



California Assessment of Student
Performance and Progress

California Spanish Assessment Practice Test Scoring Guide



Grade Four

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About the Practice Test Scoring Guide

Overview

This *California Spanish Assessment (CSA) 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](#). For additional information regarding an accommodated administration, use the *CSA Accommodated Practice Test Scoring Guide*. If you prefer this document in Spanish, use the *CSA 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 \(CCSSeE\)](#) 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 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 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.

Contents of the 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

About the Practice Test Scoring Guide (cont.)

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 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.

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.

About the Practice Test Scoring Guide (cont.)

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.

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: Fotógrafo de animales

Item	Key	Claim	Content Category	Standard
1	First and third options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
3	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.



Item	Key	Claim	Content Category	Standard
4	A (1 point)	Listening	Listening Comprehension	Primary Alignment: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 for additional expectations.) CA
5	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
6	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
7	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 4.SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.



Items 5–7—Speaking Prompts and Anchor Sets

Item 5

Según el audio, ¿qué se necesita para ser fotógrafo profesional de animales salvajes? En un mínimo de tres oraciones completas, explica las habilidades y los conocimientos necesarios para esta profesión. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Para ser fotógrafo profesional de animales salvajes, se necesita tener paciencia. También hay que saber usar la cámara y ser creativo. Es importante conocer el comportamiento y el hábitat del animal.	• Response addresses the speaking prompt with appropriate details. • 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 smooth and sustained.
1	Para ser fotógrafo de animales, se necesita muchas cosas y tiene que traer muchas . . . mucho equipo.	• This response attempts to answer the prompt with limited details. • Grammar and word choice are simple and repetitive.
0	No sé.	• Response consists only of “No sé.”

Item 6

Imagínate que un fotógrafo profesional de animales salvajes quiere tomar fotos de un animal poco común del que todavía no hay fotografías. En un mínimo de tres oraciones completas y usando información del audio, explica cómo debe prepararse el fotógrafo antes de ir al territorio del animal para observarlo. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Para preparar, el fotógrafo debe estudiar el animal y su hogar. Tiene que saber cómo es el animal y qué come. También, debe preparar su cámara y esconderse para no asustar al animal.	• The response addresses the speaking prompt with appropriate details. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	El fotógrafo tiene que encontrar el animal.	• The response attempts to answer the prompt with limited details. • Grammar and word choice are simple.
0	No sé . . . no sé.	• Response consists only of "No sé."



Item 7

Después de escuchar el audio, ¿te gustaría ser fotógrafo de animales salvajes y por qué o por qué no? En un mínimo de tres oraciones completas y usando información del audio, explica por qué piensas que serías o no un buen fotógrafo de animales. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Sí, me gustaría ser fotógrafo de animales salvajes porque me gusta mucho la naturaleza. Para ser un buen fotógrafo, es importante tener paciencia y saber usar una cámara. Yo creo que puedo aprender estas cosas y tomar buenas fotos.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	No, no, es que . . . no me gusta ser fotógrafo de animales porque . . . uhh. No quiero . . . uhh bye.	• This response partially addresses the prompt with limited details. • Grammar and word choice are simple. • Pronunciation may impede meaning.
0	I would like to be an animal photographer. I think it would be a cool job. You get to see all kinds of cool animals in the jungle.	• Response is in a language other than Spanish.



Items 8–13: Ajedrez: el juego que mejora tu mente

Item	Key	Claim	Content Category	Standard
8	B (1 point)	Listening	Listening Comprehension	Primary Alignment: 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. Secondary Alignment: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
9	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. Secondary Alignment: 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
10	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. Secondary Alignment: 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
11	C (1 point)	Listening	Listening Comprehension	Primary Alignment: 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. Secondary Alignment: 4.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
12	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.



Item	Key	Claim	Content Category	Standard
13	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 4.SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Items 12 and 13—Speaking Prompts and Anchor Sets

Item 12

Según el audio, ¿cómo se van a organizar las clases de ajedrez para enseñar a los estudiantes a jugar? En un mínimo de tres oraciones completas y usando información del audio, describe los puntos que apoyan esta idea. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Las clases de ajedrez van a ser los lunes. Los maestros van a enseñar las reglas y los nombres de las piezas. Después, vamos a jugar y practicar en clase. También habrá tornillos . . . ehh, torneos cada dos semanas.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate language. • Grammar and word choice are appropriate. • Errors in pronunciation do not impede meaning.
1	Las clases son los lunes. Vamos a aprender cosas y jugamos.	• Response partially addresses the speaking prompt with limited details. • Grammar and word choice are simple.
0	(Humming) Hmmm, mmm, mmm.	• No response is provided.



