



California Assessment of Student
Performance and Progress



California Spanish Assessment Accommodated Practice Test Scoring Guide



Grade Five

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About the Accommodated Practice Test Scoring Guide

Overview

This *California Spanish Assessment (CSA) Accommodated Practice Test Scoring Guide* offers details about the items, student response types, correct responses, and constructed-response (CR) anchor samples with comments and annotations. This scoring guide should be used alongside the online practice tests, which can be accessed on the [CAASPP & ELPAC Website](#). If you prefer this document in Spanish, use the *CSA Accommodated Practice Test Scoring Guide* (Spanish version).

The items selected for the practice test are designed to reflect the following:

- A broad coverage of content categories
- A broad coverage of [California Common Core State Standards en Español \(CCCSsE\)](#) for the claims assessed by the CSA
- A range of student response types
- A breadth of difficulty levels across the items, ranging from easier to more difficult items

The accommodated practice tests, which are available at each of grades three through eight and high school, include speaking items for all grade levels and the high school grade span although speaking is only on the high school test for the operational assessment. The purpose of including speaking items in the practice tests is to provide students, parents and guardians, and educators with the opportunity to familiarize themselves with the types of speaking items on the CSA in high school. It also provides educators an opportunity to tailor instruction to allow students to practice and demonstrate their Spanish speaking skills.

The accommodated practice tests allow students to use the supports or changes in procedures and materials documented in their IEP or 504 plan, so they can become familiar with the tools, format, and expectations of the assessment. The purpose of the CSA practice test is to provide students with opportunities to become familiar with the format and structure of the CSA, while the purpose of the CSA training test is to allow students to become familiar with the testing interface, including the item types and accessibility tools they will encounter.

It's important to note that all student response types are not included on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to content based on expert recommendations from a content perspective.

About the Accommodated Practice Test Scoring Guide (cont.)

Contents of the Accommodated Practice Test Scoring Guide

Within this guide, tables include the following information about each item:

- Key: The expected student response or example response, including score point value
- Claim: The reporting category of the evidence being gathered
- Content Category: Further information regarding the content being assessed
- Standard: A reference to the assessable evidence statements of what students should know and be able to do

CR scoring information presented in this document includes the following:

- Speaking Rubric: Used to score the speaking CR items
- Writing Rubric: Used to score the writing CR item
- Prompts and Anchor Sets: The CR prompt and anchor samples for each score point with comments and annotations

Standards Alignment

Each item is aligned with a specific standard from the CCCSSeE, but some items may align with two standards, specifically the listening items and some composite items. Listening items have a primary standard (Primary Alignment) that aligns with one of two standards at each grade level. These items also have a secondary standard (Secondary Alignment) aligning with a reading standard to provide consistency in content between the listening and reading claims, known collectively as the receptive domains. Composite items contain a Part A and a Part B; when those parts assess separate standards, primary and secondary standards are provided.

The items included in this guide represent a variety of the types of questions used to evaluate the CCCSSeE, although this sample group is not fully inclusive of the wide range of difficulty levels of the questions or the content.

Using the Accommodated Practice Test Scoring Guide

Administration

The CSA Practice Test is versatile and can be administered in a non-standardized manner. Educators may use these materials flexibly for instructional purposes. Educators may ask students to share their item responses, to review scoring rubrics, or to work collaboratively in small groups to take the CSA Practice Test. The CSA is a response-required test. This means that students must enter a response for each item before they are able to continue on in the test. Responses can include the selection of any answer option, the entry of a single text character in a written response field, or the selection of “record” and then “stop recording” buttons for a speaking item without actually recording an answer.

About the Accommodated Practice Test Scoring Guide (cont.)

Test Delivery System and Constructed-Response Items

For speaking CR items, the educator or student may choose to use the microphone recording device in the Test Delivery System (TDS). Students can listen to their recordings and rerecord if they choose; however, once the test is submitted or paused, recordings cannot be retrieved.

For writing CR items, once the test is submitted in the TDS, the student's response cannot be retrieved. Educators may choose to have students construct their responses outside of the TDS. This provides the educator with the opportunity to score the student's writing response.

