



California Assessment of Student
Performance and Progress



California Spanish Assessment Accommodated Practice Test Scoring Guide



Grade Eight

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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: Editor suplente

Item	Key	Claim	Content Category	Standard
1	B (1 point)	Listening	Listening Comprehension	Primary Alignment: 8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Secondary Alignment: 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
2	C (1 point)	Listening	Listening Comprehension	Primary Alignment: 8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Secondary Alignment: 8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
3	Second and third options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Secondary Alignment: 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.



Item	Key	Claim	Content Category	Standard
4	First and fifth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Secondary Alignment: 8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
5	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 8.SL.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
6	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
7	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 8.SL.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.



Items 5–7—Speaking Prompts and Anchor Sets

Item 5

Después de escuchar el audio, ¿crees que el Sr. Hernández realmente ignoraba los artículos de Daniel, como se menciona al principio? En un mínimo de tres oraciones completas, explica tu opinión usando ejemplos del audio que la apoyen. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	No, no creo que el Sr. Hernández ignoraba los artículos de Daniel. En el audio, el Sr. Hernández le pide a Daniel que se haga cargo del periódico mientras él se ausenta. Además, el Sr. Hernández elogió el trabajo de Daniel al final, diciendo que hizo un excelente trabajo.	• 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.
1	Sr. Hernández pidió a Daniel que fuera el editor. Entonces él dice que Daniel hizo un buen trabajo.	• Response partially addresses the speaking prompt with limited details or support.
0	Umm . . . I don't know.	• Response is in a language other than Spanish.



Item 6

Daniel piensa que ser editor suplente «era la oportunidad que tanto anhelaba». Según el audio, ¿qué puede haber motivado al autor a usar la palabra «anhelaba»? En un mínimo de tres oraciones completas, explica qué quiere comunicar el autor con esta palabra, usando evidencia del audio. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Daniel dice que ser editor suplente “era la oportunidad que tanto anhelaba” porque él quería demostrar su capacidad. En el audio, se menciona que Daniel estaba preocupado de que sus artículos no fueran lo suficientemente buenos. También, cuando el Sr. Hernández le ofreció ser editor, Daniel aceptó con mucha ilusión porque siempre quería esa oportunidad.	• 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.
1	Daniel quería ser editor porque muchas. El Sr. Hernández le dio la oportunidad de ser editor. Daniel estaba feliz.	• Response partially addresses the speaking prompt with limited details or support. • Errors may impede meaning. • Spanish language is occasionally ineffective.
0	La mujer quiere algo porque . . . porque.	• Response is off topic.



Item 7

Después de escuchar el audio, si Daniel eligiera la carrera de editor, ¿qué tipo de editor crees que sería a raíz de la experiencia vivida en la escuela? En un mínimo de tres oraciones completas, explica cómo crees que Daniel sería en su trabajo de editor, usando ejemplos del audio que apoyen tu opinión. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Daniel sería un editor muy dedicado y responsable. En la historia, él trabajó duro y aprendió a valorar el trabajo del Sr. Hernández. También, Daniel mostró que puede tomar decisiones difíciles y ser justo con los otros estudiantes.	• 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.
1	Daniel sería un buen editor porque, uh, estoy cansada.	• 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. • Spanish language is occasionally ineffective.
0	Mi no comprendo Spanish.	• Response provides no response to the prompt.



Items 8–13: Las mascotas y el microchip

Item	Key	Claim	Content Category	Standard
8	C (1 point)	Listening	Listening Comprehension	Primary Alignment: 8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Secondary Alignment: 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
9	B (1 point)	Listening	Listening Comprehension	Primary Alignment: 8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Secondary Alignment: 8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 for additional expectations.) CA



Item	Key	Claim	Content Category	Standard
10	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Secondary Alignment: 8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
11	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Secondary Alignment: 8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
12	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
13	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)



Items 12 and 13—Speaking Prompts and Anchor Sets

Item 12

¿Cómo crees que la información del audio afectaría la opinión sobre el microchip por parte de los dueños de mascotas si fuera presentada por un veterinario? En un mínimo de tres oraciones completas, explica cómo la opinión de un veterinario podría ayudar a los dueños de mascotas a tomar una decisión. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Creo que si un veterinario habla sobre el microchip, los dueños van a entender mejor. El veterinario puede explicar los beneficios y problemas del microchip. Esto ayuda a los dueños a decidir si es buena idea ponerle un microchip a su mascota.	• 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	Si un veterinario dice algo sobre el microchip, los dueños sabrán más.	• Response partially addresses the speaking prompt with limited details or support.
0	I don't know this one.	• Response is in a language other than Spanish.