Item 13

Según el audio, ¿por qué el autor cree que unirse al club de ajedrez es una gran oportunidad? En un mínimo de tres oraciones completas y usando información del audio, explica por qué el autor piensa así. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	El autor cree que unirse al club de ajedrez es una gran oportunidad porque aprenderemos algo nuevo. También, vamos a jugar con otros estudiantes y mejorar. Podemos aprender mucho de los estudiantes que son más avanzados. Además, habrá torneos para ver cómo avanzamos.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	El autor piensa que el club de ajedrez es bueno. Eso es todo.	• The response attempts to answer the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple.
0	I really only know a little Spanish, sorry.	• Response is in a language other than Spanish.

**Item 14: Stand Alone Speaking CR—Alguna noticia buena**

Item	Key	Claim	Content Category	Standard
14	The rubric is provided on page 19. The anchor sets are provided on the following page. (2 points)	Speaking	Spoken Expression	Primary Alignment: 4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Item 14—Speaking Prompt and Anchor Sets****Item 14**

Cuenta, en tus propias palabras, alguna noticia buena que hayas recibido y que te haya hecho muy feliz. Cuenta la situación usando un mínimo de tres oraciones completas y detalles descriptivos. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	La mejor noticia que recibí fue cuando mi tía dijo que iba a venir pa visitarnos desde México. Yo me puse muy feliz porque no la veía desde hace mucho y siempre me trae cuentos pa leer y dulces. Cuando escuché la noticia, corrí a contarle a mi mamá porque estaba tan contento.	• 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. • Speech is smooth and sustained. • Errors in pronunciation or intonation do not impede meaning.
1	Una noticia buena que... que haya recibido es que vamos a tener una perra nuevo. También quiero gata pero ahorita no. Pero una perro sí mamá dijo.	• Response partially addresses the speaking prompt with limited details or support. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple; errors impede meaning; Spanish language is occasionally inappropriate and ineffective.
0	Eso fue todo lo que hicimos.	• The response is not on topic.



Items 15–20: John Muir

Item	Key	Claim	Content Category	Standard
15	Drop-down menu: cortara un gran número de árboles (1 point)	Listening	Listening Comprehension	Primary Alignment: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
16	The first image, which shows the tallest tree (1 point)	Listening	Listening Comprehension	Primary Alignment: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
17	Two-point item: Part A: D (1 point) Part B: B (1 point)	Listening	Listening Comprehension	Primary Alignment: 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. Secondary Alignment: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.



Item	Key	Claim	Content Category	Standard
18	A (1 point)	Listening	Listening Comprehension	Primary Alignment: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Secondary Alignment: 4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
19	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
20	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 4.SL.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Items 19 and 20—Speaking Prompts and Anchor Sets

Item 19

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

Score	Student Response	Comments—Annotations
2	John Muir nació en Escocia en 1838. Le gustaba mucho la naturaleza. Viajó por varios estados y vivió en California. Protegió los parques naturales y se hizo famoso.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	John Muir nació en Eno-enoscosa. Le gustaba estar afuera. Vivió en California.	• This response attempts to answer the prompt but provides limited details and support. • Grammar and word choice are simple. • Pronunciation may impede meaning.
0	No sé.	• Response consists only of “No sé.”



Item 20

Según el audio, ¿cómo trabajó John Muir para proteger las secuoyas? En un mínimo de tres oraciones completas y usando información del audio, explica qué hizo Muir para proteger estos árboles. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	John Muir trabajó para proteger las secuoyas porque tenía miedo que las personas las cortaran. También hablaba con la gente sobre la belleza de la naturaleza para que la cuidaran. Por eso hoy todavía podemos ver esos árboles tan grandes.	• Response addresses the speaking prompt with appropriate details and support. • Ideas are cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is smooth and sustained.
1	John Mur quería salvar los árboles grandes. Creo que camina en las montañas para, para, mirar los árboles y . . . eso ayudó. Es un buen hombre. Ehh . . . es todo.	• 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. • Pronunciation or intonation may impede meaning.
0	No me acuerdo el audio.	• This 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.