Directions for Scoring of Speaking Responses

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

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

Directions for Scoring of Writing Responses

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

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

About the Accommodated Practice Test Scoring Guide (cont.)

Additional Resources

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

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

Segment 1—Listening and Speaking

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

Items 1–7: El Día de la Tierra

Item	Key	Claim	Content Category	Standard
1	B (1 point)	Listening	Listening Comprehension	Primary Alignment: 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Secondary Alignment: 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
2	First and fourth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3	Fourth and fifth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Secondary Alignment: 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).



Item	Key	Claim	Content Category	Standard
4	C (1 point)	Listening	Listening Comprehension	Primary Alignment: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
5	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 5.SL.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
6	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
7	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.



Items 5–7—Speaking Prompts and Anchor Sets

Item 5

En el audio se menciona que en 1970 se creó la Agencia de Protección Ambiental. En un mínimo de tres oraciones completas y usando información del audio, describe por qué se creó esta agencia y cómo ayuda al planeta. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	La Agencia de Protección Ambiental se creó en 1970 para cuidar la Tierra. Hace leyes para tener aire y agua más limpios y enseña a las personas a proteger el medio ambiente. Es importante porque queremos un planeta saludable para vivir.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Response is spoken in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally sustained.
1	L-, la agen-, agencia . . . se creó para cuidar la Tierra. Hacen mucha, muchos leyes.	• The response partially addresses the speaking prompt with limited details and support. • Grammar and word choice are simple. • Speech is slow and choppy.
0	No entiendo.	• The response consists only of “No entiendo.”



Item 6

Después de escuchar el audio, ¿qué piensas que tú podrías hacer para proteger el planeta y por qué? En un mínimo de tres oraciones completas y usando información del audio, explica tu opinión usando detalles descriptivos para apoyar tus ideas. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Creo que puedo proteger el planeta de diferentes maneras. Una forma es reciclar el plástico y el papel en casa para reducir la basura. También puedo ahorrar agua cerrando la llave cuando no la necesito y usando menos energía eléctrica. Estas acciones son importantes porque ayudan a conservar los recursos naturales y a mantener el medio ambiente limpio.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Response is spoken in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally sustained.
1	Creo, creo que . . . puedo hacer algo para . . . proteger el planeta. Puedo . . . reciclar cosas.	• Response partially addresses the speaking prompt with limited details or support. • Some listener effort is required to interpret meaning. • Grammar and word choice are simple. • Speech is slow and halting.
0	I don't know.	• The response is in a language other than Spanish.



Item 7

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

Score	Student Response	Comments—Annotations
2	El audio habló sobre el Día de la Tierra y por qué es importante cuidar el medio ambiente. También mencionó la creación de la Agencia de Protección Ambiental en 1970 para hacer leyes y proteger la Tierra. Se enfatizó la importancia de educar a las personas sobre los problemas ambientales y cómo ayudar, como reciclar y ahorrar recursos.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Response is spoken in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally sustained.
1	El audio dice la importancia de tener una agencia. Se habló de cómo cada uno puede ayudar.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple.
0	En un mi-,ni-, mo de tres ora-,cion-, es, oraciones completas y usando . . . de escuchar.	• Response only repeats the prompt.

**Items 8–13: Usar o no usar uniforme escolar**

Item	Key	Claim	Content Category	Standard
8	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
9	First and fourth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Secondary Alignment: 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
10	C (1 point)	Listening	Listening Comprehension	Primary Alignment: 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Secondary Alignment: 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
11	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Secondary Alignment: 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).



