to the whole and helps develop and refine ideas or claims, and how it fits into the structure. Provide an in-depth evaluation of how the form and structure of two or more texts create certain effects and meaning, using implied or subtle details from the texts. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 4. Determine the basic purpose or point of view of an author and analyze how language or rhetoric is used to support it. Make simple analyses of a cultural experience. Analyze simple examples where understanding point of view requires telling the difference between what is said and what is meant, such as in sarcasm, irony, or understatement. 5. Make simple observations by combining information from more than one format, such as text, images, or audio. Make simple evaluations and combined statements about the advantages and disadvantages of presenting the same information in a different format. 6. Know and apply simple strategies to help understand the meaning of words, figurative language, and figures of speech.	[continued from the previous page] 4. Determine aspects of an author's purpose or point of view and analyze how rhetoric (persuasive language) is used to support them. Make an appropriate analysis of a cultural experience. Analyze a situation where understanding point of view requires telling the difference between what is said and what is meant (for example, satire, sarcasm, irony, or understatement). 5. Make enough observations by combining information from more than one format (for example, text, images, audio, or video). Make appropriate evaluations and combined statements about the advantages and disadvantages of presenting the same source material in a different format. 6. Know and apply common strategies to help understand the meaning of words, figurative language, and figures of speech.	[continued from the previous page] 4. Determine subtle aspects of an author's purpose and point of view and analyze how rhetoric (persuasive language choices) is used to support them. Make an insightful analysis of a cultural experience connected to the text. Analyze a complex case where understanding point of view requires telling the difference between what is said and what is meant (for example, satire, sarcasm, irony, or understatement). 5. Make insightful observations by combining information from more than one format (for example, text, images, audio, or video). Make insightful evaluations and combined statements about the advantages and disadvantages of presenting the same source material in a different format. 6. Know and apply a wide range of strategies to help understand the meaning of words, figurative language, and figures of speech.

Listening Claim

Students can comprehend spoken Spanish in a range of contexts.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Analyze the main ideas and important details from information that is shown or spoken, and evaluate the basic purpose or reasons for how the information is presented. 2. Describe the basic aspects of a topic, text, or issue. 3. Demonstrate basic understanding of point of view, purpose, arguments, and claims in a text that is read aloud by evaluating whether the reasons and evidence make sense and giving simple support.	The student is progressing in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Analyze the main ideas and supporting details from information that is shown or spoken, and evaluate the clear purpose or reasons behind how the information is presented. 2. Describe the noticeable aspects of a topic, text, or issue. 3. Demonstrate moderate understanding of point of view, purpose, arguments, and claims in a text that is read aloud by evaluating whether the reasons and evidence are strong and giving appropriate support.	The student is well developed in their ability to use effective listening skills for a range of purposes and audiences. They should be able to do the following: 1. Analyze complex ideas and implied information from what is shown or spoken, and evaluate the hidden purpose or reasons behind how the information is presented. 2. Describe detailed and closely connected aspects of a topic, text, or issue. 3. Demonstrate deep understanding of point of view, purpose, arguments, and claims in a text that is read aloud by evaluating how strong the reasons and evidence are and giving insightful support.

