



California Assessment of Student
Performance and Progress

California Spanish Assessment Practice Test Scoring Guide



Grade Seven

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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: Ser uno mismo

Item	Key	Claim	Content Category	Standard
1	Second and fifth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3	First and third options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).



Item	Key	Claim	Content Category	Standard
4	A (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 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: 7.SL.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
6	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.



Items 5–7—Speaking Prompts and Anchor Sets

Item 5

Después de escuchar el audio, ¿qué piensas que habría pasado si la mamá de Alejandro no hubiera estado de acuerdo con su decisión de ser enfermero? En un mínimo de tres oraciones completas, describe tu punto de vista. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Si la mamá de Alejandro no hubiera estado de acuerdo con su decisión de ser enfermero, él se habría sentido muy triste. Alejandro pensaría que su sueño no es bueno. Probablemente, no habría sido tan seguro de su decisión y podría haber cambiado de idea.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	La mama de Alejandro era feliz y contenta. Ella dijo que lo apoya. Esto ayudó a Alejandro mucho.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple. • Spanish language is occasionally ineffective.
0	Yo no sé nada.	• Response does not respond to the prompt.



Item 6

A lo largo del audio, ¿cómo evoluciona el punto de vista de Alejandro respecto a lo que quiere ser de mayor? En un mínimo de tres oraciones completas, explica cómo la trama del audio produce cambios en la actitud del personaje. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Al principio, Alejandro quería ser maestro como sus papás. Pero después de estar en la enfermería y escuchar a la enfermera, él pensó que quería ser enfermero. Al final, su mamá lo apoyó y él decidió que será enfermero cuando sea grande.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	El era en la hospital, pensó que ser enfermero estaba bien. Su mamá dijo que estaba bien.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple. • Spanish language is occasionally ineffective.
0	I . . . don't . . . know.	• Response is in a language other than Spanish.



Item 7

Según el audio, ¿cómo ayudó a Alejandro la reacción de su madre al escuchar lo que había escrito para el trabajo de la escuela? En un mínimo de tres oraciones completas, describe esta reacción y cómo ayudó a Alejandro. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	La reacción de la mamá de Alejandro fue muy positiva. Ella estaba muy contenta y animó a Alejandro a ser él mismo. Su mamá le dijo que estaba orgullosa y que apoyaría su decisión de ser enfermero. Esto ayudó a Alejandro porque se sintió aliviado y feliz de que su mamá lo apoyara.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	La mamá de Alejandro era feliz y contenta. Ella dijo que lo apoya.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple. • Spanish language is occasionally ineffective.
0	Ya no quiero seguir con esto.	• Response provides no response.



Items 8–13: La Patagonia: paraíso turístico

Item	Key	Claim	Content Category	Standard
8	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
9	Row 1: Verdadero Row 2: Verdadero Row 3: Falso Row 4: Verdadero (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Secondary Alignment: 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
10	B (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Secondary Alignment: 7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.



Item	Key	Claim	Content Category	Standard
11	fascinante, impresionante (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refinado</i> , <i>respetuoso</i> , <i>cortés</i> , <i>diplomático</i> , <i>caballeroso</i>).
12	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
13	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Items 12–13—Speaking Prompts and Anchor Sets

Item 12

Después de escuchar el audio, ¿qué ciudad preferirías visitar: Bariloche, El Calafate o Puerto Madryn, y por qué? En un mínimo de tres oraciones completas, explica tu elección, apoyándola con información del audio. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Yo prefiero visitar Bariloche. Bariloche está al lado del lago Nahuel Huapí. Tiene pistas de esquí y paisajes bonitos. Me gusta esquiar y ver la naturaleza.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	Yo quiero ir a Bari . . . Bariloche.	• The response partially addresses the prompt with limited details. • Grammar and word choice are simple. • Speech is halting.
0	La, la, la, la, la, di, da, di, da	• Response is unintelligible.



