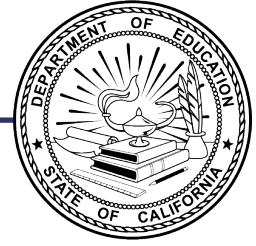




California Assessment of Student
Performance and Progress



California Spanish Assessment Accommodated Practice Test Scoring Guide



High School

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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 practice 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.

Item 1: Participar en una obra de teatro

Item	Key	Claim	Content Category	Standard
1	The rubric is provided on page 22. The anchor sets are provided on the following page. (2 points)	Speaking	Spoken Expression	Primary Alignment: 9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

**Item 1—Speaking Prompt and Anchor Sets****Item 1**

Si tuvieras que participar en una obra de teatro en tu escuela, ¿cómo te gustaría participar y cuál sería tu papel?

En un mínimo de tres oraciones completas, usando un lenguaje formal, expresa tu opinión sobre si te gustaría actuar como miembro del elenco o formar parte del equipo técnico y explica tus razones para justificar tu elección. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Si tuviera que participar en una obra de teatro en mi escuela, preferiría formar parte del equipo técnico en lugar de actuar en el escenario. Considero que este papel es importante porque ayuda a que la obra se desarrolla de manera organizada y los actores puedan concentrarse en su presentación. Además, trabajar con luces y sonido me ayuda aprender habilidades prácticas que pueden ser útiles en mi futuro. Por estas razones, pienso que el equipo técnico sería una buena opción para mí y para apoyar la obra.	• Response addresses the speaking prompt with appropriate details and support. Little effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	En la escuela pueden hacer actividades para hablar mejor como . . . como . . . todos juntos. No sé si quieran. Los estudiantes y maestros esta juntos en clase pero a veces no hablar mucho. Actividades como juegos o, o, o, reuniones es bueno porque ayudan un poco.	• 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.
0	I think it's about a play, but I just can't answer in Spanish.	• Response is in a language other than Spanish.



Items 2–6: En busca de la felicidad

Item	Key	Claim	Content Category	Standard
2	First and third options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.RL.1 Cite strong and thorough textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
3	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
4	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Secondary Alignment: 11-12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).



Item	Key	Claim	Content Category	Standard
5	C (1 point)	Listening	Listening Comprehension	Primary Alignment: 11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Secondary Alignment: 11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Cervantes as well as other Spanish-language authors.) (See grades 11-12 Language standards 4-6 for additional expectations.) CA
6	The rubric is provided on page 22. The anchor sets are provided on the following page. (2 points)	Speaking	Spoken Expression	Primary Alignment: 9-10.SL.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.



Item 6—Speaking Prompt and Anchor Sets

Item 6

Según el audio, ¿qué fue lo que hizo el anciano para que Adrián cambiara su actitud acerca de la vida? En un mínimo de tres oraciones completas, explica este cambio de Adrián y cómo le ayudó el anciano, considerando la evidencia presentada en el audio. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Vivir de prisa hace que no disfrutamos el presente, como Adrián en la historia. Él tenía muchas cosas buenas, pero no era feliz porque siempre estaba preocupado por el futuro. El anciano le mostró que es importante . . . apreciamos las pequeñas cosas en el camino y no solo pensar en llegar al final.	- The response uses appropriate details, explaining how living life in a hurry keeps people from enjoying the present. - Ideas are cohesive and connected. - Grammar and word choice are appropriate, though there are minor errors ("disfrutamos" instead of "disfrutemos," "apreciamos" instead of "apreciar").
1	Vivir rápido es mal. Adrián siempre querer más y no era feliz. El anciano le dice que mirar las cosas pequeñas y que disfruta más.	- The response attempts to answer the prompt. - Ideas are not connected in a consistent manner. - Grammar and word choice are simple and repetitive with errors ("es mal" instead of "es malo," "querer" instead of "quería," "dice" instead of "dijo") that may impede meaning.
0	No sé.	The response consists only of "No sé."

**Item 7: Stand alone Speaking CR—Invento más beneficioso**

Item	Key	Claim	Content Category	Standard
7	The rubric is provided on page 22. The anchor sets are provided on the following page. (2 points)	Speaking	Spoken Expression	Primary Alignment: 11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (Refer to grades 11–12 Language standards 1 and 3 for specific expectations.)