Segment 2—Reading and Writing

Item 21: Stand Alone Vocabulary—Sugirió

Item	Key	Claim	Content Category	Standard
21	C (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Items 22–33: ¿Cómo viven los astronautas en el espacio?

Item	Key	Claim	Content Category	Standard
22	C (1 point)	Writing	Revising and Editing	Primary Alignment: 4.W.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
23	C (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 4.L.2i Use written accents in questions and exclamations as well as accurately indicate the difference between demonstrative pronouns and determiners.
24	A (1 point)	Writing	Revising and Editing	Primary Alignment: 4.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
25	B (1 point)	Writing	Revising and Editing	Primary Alignment: 4.W.2c Link ideas within categories of information using words and phrases (e.g., <i>otro</i> , <i>por ejemplo</i> , <i>también</i> , <i>porque</i>).

Item	Key	Claim	Content Category	Standard
26	D (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 4.RF.3c Recognize the necessary changes in pronunciation and spelling when an affix is added to the word (e.g., <i>lento</i> , <i>lentamente</i> ; <i>rápido</i> , <i>rapidísimo</i>).
27	Two-point item: Part A: A (1 point) Part B: condicional simple (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 4.L.1i Correctly recognize and formulate the imperfect (-ar: <i>amaba</i> ; -er: <i>comía</i> ; -ir: <i>pedía</i>) and conditional tenses (-ar: <i>amaría</i> ; -er: <i>comería</i> ; -ir: <i>pediría</i>).
28	First and second options (2 points) Both correct responses (1 point) One correct response	Writing	Mechanics and Conventions	Primary Alignment: 4.L.2f Use commas before and after an interrupting phrase within a sentence (e.g., <i>Ella, de entre mis amigas, es la más simpática</i>).
29	Third and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
30	B (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 4.RF.3d Correctly use the dieresis mark to signal a pronounced "u" sound in the syllables " <i>güe</i> " and " <i>güi</i> " (e.g., <i>bilingüe</i> , <i>pingüino</i>).
31	B (1 point)	Writing	Revising and Editing	Primary Alignment: 4.W.2c Link ideas within categories of information using words and phrases (e.g., <i>otro</i> , <i>por ejemplo</i> , <i>también</i> , <i>porque</i>).
32	A mí me gusta ayudar a mi papá cuando cocina. Mis frutas favoritas son las manzanas y las naranjas. (2 points) Both correct responses (1 point) One correct response	Writing	Revising and Editing	Primary Alignment: 4.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.



Item	Key	Claim	Content Category	Standard
33	First and fourth options (2 points) Both correct responses (1 point) One correct response	Writing	Mechanics and Conventions	Primary Alignment: 4.RF.3f Recognize when a strong vowel (a, e, o) and a weak vowel (i, u) or two weak vowels form a hiatus and not a diphthong. Correctly place the written accent on the vowel on which the word stress falls (e.g., <i>hacía</i> , <i>baúl</i> , <i>raíz</i>).

Items 34–43: Maratón de música—Solicitud para ayudar en el maratón de música

Item	Key	Claim	Content Category	Standard
34	Fourth and fifth options (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	Primary Alignment: 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
35	Drop-down menu: 10:15 (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
36	D (1 point)	Reading	RI - Craft and Structure	Primary Alignment: 4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
37	D (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
38	junte (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
39	C (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.



Item	Key	Claim	Content Category	Standard
40	Drop-down menu: 12 (1 point)	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
41	Second and third options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
42	B (1 point)	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
43	Row 1: Maratón de música Row 2: Solicitud para ayudar Row 3: Maratón de música (1 point)	Reading	RI - Craft and Structure	Primary Alignment: 4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Item 44: Stand Alone Vocabulary—Metáfora detective

Item	Key	Claim	Content Category	Standard
44	D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 4.L.5a Explain the meaning of simple similes and metaphors (e.g., <i>tan bonito como una fotografía</i>) in context.

**Items 45–55: ¿Qué hay en la caja? El pueblo musical**

Item	Key	Claim	Content Category	Standard
45	Drop-down menu: no se tomaban tiempo para hablar (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
46	Label for Diagram: la tortuga (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
47	Second and fourth options (2 points)	Reading	RL - Key Ideas and Details	Primary Alignment: 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
48	D (1 point)	Reading	RL - Craft and Structure	Primary Alignment: 4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
49	D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
50	A (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
51	Label for Diagram: Oso (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).



