



California Assessment of Student
Performance and Progress

California Spanish Assessment Accommodated Practice Test Scoring Guide



Grade Six

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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: Los recuerdos nos unen

Item	Key	Claim	Content Category	Standard
1	B (1 point)	Listening	Listening Comprehension	Primary Alignment: 6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Secondary Alignment: 6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
2	C (1 point)	Listening	Listening Comprehension	Primary Alignment: 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Secondary Alignment: 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3	First drop-down menu: distante Second drop-down menu: atento (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Secondary Alignment: 6.RL.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.



Item	Key	Claim	Content Category	Standard
4	B (1 point)	Listening	Listening Comprehension	Primary Alignment: 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Secondary Alignment: 6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4-6 for additional expectations.) CA
5	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 6.SL.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
6	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 6.SL.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
7	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.



Items 5–7—Speaking Prompts and Anchor Sets

Item 5

Según el audio, ¿cómo ayudan las experiencias que vivieron Darla y Jorge de niños a que al final volvieran a ser tan amigos como antes? En un mínimo de tres oraciones completas y usando información del audio, explica de qué manera lo hacen. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Darla y Jorge eran amigos cuando eran pequeños. En el ático, encontraron juguetes que usaban antes. Las fotos les recordaron esos momentos y empezaron a hablar y ser amigos otra vez.	• Response addresses the prompt with clear details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate language. • Grammar and word choice are appropriate.
1	Darla y Jorge eran amigos. Tienen memorias juntos.	• Response partially addresses the prompt with limited details. • Grammar and word choice are simple. • Spanish language is occasionally ineffective.
0	No sé.	• Response consists only of “No sé.”



Item 6

Después de escuchar el audio, ¿por qué crees que el papá de Darla les pide a Darla y a Jorge que lo ayuden a limpiar el ático? En un mínimo de tres oraciones completas, cita la evidencia presentada a lo largo del audio que apoye tu razonamiento. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	El papá de Darla pide a Darla y a Jorge que ayuden a limpiar el ático porque quiere que recuerden su pasado. En el ático, encuentran juguetes viejos y un álbum de fotos. Estos recuerdos ayudan a Darla y a Jorge a hablar más y a recordar los buenos tiempos que pasaron juntos.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • 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 do not impede meaning.
1	Darla y Jorge eh hh . . . ayuda a limpiar. Hay cosas viejas. Como fotos viejas. Darla y Jorge está, estaban en los fotos.	• Response partially addresses the speaking prompt with limited details. • Ideas are not connected in a consistent manner. • Spanish language is occasionally ineffective.
0	No sé.	• Response consists only of "No sé."



Item 7

Según el audio, ¿qué factores determinan que Jorge sea frío e indiferente cuando se encuentra con su prima y sus tíos? En un mínimo de tres oraciones completas y usando información del audio, describe qué factores contribuyen a que Jorge se comporte de esa manera. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Jorge está frío porque hace mucho que no ve a Darla. Él no habla mucho y juega con su teléfono. También, él tiene gustos diferentes a los de Darla, como el hockey y los videojuegos.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	Jorge le gusta otra cosa que Darla. Eso hace que no se lleven bien.	• Response partially addresses the speaking prompt with limited details. • Grammar and word choice are simple; Spanish language is occasionally ineffective.
0	I don't know.	• Response is in a language other than Spanish.



Items 8–13: Reírse es bueno para la salud

Item	Key	Claim	Content Category	Standard
8	First and second options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Secondary Alignment: 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
9	C (1 point)	Listening	Listening Comprehension	Primary Alignment: 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Secondary Alignment: 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
10	Drop-down menu: el público en general (1 point)	Listening	Listening Comprehension	Primary Alignment: 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Secondary Alignment: 6.RI.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
11	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Secondary Alignment: 6.RI.4 – Determine meanings of words/phrases including figurative and technical.



Item	Key	Claim	Content Category	Standard
12	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 6.SL.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
13	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 6.SL.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.



Items 12–13—Speaking Prompts and Anchor Sets

Item 12

Según el audio, ¿qué detalles presenta el autor para apoyar la idea de la abuela, que «la risa es el mejor remedio para todo»? En un mínimo de tres oraciones completas, cita la evidencia presentada a lo largo del audio. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Según el audio, la risa es buena para la salud. Primero, se dice que la risa reduce el estrés y ayuda contra enfermedades. Segundo, reírse es como hacer ejercicio para los músculos. Finalmente, la risa puede reducir el dolor, como en el estudio con los dolores de cabeza.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained. • Errors in pronunciation or intonation do not impede meaning.
1	El autor di-, dice . . . que reír es bueno. La risa puede ayudar con 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.
0	Laughing is good. I can't say it in Spanish.	• Response is in a language other than Spanish.