Item 7—Speaking Prompt and Anchor Sets

Item 7

¿Qué invento crees que ha sido el más beneficioso para la humanidad 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	Creo que el invento más beneficioso para la humanidad ha sido la internet porque transformó la manera en que compartimos información. Gracias a este invento, las personas pueden aprender, comunicarse y trabajar desde cualquier lugar del mundo. También permite que los avances científicos avanza más rápido y que la educación sea más accesible. Además, la internet ha cambiado la economía global y creo que seguirá siendo esencial en el futuro.	• The response addresses the speaking prompt with appropriate details and support. • Ideas are cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate and effective. • Speech is smooth and sustained.
1	Yo pienso que . . . el celular es el invento más importante porque . . . eh . . . todos lo usan. Sirve para hablar con amigos y buscar cosas en internet.	• The response partially addresses the speaking prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple. • Speech is slow and choppy. • Pronunciation or intonation may impede meaning.
0	¿Qué invento crees que ha sido el más beneficioso para la humanidad y por qué? Mmmmm . . .	• The response only repeats the prompt.



Items 8–13: La superautopista

Item	Key	Claim	Content Category	Standard
8	A (1 point)	Listening	Listening Comprehension	Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
9	Row 1: Verdadero Row 2: Falso Row 3: Falso Row 4: Verdadero (1 point)	Listening	Listening Comprehension	Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
10	C (1 point)	Listening	Listening Comprehension	Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.



Item	Key	Claim	Content Category	Standard
11	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
12	The rubric is provided on page 22. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 11-12.SL.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
13	The rubric is provided on page 22. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)



Items 12 and 13—Speaking Prompts and Anchor Sets

Item 12

Después de escuchar el audio, ¿qué información adicional necesitarías para averiguar más sobre la posibilidad de realizar este proyecto? En un mínimo de tres oraciones completas, describe qué tipo de información necesitarías y cómo te ayudaría a profundizar en el tema. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Necesito saber cuánto costará el proyecto. También quiero saber cómo van a construir la carretera. Además, sería bueno conocer los beneficios y problemas del proyecto.	• The response addresses the prompt with simple but sufficient details. • The ideas are connected, and the response is clear. • The grammar and word choice are appropriate and vary a bit. • Speech is generally smooth and sustained.
1	Necesito saber el cost del proyecto. También quiero saber sobre la tecnología. Además, cómo afectar la economía y el medio ambiente.	• The response attempts to answer the prompt with limited details. • The ideas are not well connected. • The grammar is simple and repetitive ("Necesito saber" and "quiero saber"). • Errors in verb tense and incomplete sentences cause the listener to have to make an effort to interpret meaning ("afectar" instead of "afectaría").
0	No sé.	• The response consists only of "No sé."



Item 13

Después de escuchar el audio, si el proyecto de la autopista se convirtiera en realidad, ¿te atreverías a circunnavegar el planeta? En un mínimo de tres oraciones completas, usando un lenguaje formal, expresa tu opinión sobre si lo harías o no y por qué. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Sí, me gustaría circo-, circuun-, circunnavegar el planeta si el proyecto se hace realidad. Sería divertido ver muchos países. También quiero ver cómo el proyecto cambia Siberia.	- The response addresses the prompt with simple but sufficient details. - The ideas are connected, and the response is clear. - The grammar and word choice are varied and appropriate ("me gustaría" and "Sería divertido"). - Response includes self correction which does not impede meaning ("circo-, circuun-, circunnavegar").
1	Quiero viajar por el mundo, el mundo si hacen la carre, cartera.	- The response attempts to answer the prompt with limited details. - Only one idea is included. - The grammar and word choice are simple. - Some listener effort is required to interpret the meaning ("la carre, cartera").
0	No estoy seguro.	The response consists of only "No estoy seguro."

**Item 14: Comunicación estudiantes maestros**

Item	Key	Claim	Content Category	Standard
14	The rubric is provided on page 22. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)



Item 14—Speaking Prompt and Anchor Sets

Item 14

¿Qué actividades escolares podrías fomentar entre estudiantes y maestros para mejorar la comunicación?