Item 13

Según el audio, ¿qué opciones para descansar o explorar ofrece al visitante la ciudad de Puerto Madryn? En un mínimo de tres oraciones completas y usando información del audio, describe cuáles son estas opciones. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Puerto Madryn tiene playas limpias y aguas templadas. Los visitantes pueden descansar en la playa y explorar las formaciones rocosas. También se pueden ver ballenas y delfines en la costa.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	Puerto Madryn hay playas, muchas playa con gente y mucha gente va. También hay rocas y whales.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple. • Spanish language is occasionally ineffective.
0	Me quiero ir de vacaciones con Mario, Tilo, y Marianna. Vamos, vamos a México!	• Response is off topic.



Item 14—Stand alone CR—Aparato electrónico favorito

Item	Key	Claim	Content Category	Standard
14	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal Spanish when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

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

De todos los aparatos electrónicos disponibles actualmente, ¿cuál es tu favorito 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	Mi aparato electrónico favorito es la computadora porque puedo hacer muchas actividades importantes. Con ella puedo investigar para mis tareas y también comunicarme con mis compañeros cuando tenemos proyectos. Pienso que es el mejor opción porque tiene programas útiles para aprender y para crear presentaciones. además, creo que usar la computadora me deja a organizar mi tiempo y trabajar de manera mejor. También puedo usarla pa entretenerme, pero siempre trato de hacerlo con responsabilidad.	• 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 mostly appropriate and effective. • Speech is smooth and sustained. • Pronunciation or intonation may impede meaning.
1	El cel porque lo uso mucho. Mi mama me dio uno para Navidad. Es azul, mi color favorito.	• The response partially addresses the speaking prompt with limited details or support. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple and colloquial at times.
0	Me gusta jugar videos 'cause I like them a lot and I'm good at them.	• Response is mostly in a language other than Spanish.



Items 15–20: ¿Presenciar una obra o leerla? He ahí el dilema

Item	Key	Claim	Content Category	Standard
15	B (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
16	D (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Secondary Alignment: 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
17	First drop-down menu: ventajas y desventajas Second drop-down menu: dando su opinión personal (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	Primary Alignment: 7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Secondary Alignment: 7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.



Item	Key	Claim	Content Category	Standard
18	Drop-down menu: se vuelven más reales (1 point)	Listening	Listening Comprehension	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Secondary Alignment: 7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
19	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
20	The rubric is provided on page 19. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	Primary Alignment: 7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.



Items 19 and 20—Speaking Prompts and Anchor Sets

Item 19

¿Cómo evoluciona a lo largo del audio el punto de vista del autor respecto a presenciar una obra de teatro o leerla? En un mínimo de tres oraciones completas, explica cómo la trama del audio produce cambios o no en la actitud del autor. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	Al principio el autor pensaba que leer una obra de teatro era aburrido porque no es igual que leer un cuento. Pero después de actuar en la obra y ver a sus compañeros, su opinión cambió mucho. El autor dice que los personajes en el escenario lo hicieron sentir parte de la historia. Por eso concluye que ver una obra representada es más interesante que leerla porque se siente más mejor y real.	• The response addresses the speaking prompt with appropriate details and support. • Ideas are cohesive and connected. • The response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate and effective. • Speech is smooth and sustained.
1	El autor primero pienso que leer la obra era aburrido porque no es igual que leer un cuento. Después cambio l opinión.	• The response partially addresses the speaking prompt with limited details or support. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple.
0	Yo prefiero películas.	• Response is not on topic.



Item 20

Después de escuchar el audio, ¿por qué crees que el profesor insistió en que cada estudiante representara a uno de los personajes? En un mínimo de tres oraciones completas y usando información del audio, explica qué se puede inferir de la motivación del profesor. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments—Annotations
2	El profesor insistió en que cada ehhe que cada estudiante representara a un personaje para que aprendiéramos más sobre la obra. Cuando actuamos, los personajes cobran vida y sentimos sus emociones de manera real. Además, ver la obra en el escenario ayuda a entender mejor la historia.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	El profesor quería que todos actuán para ver la obra. Ser como los personajes hace que la obra es más interesante. Así, vemos más sobre todo.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple. • Spanish language is occasionally ineffective.
0	Ehhhhh, bueno . . . ya es todo.	• Response provides no response.