Item	Key	Claim	Content Category	Standard
12	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
13	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



Items 8 and 13—Speaking Prompts and Anchor Sets

Item 8

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

Score	Student Response	Comments—Annotations
2	El audio explica las ventajas y desventajas de usar uniforme en la escuela. Dice que usar uniformes ayuda a evitar distracciones y ahorrar tiempo en la mañana porque no tenemos que escogernos la ropa. También menciona que los uniformes pueden hacer que los estudiantes se sienten más serio y que apoyan el orgullo de la escuela.	• Response addresses the speaking prompt with appropriate details and support. • Ideas are cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is smooth and sustained.
1	El audio habla de uniforme y que es bueno. Dice que . . . dice que . . . bueno, ayuda con tiempo y que no hay moda. También pienso que dijo algo de sentirse serio con uniforme.	• Response partially addresses the speaking prompt with limited details or support. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple; errors impede meaning; Spanish language is occasionally ineffective. • Pronunciation or intonation may impede meaning.
0	I don't like uniforms, sorry.	• Response is in a language other than Spanish.

Item 13

Después de escuchar el audio, ¿qué opinas sobre el tema de llevar o no uniforme escolar? En un mínimo de tres oraciones completas y usando información del audio, explica tu opinión usando detalles descriptivos para apoyar tus ideas. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Escuché el audio y creo que usar uniforme en la escuela es bueno. Menos distracciones al vestarnos, ambiente más serio y respetuoso.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Response is spoken in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally sustained.
1	Pien-, pienso que el uniforme en la escuela tienen muchos ventajas.	• Response partially addresses the prompt but does not provide support. • Grammar and word choice are simple, and errors are present.
0	Despues de . . . es-, cu, char el	• Response only repeats a portion of the prompt.



Items 14–19: Galileo Galilei

Item	Key	Claim	Content Category	Standard
14	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Secondary Alignment: 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
15	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
16	B (1 point)	Listening	Listening Comprehension	Primary Alignment: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.



Item	Key	Claim	Content Category	Standard
17	C (1 point)	Listening	Listening Comprehension	Primary Alignment: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
18	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 5.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
19	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 5.SL.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**Items 18 and 19—Speaking Prompts and Anchor Sets****Item 18**

Según el audio, Galileo notó que los cuerpos celestes desaparecían constantemente. En un mínimo de tres oraciones completas y usando información del audio, explica cuál fue el resultado de esta observación y qué otras conclusiones se podrían sacar. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Galileo vio que los cuerpos en el cielo desaparecían. Esto le hizo pensar que la Tierra se movía y que los cuerpos celestes seguían caminos curvos. Esto resultó en el descubrimiento que la Tierra giraba alrededor del sol y sobre su propio eje. Galileo hizo muchos descubrimientos importantes.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Response is spoken in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally sustained.
1	Galileo vio que las cosas en el cielo desaparecían. Esto le hizo pensar que algo estaba en movimiento, pero no especifica qué.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple.
0	Una vez fui con mi familia a un museo de ciencias y aprendimos mucho sobre el universo.	• Response is not on topic.

Item 19

En el audio se menciona que Galileo mejoró el primer telescopio. En un mínimo de tres oraciones completas y usando información del audio, describe cómo este avance resultó en más descubrimientos científicos. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Galileo mejoró el telescopio para ver cosas más cerca y así descubrió más sobre la Luna, Saturno y el Sol. Descubrió que la Luna era redonda y tenía montañas, que el Sol tenía manchas, y que Saturno tenía anillos.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Response is spoken in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	Galileo hace el el tele-, telescope más grande. Vio cosas novas en el space. Vio muchas cosas en space.	• Response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner.
0	No sé.	• Response consists only of "No sé."

**Item 20: Stand Alone Speaking CR—Varios tipos de juegos**

Item	Key	Claim	Content Category	Standard
20	The rubric is provided on page 20. The anchor sets are provided on the following page. (2 points)	Speaking	Spoken Expression	Primary Alignment: 5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