En un mínimo de tres oraciones completas, usando un lenguaje formal, explica qué tipo de actividades escolares piensas que ayudarían para lograr este propósito y justifica tus razones. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Para mejorar la comunicación entre estudiantes y maestros, se pueden hacer actividades como reuniones y trabajos en grupo. Estas actividades ayudan a que los estudiantes hablan más con los maestros y entienden mejor las clases. También los talleres son importante porque permite comunicar ideas entre los estudiantes y maestros. En general, estas actividades son buenas para la escuela porque todo es mejor cuando los maestros y estudiantes se entienden y se llevan bien.	• Response addresses the speaking prompt with appropriate details and support. Little effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	Yo digo que en la escuela pueden hacer actividades para hablar mejor como . . . como . . . todos juntos. No sé si quieran. Los estudiantes y maestros esta juntos en clase pero a veces no hablar mucho. Actividades como juegos o, o, o, reuniones es bueno porque ayudan un poco. Eso es todo.	• 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.
0	(No response.)	• No response provided

**Items 15–20: La importancia de la letra cursiva**

Item	Key	Claim	Content Category	Standard
15	Third and fourth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
16	Drop-down menu: haciendo que perciba las letras al derecho (1 point)	Listening	Listening Comprehension	Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.RI.1 Cite strong and thorough 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: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.



Item	Key	Claim	Content Category	Standard
18	First drop-down menu: anticuada Second drop-down menu: apenas se usa (2 points) Both correct responses (1 point) One correct response	Speaking	Listening Comprehension	Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Secondary Alignment: 9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9-10 Language standards 4-6 for additional expectations.) CA
19	The rubric is provided on page 22. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
20	The rubric is provided on page 22. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 11-12.SL.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.



Items 19 and 20—Speaking Prompts and Anchor Sets

Item 19

¿Cuál es la intención de este audio? En un mínimo de tres oraciones completas, explica cuál crees que es el propósito del audio y para qué tipo de público está destinado. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	La intención del audio es convencer a las personas sobre la importancia de aprender la letra cursiva. Explica que escribir en cursiva ayuda a mejorar la memoria, la coordinación y la motricidad fina beneficia la salud mental. También menciona que es útil para leer documentos históricos y crear una firma personal que evita falsificaciones. Creo que el público son estudiantes y padres pos el audio habla de la educación y de la necesidad de mantener esta habilidad en las escuelas.	• The response addresses the speaking prompt with appropriate details and support. • Ideas are cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate and effective. • Speech is smooth and sustained. • Pronunciation and minor use of colloquialism may impede meaning.
1	El audio dice que la letra cursiva es importante en la escuela y menciona cosas buenas para la memoria y la coordinación y también habla de leer documentos históricos.	• Response partially addresses the speaking prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple.
0	No sé.	• Response consists only of “No sé.”



Item 20

Según el audio, ¿por qué está desapareciendo poco a poco la letra cursiva? En un mínimo de tres oraciones completas, usando información del audio, describe las razones del desuso gradual de la letra cursiva. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	La letra cursiva está desapareciendo porque la gente usa más las computadoras y no escribe tanto a mano. Algunos piensan que no es necesaria, pero otros dicen que ayuda a la memoria.	• The response addresses the prompt with appropriate details. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Grammar and word choice are appropriate ("está desapareciendo"). • Speech is generally smooth and sustained. • Minor errors in pronunciation do not impede meaning ("piensan" instead of "piensan").
1	La letra cursiva está desapareciendo porque en realidad, no es necesaria.	• The response partially addresses the prompt but with limited details and support. Grammar and word choice are simple.
0	La, la, la, aquí está mi amiga. Me gusta me amiga porque . . . es mi amiga.	• The 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—A lo largo de

Item	Key	Claim	Content Category	Standard
21	A (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

Items 22–35: Los mapas a través de la historia

Item	Key	Claim	Content Category	Standard
22	First drop-down menu: representación geográfica Second drop-down menu: una superficie plana (2 points) Both correct responses (1 point) One correct response	Writing	Revising and Editing	Primary Alignment: 9-10.W.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
23	A (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 9-10.L.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.
24	A (1 point)	Writing	Revising and Editing	Primary Alignment: 9-10.W.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
25	C (1 point)	Writing	Revising and Editing	Primary Alignment: 9-10.W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.