Item 13

Después de escuchar el audio, ¿por qué crees que se eligieron los hospitales para iniciar las terapias de la risa? En un mínimo de tres oraciones completas y usando información del audio, explica por qué crees que esta terapia empezó especialmente en los hospitales. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Los hospitales eligieron iniciar las terapias de risa porque ayuda a reducir el estrés y alejar las enfermedades. Un minuto de risa es igual como hacer 10 minutos de ejercicios. Riendose uno a carcajadas puede disminuir un dolor de cabeza. Verdaderamente, la risa es una buena medicina sin costo.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	Pusieron estas terapias en las hospitales para ayudar a las personas.	• Response partially addresses the speaking prompt with limited details or support. • Grammar and word choice are simple.
0	No sé.	• Response consists only of “No sé.”

**Item 14: Stand Alone Speaking CR—Mejor medio de transporte**

Item	Key	Claim	Content Category	Standard
14	The rubric is provided on page 20. The anchor sets are provided on the following page. (2 points)	Speaking	Spoken Expression	Primary Alignment: 6.SL.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.



Item 14—Speaking Prompt and Anchor Sets

Item 14

Imagínate que puedes realizar un viaje a cualquier lugar del mundo y puedes elegir un medio de transporte. ¿Qué lugar escogerías y qué medio de transporte crees que sería el mejor para tu viaje y por qué? En un mínimo de tres oraciones completas, explica tu respuesta. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Yo iría a Japón porque me gusta aprender sobre su cultura y ver los templos antiguos. Creo que el mejor transporte sería el avión porque es rápido y puedo llegar rápido. También pienso que sería padre mirar por la ventana y ver las nubes mientras viajo. Además, quiero probar comida japonesa autentica cuando voy allá.	• The response addresses the speaking prompt with appropriate details and support. • Ideas are cohesive and connected. • The response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are mostly appropriate. • Speech is smooth and sustained.
1	Yo quiero ir a Hawaii porque . . . mmm . . . porque pienso que es bonita y hay playas grandes. Yo voy a Hawaii este verano con mi familia y amiga.	• The 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; Spanish language is occasionally ineffective.
0	I love Santa Cruz!	• Response is in a language other than Spanish.



Items 15–20: Las tareas escolares

Item	Key	Claim	Content Category	Standard
15	C (1 point)	Listening	Listening Comprehension	Primary Alignment: 6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Secondary Alignment: 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
16	Second and third options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Secondary Alignment: 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
17	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Secondary Alignment: 6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.



Item	Key	Claim	Content Category	Standard
18	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Secondary Alignment: 6.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of a word or its part of speech.
19	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 6.SL.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
20	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 6.SL.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.



Items 19 and 20—Speaking Prompts and Anchor Sets

Item 19

Después de escuchar la opinión del estudiante en el audio, ¿cómo crees que te podrías preparar para hacer las tareas escolares? En un mínimo de tres oraciones completas, describe tu opinión, apoyándola con detalles del audio. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Yo creo que pa preparar mis tareas debo organizar mi tiempo y buscar un lugar tranquilo. El audio dice que la tarea es para repasar lo aprendido y no debe ser demasiada, por eso pienso que puedo empezar con las materias más fáciles y luego las más difíciles. También les puedo pedir ayuda a mis papás si tengo dudas porque el audio menciona que la tarea puede ser para convivir con ellos. Si hago esto, terminare más rápido y tendrá tiempo para hacer otras cosas. Otra idea es preparar los materiales antes de empezar, como libros y cuadernos, para no perder tiempo buscando cosas.	• The response addresses the speaking prompt with appropriate details and support. • Ideas are cohesive and connected. • The response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate and effective. • Speech is smooth and sustained.
1	Yo pienso que nos dan mucha tarea. Mi maestra nos da mucha tarea todos los días. El audio dice que la tarea es buena pero no me acuerdo bien por qué. Yo digo que no es buena.	• 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.
0	No sé.	• Response consists only of “No sé.” • Response does not address the prompt.