Writing Claim

Students can identify, revise, and write texts for a range of purposes and audiences to accurately and convincingly present, describe, and explain ideas through Spanish.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Write simple sentences using correct punctuation (for example, using periods to finish sentences, commas to show pauses, semicolons to link closely related sentences, and colons to introduce a list or quotation). 2. Demonstrate a basic understanding of how word choice and simple rhetorical techniques affect academic tone and formal writing. Use basic, grade-level words to share ideas clearly and maintain an objective tone, with guidance from reference tools when needed. 3. Demonstrate basic control of Spanish writing rules, such as using parallel structure correctly. 4. Demonstrate a basic understanding of Spanish sentence structure and how it works in simple sentences. [continued on the next page]	The student is progressing in their ability to produce organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Write simple and compound sentences using correct punctuation (for example, using periods to end sentences, commas to show pauses, semicolons to link closely related sentences, and colons to introduce a list or quotation). 2. Demonstrate a moderate understanding of how word choice and rhetorical devices affect academic tone and formal writing. Use appropriate grade-level words to express ideas clearly and maintain an objective tone, using reference tools when needed. 3. Demonstrate moderate control of Spanish writing rules, such as using parallel structure correctly. 4. Demonstrate a general understanding of Spanish sentence structure and how it works in simple and compound sentences. [continued on the next page]	The student is well developed in their ability to produce well-organized, developed, and supported writing for different purposes and audiences. They should be able to do the following: 1. Write simple, compound, and complex sentences using correct punctuation (for example, using periods to end sentences, commas to show pauses, semicolons to connect closely related sentences, and colons to introduce a list or quotation). 2. Demonstrate a strong understanding of rhetorical devices, academic tone, and formal writing. Use a wide range of grade-level words to clearly express ideas and maintain an objective tone, using style guides and reference tools when appropriate. 3. Demonstrate strong control of Spanish writing rules, such as using parallel structure correctly. 4. Demonstrate a deep understanding of advanced Spanish sentence structures and how their use affects meaning in simple, compound, and complex sentences. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 5. Compose or identify a simple introduction to a topic or story, or a basic thesis statement, with limited organization to show why the topic matters. 6. Group related information using a simple way to organize ideas. For stories, compose or identify a basic sequence of events. 7. Develop a text by adding a few details, examples, or pieces of evidence. Support a claim with simple reasons and evidence and point out basic strengths and limits of claims, including other or opposing ideas. For stories, add a few details through dialogue or descriptions to develop events, pacing, or characters. 8. Use simple linking words, transitions, phrases, and clauses to connect ideas, show relationships among events or claims, create flow, and signal changes in time or place. This may include basic descriptive details, simple figures of speech, precise words, and familiar subject-specific vocabulary to explain ideas and experiences. [continued on the next page]	[continued from the previous page] 5. Compose or identify a clear, organized introduction to a topic or story, or a thesis statement, showing why the topic matters with some organization. 6. Group related information using a few common ways to organize ideas so that each part builds on the previous one. For stories, compose or identify a sequence of events that makes sense and flows logically. 7. Develop a text by adding some relevant details, examples, or evidence. Support a claim with appropriate reasons and evidence and point out basic strengths and limits of claims, including other or opposing ideas. For stories, add some relevant details through dialogue or descriptions to develop events, pacing, or characters. 8. Use appropriate linking words, transitions, phrases, and clauses to connect and clarify ideas, create flow, show relationships among events or claims, and signal changes in time or place. Use some descriptive details, figures of speech, precise language, and subject-specific vocabulary to explain ideas and experiences. [continued on the next page]	[continued from the previous page] 5. Compose or identify a well-developed introduction to a topic or story, including a clear thesis statement that shows why the topic matters and is well organized. 6. Group related information using a variety of organizational structures so that each part builds on the previous one to create a clear, unified whole. For stories, compose or identify a detailed sequence of events that develops naturally and logically. 7. Develop a text by adding clear, detailed, and relevant information, evidence, and examples. Support a claim with clear reasoning, including subtle or implied evidence, and explain the strengths and limits of claims, including opposing viewpoints. For stories, add a range of meaningful details through dialogue and descriptions to develop events, pacing, and characters. 8. Use precise linking words, transitions, phrases, and clauses to clearly connect ideas, show relationships among events or claims, create cohesion, and signal changes in time or place. Use varied descriptive details, figures of speech, precise language, and subject-specific vocabulary to explain ideas and describe experiences effectively. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 9. Compose or identify a simple closing sentence for a topic or an ending for a story that follows from what was written.	[continued from the previous page] 9. Compose or identify a developed closing statement for a topic or an ending for a story that follows logically from what was written.	[continued from the previous page] 9. Compose or identify a well-developed closing statement for a topic or an ending for a story that clearly follows from and strengthens what was presented.

Speaking Claim

Students can speak Spanish to accurately and convincingly present, describe, and explain ideas for a range of purposes and audiences.

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
The student is beginning to demonstrate their ability to use effective speaking skills to accurately describe and explain ideas for a range of purposes. They should be able to do the following: - Respond to different perspectives by showing basic understanding of a speaker's point of view, using a few key details to give a limited summary of the main ideas from a text or audio. When asked, make simple comparisons to their own point of view. - Identify limited evidence or respond to a text using simple reasoning to try to support basic conclusions. Qualify or justify their own views in a limited way. [continued on the next page]	The student is progressing in their ability to use effective speaking skills to accurately describe and explain ideas for a range of purposes. They should be able to do the following: - Respond to different perspectives by showing appropriate understanding of a speaker's point of view, using key details to give a general summary of the main ideas from a text or audio. When asked, make appropriate comparisons to their own point of view. - Identify an adequate amount of evidence or respond to a text using reasoning that supports conclusions. When appropriate, qualify their own views and reconcile them with differing viewpoints. [continued on the next page]	The student is well developed in their ability to use effective speaking skills to accurately describe and explain ideas for a range of purposes. They should be able to do the following: - Respond to different perspectives with thoughtful analysis of a speaker's point of view, using a range of important details to create a focused summary of the main ideas from a text or audio. When asked, make insightful comparisons to their own point of view. - Identify strong evidence or respond to a text using reasoning that supports insightful conclusions and, when appropriate, synthesize multiple viewpoints on an issue. [continued on the next page]

Level 1—Beginning	Level 2—Progressing	Level 3—Well Developed
[continued from the previous page] 3. Mildly discern the credibility and accuracy of sources by noticing basic features of the evidence and reasoning used in claims or a narrator’s arguments, including identifying obvious bias, evidence, or flawed reasoning. 4. Demonstrate a limited understanding of how word choice and rhetorical devices affect academic tone and formal style when adjusting speech for different situations and tasks. Use simple words to express opinions, form basic arguments, and maintain an objective tone, giving simple reasons or support. Demonstrate partial ability to produce spoken language with limited proficiency.	[continued from the previous page] 3. Moderately discern the credibility and accuracy of sources by drawing conclusions based on the quality of the evidence and reasoning used in claims or a narrator’s arguments, including identifying bias, evidence, and flawed reasoning. 4. Demonstrate a basic understanding of how word choice and rhetorical devices affect academic tone and formal style when adjusting speech for different contexts and tasks. Use appropriate word choices to express opinions, form arguments, and maintain an objective tone, providing suitable reasons and support. Demonstrate adequate ability to produce spoken language.	[continued from the previous page] 3. Precisely discern the credibility and accuracy of sources by drawing conclusions based on the quality of the evidence and reasoning used in claims or a narrator’s arguments, including identifying bias, strong evidence, and flawed reasoning. 4. Demonstrate a strong understanding of how word choice and rhetorical devices affect academic tone and formal style when adjusting speech for different contexts and tasks. Use precise word choices to express opinions, form arguments, and maintain an objective tone, providing thoughtful reasons and support. Demonstrate a high level of spoken language proficiency.