Item	Key	Claim	Content Category	Standard
26	D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
27	Fourth and fifth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
28	D (1 point)	Writing	Revising and Editing	Primary Alignment: 11-12.W.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
29	First drop-down menu: publicó Second drop-down menu: mejorando (2 points) Both correct responses (1 point) One correct response	Writing	Mechanics and Conventions	Primary Alignment: 9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
30	A (1 point)	Writing	Revising and Editing	Primary Alignment: 11-12.W.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.



Item	Key	Claim	Content Category	Standard
31	C (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 11-12.L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., concebir, concepción, concebible). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA
32	Second and third options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 9-10.L.5b Analyze nuances in the meaning of words with similar denotations.
33	D (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 9-10.L.1a Use parallel structure.
34	First and fifth options (2 points) Both correct responses (1 point) One correct response	Writing	Revising and Editing	Primary Alignment: 9-10.W.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
35	B (1 point)	Writing	Revising and Editing	Primary Alignment: 9-10.W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Items 36–44: Las mariposas monarca

Item	Key	Claim	Content Category	Standard
36	B (1 point)	Reading	RI—Key Ideas and Details	Primary Alignment: 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.



Item	Key	Claim	Content Category	Standard
37	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RI—Key Ideas and Details	Primary Alignment: 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
38	First drop-down menu: su olor Second drop-down menu: sus tonos anaranjados (2 points) Both correct responses (1 point) One correct response	Reading	RI—Key Ideas and Details	Primary Alignment: 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
39	B (1 point)	Reading	RI—Key Ideas and Details	Primary Alignment: 9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
40	C (1 point)	Reading	RI—Craft and Structure	Primary Alignment: 11-12.RI.5a Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
41	A (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
42	C (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
43	B (1 point)	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.



Item	Key	Claim	Content Category	Standard
44	C (1 point)	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Item 45: Stand Alone Writing—Tiempo verbal, apoyar, querer

Item	Key	Claim	Content Category	Standard
45	First drop-down menu: han apoyado Second drop-down menu: quiero (2 points) Both correct responses (1 point) One correct response	Writing	Mechanics and Conventions	Primary Alignment: 9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Items 46–55: Adina De Zavala y su lucha por El Álamo

Item	Key	Claim	Content Category	Standard
46	Third and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RL—Key Ideas and Details	Primary Alignment: 9-10.RL.1 Cite strong and thorough textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
47	A (1 point)	Reading	RL—Key Ideas and Details	Primary Alignment: 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.



Item	Key	Claim	Content Category	Standard
48	A (1 point)	Reading	RL—Integration of Knowledge and Ideas	Primary Alignment: 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., <i>El entierro del Conde de Orgaz</i> , de <i>El Greco</i> , <i>con Coplas a la muerte de mi padre</i> de Jorge Manrique).
49	C (1 point)	Reading	RL—Key Ideas and Details	Primary Alignment: 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
50	B (1 point)	Reading	RL—Craft and Structure	Primary Alignment: 9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
51	Third and fifth options (2 points) Both correct responses (1 point) One correct response	Reading	RL—Craft and Structure	Primary Alignment: 11-12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
52	D (1 point)	Reading	RL—Key Ideas and Details	Primary Alignment: 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
53	First, fourth, and sixth options (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.



Item	Key	Claim	Content Category	Standard
54	Drop-down menu: pasión (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
55	Drop-down menu: dar una opinión o juicio (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 9-10.L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analizar, análisis, analítico; abogar, abogacía, abogado) and continue to apply knowledge of Greek and Latin roots and affixes. CA

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Segment 3—Writing Constructed Response

Item 56: Adina De Zavala y su lucha por El Álamo

Item	Key	Claim	Content Category	Standard
56	The rubric is provided on page 35. The anchor sets are provided on page 33. (4 points)	Writing	Written Expression	Primary Alignment: 11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.



Item 56—Writing Prompt and Anchor Sets

Item 56

¿Qué contraste existe entre las interacciones del alcalde y del sheriff con Adina De Zavala en la obra? Escribe un ensayo en el que analices cómo los diferentes papeles de estos personajes contribuyen al desarrollo de la historia de la obra.