Item 20—Speaking Prompt and Anchor Sets

Item 20

Si tuvieras que escoger algo para jugar afuera, ¿qué escogerías y por qué? En un mínimo de tres oraciones completas, explica tu opinión usando detalles descriptivos para apoyar tus ideas. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Yo escogouna pelota de fútbol porque me gusta correr y hacer goles. Cuando juego con mis amigos, todos tratamos de ganar y eso me hace sentir emocionado. También pienso que jugar fútbol es bueno para hacer ejercicio y mantenernos activos afuera. A veces perdemos, pero igual es divertido porque podemos practicar nuevas jugadas. Además, me gusta que el fútbol se puede jugar en casi cualquier lugar, como en la parque o en la calle.	• The response addresses the speaking prompt with appropriate details and support. • Ideas are cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is smooth and sustained. • Errors in pronunciation or intonation do not impede meaning.
1	Yo creo que jugar con una ball es bueno porque puedo patear. Me gusta porque es dividido. Me canso y no quiero correr.	• Response partially addresses the speaking prompt with limited details or support. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple; errors impede meaning; Spanish language is occasionally ineffective. “Ball” cannot be included as part of the response as it is in English.
0	Si tuvieras que . . . escoger algo para jugar afuera . . .	• Response only repeats the prompt.



Speaking Rubric

The rubric is a holistic rubric. Educators should consider the rubric descriptors for each score and determine, overall, which score best fits each student response, taking into account appropriate grade-level expectations.

Note: An asterisk (*) indicates the following about effective language:

- Effective language is defined as including noun and verb phrases using accurate vocabulary.
- Minor factual inaccuracies or omissions are acceptable.
- Mispronunciation of any word that does not interfere with meaning (e.g., *pos* versus *pues*, *haiga* versus *haya*) should not be penalized.

Score	Descriptors
2	The response successfully answers the prompt. • Response addresses the speaking prompt with appropriate details and support. Little or no listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language.* • Grammar and word choice are appropriate. • Speech is generally smooth and sustained. • Errors in pronunciation or intonation do not impede meaning.
1	The response attempts to answer the prompt. • Response partially addresses the speaking prompt with limited details or support. Some listener effort is required to interpret meaning. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple or repetitive; errors may impede meaning; Spanish language is occasionally inappropriate or ineffective.* • Speech may be slow, choppy, or halting. • Pronunciation or intonation may impede meaning.
0	The response falls into one of the following categories: • Response is not on topic. • Response only repeats the prompt. • Response is in a language other than Spanish. • Response consists only of "No sé," is completely unintelligible, or provides no response.

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Segment 2—Reading and Writing

Item 21: Stand Alone Vocabulary—Perder

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

Items 22–30: Una noche de estrellas

Item	Key	Claim	Content Category	Standard
22	B (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
23	C (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
24	D (1 point)	Reading	RL - Craft and Structure	Primary Alignment: 5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
25	Row 1: Luis Row 2: Fernando Row 3: Carla (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



Item	Key	Claim	Content Category	Standard
26	D (1 point)	Reading	RL - Craft and Structure	Primary Alignment: 5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.
27	C (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
28	A (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
29	B (1 point)	Reading	RL - Integration of Knowledge and Ideas	Primary Alignment: 5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
30	First and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Items 31–44: Centro de Adopción de Mascotas

Item	Key	Claim	Content Category	Standard
31	D (1 point)	Writing	Revising and Editing	Primary Alignment: 5.W.3a Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.



Item	Key	Claim	Content Category	Standard
32	A (1 point)	Writing	Foundational Mechanics and Conventions	Primary Alignment: 5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
33	B (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 5.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. Also use reference materials to consult translations. CA
34	First drop-down menu: darles Second drop-down menu: hacerlos (2 points) Both correct responses (1 point) One correct response	Writing	Foundational Mechanics and Conventions	Primary Alignment: 5.RF.3b Write words correctly with enclitics (<i>verb + pronoun or article or both</i>). (e.g., <i>cántamela, lávame, consíguemela</i>).
35	C (1 point)	Writing	Foundational Mechanics and Conventions	Primary Alignment: 5.RF.3c3 Categorize a word according to its stressed syllable (<i>aguda, grave, esdrújula, sobreesdrújula</i>).
36	First drop-down menu: visité Second drop-down menu: iba (2 points) Both correct responses (1 point) One correct response	Writing	Foundational Mechanics and Conventions	Primary Alignment: 5.L.1c Use verb tense to convey various times, sequences, states, and conditions, including the contrast between simple past, or preterite, and imperfect tenses to express action in the past (e.g., <i>Yo iba todos los días. Yo fui ayer</i>).
37	Fourth and fifth options (2 points) Both correct responses (1 point) One correct response	Writing	Revising and Editing	Primary Alignment: 5.W.3b Use narrative techniques, such as dialogue description, and pacing, to develop experiences and events or show the responses of characters to situations.