Item 13

Después de escuchar el audio, ¿piensas que ponerle microchip a las mascotas debería ser un procedimiento requerido o no, y por qué? En un mínimo de tres oraciones completas, usando un lenguaje formal, expresa tu opinión y justifícala, explicando tus razones. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Yo pienso que ponerle microchip a las mascotas es bueno porque ayuda a encontrar a los animales perdidos. Aunque puede doler un poco, es mejor para protegerlos. Además, se puede hacer en cualquier mascota, como perros o gatos.	• 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	Creo que ponerle microchip a las mascotas es buena idea porque las uhh . . . it helps them	• 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 ineffective.
0	Es difícil.	• Response provides no response to the prompt.

**Item 14: Stand alone Speaking CR—Visitar un país extranjero**

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: 8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)



Item 14—Speaking Prompt and Anchor Sets

Item 14

Si pudieras visitar un país extranjero, ¿cuál elegirías y por qué? En un mínimo de tres oraciones completas, usando un lenguaje formal, expresa tu opinión sobre tu elección y justifica tus razones. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Si pudiera visitar un país extranjero, elegiría Italia porque tiene mucha historia muy rica y monumentos impresionantes. Me gustaría conocer ciudades como Roma y Venecia para aprender sobre su cultura y arquitectura. También pienso que la comida italiana es diferente a otras y quiero probarla en su lugar original. Creo que este viaje me ayudaría a entender mejor la influencia de Italia en el arte y la ciencia.	• 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 and effective. • Speech is smooth and sustained.
1	Yo quiero ir a Francia porque es bonito y hay muchas cosas. Me gusta porque tiene la torre Eiffel. También pienso que la comida es buena pero no sé si me va gustar.	• 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 me gusta viajar.	• Response is not on topic.



Items 15–20: El sueño es necesario

Item	Key	Claim	Content Category	Standard
15	Row 1: Sí Row 2: No Row 3: No (1 point)	Listening	Listening Comprehension	Primary Alignment: 8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Secondary Alignment: 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
16	C (1 point)	Listening	Listening Comprehension	Primary Alignment: 8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Secondary Alignment: 8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
17	First drop-down menu: sentirse alegre Second drop-down menu: una mayor productividad (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Secondary Alignment: 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.



Item	Key	Claim	Content Category	Standard
18	D (1 point)	Speaking	Listening Comprehension	Primary Alignment: 8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Secondary Alignment: 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
19	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
20	The rubric is provided on page 20. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 8.SL.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.



Items 19 and 20—Speaking Prompts and Anchor Sets

Item 19

Según el audio, ¿por qué es importante estar descansados al despertar por las mañanas? En un mínimo de tres oraciones completas, y usando información del audio, explica los motivos por los que estar descansados es importante. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	El audio explica que estar descansado es importante porque ayuda a hacer las actividades del día con más energía. También menciona que el sueño mejora la salud física y mental y permite manejar mejor el estrés. Las personas que duermen bien son más productivas y tienen mejor humor durante el día. Yo pienso que si no dormimos lo suficiente, no podemos recuperar ese tiempo. Además, el audio dice que dormir bien ayuda el equilibrio para tomar decisiones correctas.	• 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	El audio dice que dormir es bueno para estar descansado. Creo que ayuda para hacer cosas. También dice que si no dormimos estamos cansado y eso no es bueno.	• The response partially addresses the speaking prompt with limited details and support. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple.
0	Dice, dice . . . (unintelligible).	• Response is completely unintelligible.