Score	Student Response	Comments—Annotations
4	El contraste entre el Alcalde Mauro Bustos Ruelas y el Sheriff Joel Finley en la obra de Adina De Zavala es importante para entender como el poder es evidente de formas distintas ante la resistencia civil. Aunque ambos representan la autoridad de San Antonio en 1908, sus interacciones con la protagonista revelan una transición del respeto diplomático a la intimidación. El Alcalde Bustos representa la autoridad política y social. Su interacción con Adina en la Escena II es muy cortes y sigue el protocolo. Incluso llega a besarle la mano. Su entrega de las llaves del cuartel largo tiene que ver con el respeto hacia los De Zavala. Esto es el inicio del conflicto, porque Adina se aprovecha de las llaves para comenzar su protesta. El alcalde representa el sistema que intenta complacer a las figuras importantes antes de que el conflicto aparezca. Por el contrario, Sheriff Finley representa la ley inflexible. Su interacción en la Escena III es muy fuerte. Utiliza una hacha para derribar puerta y grita para llamar la atención. El sheriff ignora la relación para cumplir la ley. "La decisión de aislar a Adina, dejándola sin agua ni comida, aumenta la tensión en la historia y transforma a la protagonista en tipo de heroe para su causa historica. En conclusión, estos personajes funcionan como las dos caras de una misma moneda. Gracias a este contraste, la obra presenta la determinación de Adina frente a un sistema que intenta oprimirla y lo hace primero amablemente y luego con fuerza.	• This response successfully answers the prompt. • The student clearly establishes the central contrast, noting that although both figures represent authority, one shows respect while the other uses force, as seen in "sus interacciones con la protagonista revelan una transición del respeto diplomático a la intimidación." • This response provides specific and relevant examples from the text, such as the alcalde's courteous behavior in "incluso llega a besarle la mano" and his decision to give Adina the keys, contrasted with the sheriff's aggressive actions when he "Utiliza una hacha para derribar puerta y grita para llamar la atención." • This response is cohesive and logically organized, moving from the alcalde to the sheriff and ending with a clear conclusion that frames them as "las dos caras de una misma moneda." • While there are minor language errors (for example, "muy cortes," "aparezca," and "heroe"), they do not impede meaning.



Score	Student Response	Comments—Annotations
3	En la obra de Adina de Zavala hay un gran contraste entre las actitudes del sheriff y del alcalde. El alcalde siento mucho respeto hacia Adina porque conoce a su familia y pues piensa no pudeo ser malo con la familia y con Adina. Y luego pos es caballeroso no. La trata a Adina bien y es cortes. En lo contrarion es el sheriff de la obra. Se porta rudo con Adina y la obliga hacer cosas que Adina no pensaba hacer. Luego no le da de comer. Entonces al final los dos hombre son son diferentes. Y hacen que Adina haga decisiones que cambian como termina la historia.	• This response mostly answers the prompt by identifying the contrast between the mayor and the sheriff and explaining how their different roles shape Adina's actions. • The student provides relevant examples, such as describing the mayor as respectful—"La trata a Adina bien y es cortes"—and the sheriff as harsh—"Se porta rudo... luego no le da de comer." • This response shows general organization and logical progression, ending with an explanation of how these characters influence the story's development. • Although errors appear—"no pudeo," "los dos hombre son son,"—the meaning remains clear, and word choice is generally specific.
2	El alcalde es bueno y le da las llaves por respeto a su familia. Pero el cherif es malo y muy enojado. El grita mucho y no le da comida u agua. Los dos asen que Adina sea importante.	• This response partially addresses the prompt and provides very limited analysis and development. • The student identifies a basic contrast by stating "El alcalde es bueno y le da las llaves por respeto a su familia" and "el cherif es malo y muy enojado," which shows a minimal understanding of the different roles of the characters. • However, the explanation remains very simplistic and relies on general judgments. • Additionally, errors in Spanish language conventions and awkward word choices, such as "cherif," "asen," and "u agua," occasionally impede meaning.
1	En la obra de la Adina el alcalde como que ayuda a Adina a hacer cosas.	• This response minimally addresses the prompt and provides almost no relevant detail. • The student only offers a vague statement—"el alcalde como que ayuda a Adina a hacer cosas"—without explaining the contrast with the sheriff or how their roles impact the story. • This response is extremely brief, lacks organization, and shows no logical progression. Significant grammatical issues, such as "la obra de la Adina," impede meaning, and word choice is too limited to show understanding.
0	No lei nada	• 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.