Item	Key	Claim	Content Category	Standard
38	B (1 point)	Writing	Revising and Editing	Primary Alignment: 5.W.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
39	Fourth and fifth options (2 points) Both correct responses (1 point) One correct response	Writing	Foundational Mechanics and Conventions	Primary Alignment: 5.L.1h Identify and use all types of conjunctions, such as concessive (<i>aunque, por más que, a pesar de que</i>), conditional (<i>en caso de, siempre que</i>), and purpose (<i>de modo que, a fin de que, con el objeto de</i>).
40	C (1 point)	Writing	Revising and Editing	Primary Alignment: 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
41	B (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
42	C (1 point)	Writing	Revising and Editing	Primary Alignment: 5.W.3e Provide a conclusion that follows from the narrated experiences or events.
43	Two-point item: Part A: A (1 point) Part B: compuesto (1 point)	Writing	Foundational Mechanics and Conventions	Primary Alignment: 5.L.1b Form and use the perfect (e.g., <i>Yo habré caminado; Yo había caminado; Yo he caminado</i>) verb tenses.
44	D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

**Item 45: Stand Alone Vocabulary—Metí la pata**

Item	Key	Claim	Content Category	Standard
45	B (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

Items 46–55: La hamaca—Taller para crear tu propia hamaca

Item	Key	Claim	Content Category	Standard
46	First and third options (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	Primary Alignment: 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
47	A (1 point)	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
48	Drop-down menu: usos para la hamaca en América (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
49	First drop-down menu: sencilla de usar Second drop-down menu: podían cambiarla por otras cosas (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	Primary Alignment: 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
50	D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.



Item	Key	Claim	Content Category	Standard
51	Second and fifth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
52	C (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
53	A (1 point)	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
54	D (1 point)	Reading	RI - Craft and Structure	Primary Alignment: 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
55	Row 1: La hamaca Row 2: Ambas lecturas Row 3: Taller para crear tu propia hamaca (1 point)	Reading	RI - Craft and Structure	Primary Alignment: 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.



Segment 3—Writing Constructed Response

Item 56: La hamaca—Taller para crear tu propia hamaca

Item	Key	Claim	Content Category	Standard
56	The rubric is provided on page 31. The anchor sets are provided on page 29. (4 points)	Writing	Written Expression	Primary Alignment: 5.W.1b Provide logically ordered reasons that are supported by facts and details.

Item 56—Writing Prompt and Anchor Sets

Item 56

Los autores de ambas lecturas dicen que la hamaca es un objeto útil y fácil de transportar. ¿Estás de acuerdo o no y por qué? En un mínimo de tres párrafos, explica las razones que apoyan tus ideas e incluye detalles relevantes de ambas lecturas.

Score	Student Response	Comments—Annotations
4	Estoy de acuerdo con los autores porque en primera lectura La hamaca dice que no ocupan mucho espacio y que los indigenas las llevaban porque eran faciles de poner en y luego quitar de las palmeras. Estas personas las llevaban pa todos lado en los ombros y en los viajes. Luego en en la segunda lectura, la del taller de la creacion de la hamaca para el centro dice el autor que es portatil y es facil de hacer. Entonces es claro que lo que como dicen los autores, la hamaca es facil de llevar porque ss pequeña. La pones y quitas facil y la llevas en donde quieras.	• This response clearly states agreement with the authors and supports this position with specific, relevant details from both readings. • The student cites information from the first text, such as “no ocupan mucho espacio” and “los indigenas las llevaban... en los viajes,” demonstrating an understanding of why the hamaca is easy to transport. • The student also incorporates details from the second reading, noting that “es portatil y es facil de hacer,” which directly supports the prompt. • The essay is cohesive and organized, moving logically from evidence in the first reading to evidence in the second, and concluding with a clear statement: “la hamaca es facil de llevar porque ss pequeña.” • Minor errors—such as “pa todos lado” or “ss pequeña”—do not impede meaning.