Item	Key	Claim	Content Category	Standard
52	C (1 point)	Reading	RL - Craft and Structure	Primary Alignment: 4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
53	A (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
54	Row 1: El pueblo musical Row 2: Ambas Row 3: ¿Qué hay en la caja? (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
55	Third and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RL - Integration of Knowledge and Ideas	Primary Alignment: 4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.



Segment 3—Writing Constructed Response

Item 56: ¿Qué hay en la caja? El pueblo musical

Item	Key	Claim	Content Category	Standard
56	The rubric is provided on page 29. The anchor sets are provided on page 27. (4 points)	Writing	Written Expression	Primary Alignment: 4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



Item 56—Writing Prompt and Anchor Sets

Item 56

En cada lectura, los animales valoran los comentarios de sus amigos. ¿Qué hacen los personajes de cada lectura para demostrar lo importante que es escuchar a los demás? Escribe un ensayo de al menos tres párrafos usando detalles descriptivos de ambas lecturas en los que expliques cómo el comportamiento de los personajes demuestra la importancia de saber escuchar.

Score	Student Response	Comments—Annotations
4	En los dos cuentos, los animalitos valoran mucho las ideas de sus amigos. La lectura de la caja y la del pueblo musical nos enseñan que es muy importante escuchar a otros si queremos estar juntos y pasar bien. Aunque en el cuento uno todos estaban un poco solos, y en el dos ya eran amigos, en las dos lecturas el secreto para la felicidad es poner atención. En el cuento de la caja, todos se juntaron por el regalo misterioso. La lechuza Dondón estaba preocupado, pero la caja hizo el milagro. La cigüeña propuso moverla del moño y la luciérnaga dijo que la iban a alumbrar. El conejo quería abrirla, pero la tortuga educada le dijo que no. Todos escucharon las opiniones de los otros y por eso estuvieron todo el día riendo. Al final, Dondón les dice que se juntaron por curiosidad, pero lo bueno fue que estuvieron juntos, escuchando el uno al otro. En la historia del pueblo musical, los animales usan el escuchar para hacer arte muy bonito. Al principio ellos tocan solos. El oso toca platillos y el puercoespín la guitarra. Pero cuando Luna les mandó la invitación para tocar juntos ellos aceptaron muy felices. Para practicar, todos fueron a la casa del Oso para escucharse bien y tocar bien. Gracias a que ellos escucharon a Luna y la música de los otros pudieron tocar mejor que nunca. Por eso, escuchar es lo más importante de todos.	• This response fully answers the prompt with relevant, well-developed examples from both readings, demonstrates strong organization and cohesion, and uses clear, precise language with only minor errors that do not interfere with understanding. • It is cohesively organized and demonstrates a strong understanding of how the characters illustrate the value of listening to others. • Connections between examples and ideas are clear and well developed, and cross-story comparisons reinforce the main message. • Minor Spanish convention errors are present but do not impede meaning. • Grammar and vocabulary are generally accurate and precise.



Score	Student Response	Comments—Annotations
3	En la lectura uno a los animales les llega una caja pero no saben que es. No saben que hacer y todos inbentan algo. Unos dicen una cosa y otros dicen otra cosa. Lo importante es que luego llega un animal que si sabia que hacer. Los otros animales ponen atencion y asi todos saben que hacer. En la lectura dos los animales se junta para cantar y tocar porque les gustan. No saben que por eso la luna se llena de estrellas. El borrego se da cuenta y dice a los otros animales que toquen todas las noches pa que la luna salga con las estrellas.	• This response mostly answers the prompt by explaining how the animals listen to one another in both readings. • The response includes relevant examples, such as “Unos dicen una cosa y otros dicen otra cosa” to show that the animals share ideas, and “Los otros animales ponen atencion” to explain how they learn from each other. • The essay is generally organized, discussing each story separately and maintaining a logical flow. • Spelling and grammar errors—like “inbentan” and “pa”—do not impede meaning.
2	Los animales tienen una caja y la quieren abrir pero mejor no. Luego escuchan a la lechusa poque es la que sabe que hacer. Siempre ay que escuchar al que sabe que hacer.	• This response partially responds to the prompt. • It references listening in “¿Qué hay en la caja?” but does not mention “El pueblo musical,” making the explanation incomplete. • Contains spelling and grammar errors.
1	Los animales escuchan a otros.	• This response minimally addresses the prompt and lacks relevant details or examples.
0	They listen all the time.	• This response is in a language other than Spanish.

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.