Item 20

Según el audio, ¿por qué las personas no dedican las horas necesarias al sueño? En un mínimo de tres oraciones completas, y usando información del audio, describe las razones por las que muchas personas no duermen lo suficiente. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Según el audio, las personas no duermen lo suficiente por varias razones. Primero, el trabajo les quita tiempo para dormir. Segundo, el efecto de las bebidas con cafeína, como el café, hace difícil dormir. Tercero, los programas de televisión y los juegos electrónicos les absorben y no les dejan dormir.	• 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	Las personas no duermen bien por el trabajo entonces no deben trabajar mucho.	• 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.
0	I love to sleep! Shhhhh!	• Response is in a language other than Spanish.



Speaking Rubric

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

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

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

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

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Segment 2—Reading and Writing

Item 21: Stand Alone Vocabulary—Connotación tenaz

Item	Key	Claim	Content Category	Standard
21	D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 8.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>obstinado</i> , <i>terco</i> , <i>perseverante</i> , <i>tenaz</i>).

Items 22–31: *El almuerzo del marino*

Item	Key	Claim	Content Category	Standard
22	D (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
23	Second and third options (2 points) Both correct responses (1 point) One correct response	Reading	RL - Craft and Structure	Primary Alignment: 8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
24	Two-point item: Part A: A (1 point) Part B: C (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
25	A (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
26	Drop-down menu: ocasionó su mala reputación (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.



Item	Key	Claim	Content Category	Standard
27	B (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
28	C (1 point)	Reading	RL - Craft and Structure	Primary Alignment: 8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
29	Third and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RL - Integration of Knowledge and Ideas	Primary Alignment: 8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
30	D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
31	C (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 8.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of a word or its part of speech or trace the etymology of words. CA

Items 32–44: La Escuela al Aire Libre

Item	Key	Claim	Content Category	Standard
32	Two-point item: Part A: B (1 point) Part B: una acción se está realizando al mismo tiempo que otra (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 8.L.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.



Item	Key	Claim	Content Category	Standard
33	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 8.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
34	A (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 8.L.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
35	Two-point item: Part A: C (1 point) Part B: preposicional (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 8.L.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
36	Drop-down menu: sin ningún imprevisto (1 point)	Writing	Revising and Editing	Primary Alignment: 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
37	Third and fifth options (2 points) Both correct responses (1 point) One correct response	Writing	Revising and Editing	Primary Alignment: 8.W.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
38	Two-point item: Part A: E (1 point) Part B: D (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 8.L.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
39	C (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 8.L.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).



Item	Key	Claim	Content Category	Standard
40	D (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 8.L.1d Recognize and correct inappropriate shifts in verb voice and mood.
41	C (1 point)	Writing	Revising and Editing	Primary Alignment: 8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
42	C (1 point)	Writing	Revising and Editing	Primary Alignment: 8.W.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
43	B (1 point)	Writing	Revising and Editing	Primary Alignment: 8.W.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
44	Drop-down menu: All final (1 point)	Writing	Revising and Editing	Primary Alignment: 8.W.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

Item 45: Stand Alone Vocabulary—Sinónimo desviando

Item	Key	Claim	Content Category	Standard
45	First and second options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 8.L.5b Use the relationship between particular words to better understand each of the words.

**Items 46–55: El microscopio—Garantía de microscopio**

Item	Key	Claim	Content Category	Standard
46	D (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
47	First and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	Primary Alignment: 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
48	Drop-down menu: fueron los precursores del microscopio (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
49	A (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
50	C (1 point)	Reading	RI - Craft and Structure	Primary Alignment: 8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
51	A (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 8.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>preceder</i> , <i>retroceder</i> , <i>proceder</i> , <i>desdecir</i>).



Item	Key	Claim	Content Category	Standard
52	First drop-down menu: el uso en el laboratorio de la escuela Second drop-down menu: las partes durante el primer año (2 points) Both correct responses (1 point) One correct response	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
53	B (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
54	C (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 8.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., preceder, retroceder, proceder, desdecir).
55	First drop-down menu: proporcionar una breve historia Second drop-down menu: establecer los límites de la garantía (2 points) Both correct responses (1 point) One correct response	Reading	RI - Craft and Structure	Primary Alignment: 8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.