Score	Student Response	Comments—Annotations
3	Si, estoy muy de acuerdo de que la hamaca es un objeto muy facil de transportar y útil. La Lectura 1 dice que los Indigenas las llevaban consigo durante sus viajes porque eran muy faciles de colgar. ademas, El Capitán Garcilaso de la Vega las llamo "camas de viento" por ser livianas y sencillas de transportar. Primera razón. las hamacas viejas estaban hechas de materiales como el sisal o fibras vegetales livianas. La Lectura 2 nos dise de dos tipos de hamacas modernas, Ambos materiales la cuerda y la lono son como dice la lectura "portátil". En conclusión, la hamaca es muy facil de transportar es flexible y no ocupa mucho espacio. es facil de mover que se puede descansar donde quero. Ambas lecturas apoyan mis ideas.	• This response addresses the prompt with relevant details from both readings and has a logical structure, despite errors in Spanish conventions that sometimes affect clarity. • The student clearly agrees with the authors about the hammock's usefulness and portability, supporting the opinion with examples from indigenous practices and materials used in modern hammocks. • While transitions are simple and some ideas could be expanded, the writing remains generally cohesive and understandable. • Grammatical and spelling mistakes occur but do not obscure meaning, and specific vocabulary is mostly used appropriately.
2	Pos yo creo que si estoy de acuerdo con lo que dicen los autores que la ponian facil en los arboles porque era pequena y la llevan facil en el cuerpo. Tambien es facil hacerla poque es solo una cuerda y dos maeras. Entonces si estoy de acuerdo	• This response partially addresses the prompt, and the support provided is limited. • The student includes brief references to the readings, such as "la ponian facil en los arboles porque era pequena" and "es solo una cuerda y dos maeras," but these details are not fully developed and do not form a complete explanation. • The response is repetitive, ending with "Entonces si estoy de acuerdo," without adding new ideas, and the organization is weak, lacking the required paragraph structure. • Grammatical issues and awkward word choices further limit clarity.
1	Los textos se trata de la amaca porque es facil. De esto trata todo el texto.	• This response minimally addresses the prompt, lacks development, and contains major language errors that hinder understanding. • This response offers no supporting reasons or details from both readings.
0	No se. No me acuerdo	• This response is off topic.

Item 56—Writing Rubric

The rubric is a holistic rubric. Educators should consider the rubric descriptors for each score and determine, overall, which score best fits each student response, taking into account appropriate grade-level expectations.

Score	Descriptors
4	The response successfully answers the prompt. • Response answers the writing prompt with specific examples and details that are relevant and well-developed. • Response is cohesive and well organized. The progression of ideas is logical and well controlled. Minor errors in Spanish language conventions may be evident, but they do not impede meaning. • Grammar is precise (e.g., verb conjugations and gender agreement are mostly correct). • Word choice is precise.
3	The response mostly answers the prompt. • Response answers the prompt with examples and details that are mostly relevant and developed. • Response is mostly cohesive and organized. The progression of ideas is generally logical and controlled. Some errors in Spanish language conventions may be evident and might impede meaning. • Grammar is generally clear and specific. • Word choice is generally clear and specific.
2	The response partially addresses the prompt. • Response partially addresses the prompt with examples and details that are limited. • Response is repetitive and wordy, with limited cohesion and weak organization. Errors in Spanish language conventions are evident and occasionally impede meaning. • Grammatical errors are present. • Word choices are awkward.
1	The response minimally addresses the prompt. • Response minimally addresses the prompt with inappropriate or irrelevant details and examples. • Response is not well connected or organized. The progression of ideas is not logical. Errors in Spanish language conventions are significant and often impede meaning. • Grammatical errors are significant. • Word choices are inappropriate.
0	The response falls into one of the following categories: • Response includes no original expression (i.e., only copies text from the prompt or the passage). • Response is off topic. • Response is in a language other than Spanish. • Response consists only of "No sé," "No me gusta," is completely unintelligible, or provides no response.