Item 20

Según el audio, ¿por qué el estudiante opina que las indicaciones para hacer la tarea deben ser cortas y claras? En un mínimo de tres oraciones completas y usando información del audio, describe por qué pudiera ser importante para el estudiante entender las indicaciones para realizar la tarea. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Las indicaciones para la tarea deben ser cortas y claras porque ayuda a los estudiantes a entender mejor qué hacer. Si las indicaciones son largas o difíciles, puede ser confuso para el estudiante. Es importante que el estudiante sepa bien qué hacer para no perder tiempo.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	Las indi-, indicaciones deben ser cortas. Si las indicaciones son largas, es confuso.	• 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.
0	Uno, dos, tres, cuatro, cinco, seis. You tengo 11.	• Response is not on topic.



Speaking Rubric

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

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

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

Score	Descriptors
2	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—Pasar la noche en vela

Item	Key	Claim	Content Category	Standard
21	C (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Items 22–31: Las gaviotas—*Los pájaros de la Playa Ventura*

Item	Key	Claim	Content Category	Standard
22	Fourth and fifth options (2 points) Both correct responses (1 point) One correct response	Reading	RL - Key Ideas and Details	Primary Alignment: 6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
23	First drop-down menu: describiéndolas como seres felices por su libertad Second drop-down menu: admirando su versatilidad (2 points) Both correct responses (1 point) One correct response	Reading	RL - Craft and Structure	Primary Alignment: 6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
24	D (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
25	B (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 6.L.5a Interpret figures of speech (e.g., personification, metaphors, etc.) in context.



Item	Key	Claim	Content Category	Standard
26	C (1 point)	Reading	RL - Craft and Structure	Primary Alignment: 6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
27	C (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
28	D (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
29	Two-point item: Part A: C (1 point) Part B: First and fourth options (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
30	B (1 point)	Reading	RL - Integration of Knowledge and Ideas	Primary Alignment: 6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
31	Row 1: Las gaviotas Row 2: <i>Los pájaros de la Playa Ventura</i> Row 3: Las gaviotas Row 4: Las gaviotas (1 point)	Reading	RL - Integration of Knowledge and Ideas	Primary Alignment: 6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.



Items 32–44: Ojos extraordinarios

Item	Key	Claim	Content Category	Standard
32	Fourth and fifth options (2 points) Both correct responses (1 point) One correct response	Writing	Revising and Editing	Primary Alignment: 6.W.2a Introduce a topic or a thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
33	D (1 point)	Writing	Revising and Editing	Primary Alignment: 6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
34	B (1 point)	Writing	Revising and Editing	Primary Alignment: 6.W.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
35	Drop-down menu: órgano (1 point)	Writing	Revising and Editing	Primary Alignment: 6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
36	Second and fifth options (2 points) Both correct responses (1 point) One correct response	Writing	Mechanics and Conventions	Primary Alignment: 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
37	D (1 point)	Writing	Revising and Editing	Primary Alignment: 6.W.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
38	First and third options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 6.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>austero</i> , <i>frugal</i> , <i>tacaño</i> , <i>ahorrativo</i>).



Item	Key	Claim	Content Category	Standard
39	C (1 point)	Writing	Revising and Editing	Primary Alignment: 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
40	Drop-down menu: muy curiosos (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 6.L.3b Maintain consistency in style and tone.
41	First and second options (2 points) Both correct responses (1 point) One correct response	Writing	Mechanics and Conventions	Primary Alignment: 6.L.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
42	First and third options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
43	D (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 6.L.1a Ensure that pronouns are in the proper case (personal, possessive, demonstrative, indefinite, relative, interrogative, reflexive).
44	Third and fifth options (2 points) Both correct responses (1 point) One correct response	Writing	Revising and Editing	Primary Alignment: 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Item 45: Stand Alone Vocabulary—Raíz, sinónimo, audiencia**

Item	Key	Claim	Content Category	Standard
45	B (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 6.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audiencia, auditorio, audible).

Items 46-55: Un mercado sin igual—Eventos en el mercado histórico de Los Ángeles

Item	Key	Claim	Content Category	Standard
46	C (1 point)	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
47	A (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
48	A (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 6.L.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
49	C (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
50	Drop-down menu: resaltar información importante sobre cada sección (1 point)	Reading	RI - Craft and Structure	Primary Alignment: 6.RI.5a Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA
51	Second and third options (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	Primary Alignment: 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



Item	Key	Claim	Content Category	Standard
52	C (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
53	B (1 point)	Reading	RI - Craft and Structure	Primary Alignment: 6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
54	First drop-down menu: la experiencia del narrador en el mercado Second drop-down menu: las actividades que el mercado ofrece al público (2 points) Both correct responses (1 point) One correct response	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 6.RI.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
55	First and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	Primary Alignment: 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).