Segment 3—Writing Constructed Response

Item 56: El microscopio—Garantía de microscopio

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: 8.W.1 Write arguments to support claims with clear reasons and relevant evidence.

Item 56—Writing Prompt and Anchor Sets

Item 56

¿Cómo crees que contrastan los propósitos de las lecturas y a qué audiencia va dirigida cada una? Escribe un ensayo utilizando detalles concretos de ambas lecturas que apoyen tu opinión.

Score	Student Response	Comments—Annotations
4	Las lecturas son diferentes. En la primera el autor dice cosas sobre microscopio. Por ejemplo, dice como los microscopios de hoy fueron copiados de los Romanos. Tambien el autor dice que un cientifico Robert lo fue haciendo mejor poco a poco. Entonces la idea de la primera lectura no es nada mas decir sobre el microscopio es informar quien lo invento y como lo usamos ahora. La lectura es para los estudiantes que quieren saber todo hacerca del microscopio. Desde la historia de un principio hasta como se usa hoy. La segunda lectura mas bien hable sobre la garantia y sus limitaciones. Esta lectura creo que es mas bien para gente que quiere comprar un microscopio para la escuela o para no se otro laboratorio Para terminar entonces las lecturas son diferentes con ideas diferentes para diferentes publicos.	• This response successfully answers the prompt, explaining the contrasting purposes and audiences of both readings. • The student provides specific and relevant details such as “dice cosas sobre microscopio... informar quien lo invento y como lo usamos ahora” to describe the first text and “hable sobre la garantia y sus limitaciones” to explain the second. • This response is well organized, moving logically from comparison to conclusion. • Minor language errors do not impede meaning (garantia, esta lectura creo), and word choice remains clear and precise throughout.



Score	Student Response	Comments—Annotations
3	Las dos lecturas tienen contrastes muy distintos sobre el mismo instrumento. La lectura primero es informar el cambio y la importancia del microscopio. Habla de la invención de Robert Hooke y el microscopio electrónico para ayudar a la medicina y "mejorar la vida humana." Creo que su audiencia son estudiantes o personas que quieren aprender más. En contraste, la lectura segunda informa sobre el microscopio y las garantías. No habla de enseñar historia. Creo que explica las reglas de la "Garantía de calidad" del modelo CT-2000. Hay detalles como el número de teléfono (210-558-5600) y información de "reparaciones." Pienso que su audiencia son los clientes que compran el producto. Estas son las diferencias.	• This response mostly answers the prompt by contrasting the purposes and audiences of the two readings using relevant details from each. • The student explains that the first reading is informational and educational. • The second reading is clearly described as practical and commercial, focusing on warranty information rather than history and showing an understanding that the audience is the customer. • Although the response is generally organized and logical, several spelling and grammatical errors (for example, "microscopio," "invención," and "Las dos lecturas tienen contrastes") sometimes impede clarity, but the overall meaning, word choice, and ideas remain understandable.
2	Las lecturas de los microscopios son diferentes porque una es como para decir que el microscopio salió de los romanos y de unos científicos que lo hicieron mejor. La lectura uno es como para decirnos que por que el microscopio ahora es mejor por eso se pueden ver las cosas más minúsculas del mundo. La segunda lectura no ase esto.	• This response partially addresses the prompt and provides limited details from the readings. • The student identifies a contrast—"una es como para decir que el microscopio salió de los romanos" versus "la segunda lectura no ase esto"—but the explanation lacks depth. • This response is brief, repetitive, and shows weak organization. • Errors such as "se puedenv ver" and "ase" occasionally impede clarity, and word choice is sometimes awkward. • Although the student attempts to compare purpose and audience, the analysis remains underdeveloped.
1	Las dos lecturas son diferentes pero iguales por que nos habla del instrumento.	• This response minimally addresses the prompt and does not develop the required ideas. • The student provides a very general statement, "Las dos lecturas son diferentes pero iguales por que nos habla del instrumento," which shows a limited understanding but does not explain how the purposes contrast or identify the specific audience for each reading.
0	No entendio	• 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.