Segment 3—Writing Constructed Response

Item 56: Un mercado sin igual—Eventos en el mercado histórico de Los Ángeles

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: 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Item 56—Writing Prompt and Anchor Sets

Item 56

¿Cómo comunican los autores de “Un mercado sin igual” y “Eventos en el Mercado Histórico de Los Ángeles” el tema de que donde se ofrece una gran variedad de productos y servicios también puede haber diversión? En un mínimo de tres párrafos, explica las razones que apoyan tu análisis e incluye detalles relevantes de ambas lecturas.

Score	Student Response	Comments—Annotations
4	Los autores comunican el tema de la diversion de maneras diferentes. Primero en la lectura del mercado el autor describe que aparte de poder comprar productos tambien hay tiendas y restaurantes. Aparte hacen eventos de musica con tambores. Tambien se puede bailar. En la lectura del mercado historico de Los Angeles tambien dicen que mucho artistas llevan su arte para que la gente lo vea. Hay tambien shows de carros y de flores y de planas. Puedes llevar tu perro si quieres. Pero aquí son mas bien como listas de eventos. Entonces si los autores comunican lo que se puede hacer como diversion pero de manera diferente.	• This response successfully answers the prompt by explaining how both authors present the idea of fun in places that offer many products and services. • The student uses relevant details from the first reading, such as “hay tiendas y restaurantes... hacen eventos de musica con tambores,” showing how entertainment appears naturally in the narrative. • The student also includes accurate examples from the second reading, noting “shows de carros y de flores... Puedes llevar tu perro,” demonstrating how the informational text lists organized events. • This response is cohesive, logically structured, and ends with a clear comparison. • Minor errors, such as “planas” instead of “plantas,” and some missing accent marks do not impede meaning.
3	Las autores lo dicen clara mente que una gran bariedad de productos y servicios es tambien una fuente de gran diversión. La Lectura 1 habla del mercado como un lugar de entenimiento cuando bailan con los tambores. La Lectura 2 dicen este tema al describir eventos planeados solo para la diversión. Hay musicas de jazz tango mariachi, y salsa. Ademas, hay fiestas de carros para diferentes intereses. Tambien los servicios, como las clinicas de vacunación para mascota, se mesclan con actividades dibertidas. De esta manera, ambas leturas usan ejemplos de bariedad para mostrar que el mercado es un lugar para todos disfrutar.	• This response mostly answers the prompt by explaining how both authors show that a market with many products and services can also be a place for fun, using relevant details from each reading. • The student clearly identifies the theme (“una gran bariedad de productos y servicios es tambien una fuente de gran diversión”) and supports it with examples such as dancing to drums in the first text (“cuando bailan con los tambores”) and musical events and activities in the second (“jazz tango mariachi, y salsa”; “fiestas de carros”). • Although there are noticeable spelling and grammar errors (e.g., “bariedad,” “dibertidas,” “leturas”), the ideas remain mostly clear and the word choice is generally appropriate.



Score	Student Response	Comments—Annotations
2	La primera dice que hay otras cosas aparte de comprar par hacer comida. Y la segunda dice que puede encontrar dias de musica en las estrellas.	• This response partially addresses the prompt by briefly mentioning how each author presents entertainment in the markets, but the details are very limited. • The student writes “la primera dice que hay otras cosas aparte de comprar” and “la segunda dice que puede encontrar dias de musica,” but these examples are vague and do not fully explain how the authors communicate the theme. • This response lacks cohesion and organization, offering only short, disconnected statements. • Errors in Spanish conventions—such as “par hacer comida,” and “dias de musica en las estrellas,”—occasionally impede meaning. • Word choice is awkward, and the explanation is incomplete.
1	Tengo que hacerlo, ok. Todo es diversion y bonito dicen los autores.	• This response minimally addresses the prompt and lacks the required development. • The statements “Tengo que hacerlo, ok.” and “Todo es diversion y bonito dicen los autores.” are vague, do not explain how the authors communicate the theme, and include no details from either reading.
0	Ay mi papa compra rramienta.	• This response is off topic. • Spelling errors impede meaning.

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.