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—Connotación abarrotadas

Item	Key	Claim	Content Category	Standard
21	C (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refinado</i> , <i>respetuoso</i> , <i>cortés</i> , <i>diplomático</i> , <i>caballero</i>).

Items 22–31: *La amistad vale más que el oro*—La Fiebre del Oro

Item	Key	Claim	Content Category	Standard
22	D (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
23	A (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
24	C (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
25	Two-point item: Part A: First drop-down menu: el camino Second drop-down menu: el futuro (1 point) Part B: D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
26	Second and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RL - Key Ideas and Details	Primary Alignment: 7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Item	Key	Claim	Content Category	Standard
27	B (1 point)	Reading	RL - Key Ideas and Details	Primary Alignment: 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
28	D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
29	Label for Diagram: La búsqueda de riquezas. (1 point)	Reading	RL - Integration of Knowledge and Ideas	Primary Alignment: 7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
30	B (1 point)	Reading	RL - Craft and Structure	Primary Alignment: 7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
31	A (1 point)	Reading	RL - Integration of Knowledge and Ideas	Primary Alignment: 7.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Item 32: Stand Alone Writing—Bicicleta

Item	Key	Claim	Content Category	Standard
32	First and third options (2 points) Both correct responses (1 point) One correct response	Writing	Mechanics and Conventions	Primary Alignment: 7.L.2a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).



Items 33–45: El puerto de Los Ángeles

Item	Key	Claim	Content Category	Standard
33	C (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 7.L.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
34	Two-point item: Part A: verbal (1 point) Part B: A (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 7.L.1a Explain the function of phrases and clauses in general and their function in specific sentences.
35	Two-point item: Part A: A (1 point) Part B: First and third options (1 point)	Writing	Mechanics and Conventions	Primary Alignment: 7.L.2b Spell correctly.
36	First and fourth options (2 points) Both correct responses (1 point) One correct response	Writing	Mechanics and Conventions	Primary Alignment: 7.L.2 Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing paying particular attention to rules that differ from English.
37	Drop-down menu: Por esa razón (1 point)	Writing	Revising and Editing	Primary Alignment: 7.W.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
38	A (1 point)	Writing	Revising and Editing	Primary Alignment: 7.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
39	Third and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refinado</i> , <i>respetuoso</i> , <i>cortés</i> , <i>diplomático</i> , <i>caballero</i>).

Item	Key	Claim	Content Category	Standard
40	A (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
41	D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
42	B (1 point)	Writing	Revising and Editing	Primary Alignment: 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
43	D (1 point)	Writing	Revising and Editing	Primary Alignment: 7.W.2a Introduce a topic or thesis statement, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA
44	A (1 point)	Writing	Revising and Editing	Primary Alignment: 7.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
45	B (1 point)	Writing	Revising and Editing	Primary Alignment: 7.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Item 46: Stand Alone Vocabulary—Lenguaje figurado—el tiempo se había encargado de borrar

Item	Key	Claim	Content Category	Standard
46	First and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Items 47–55: La natación sincronizada—Clases de natación**

Item	Key	Claim	Content Category	Standard
47	Second and third options (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	Primary Alignment: 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
48	A (1 point)	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
49	A (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
50	Third and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
51	First and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	Primary Alignment: 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
52	Drop-down menu: pasaría al nivel avanzado de las clases (1 point)	Reading	RI - Key Ideas and Details	Primary Alignment: 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
53	D (1 point)	Reading	RI - Craft and Structure	Primary Alignment: 7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.



Item	Key	Claim	Content Category	Standard
54	D (1 point)	Reading	Vocabulary and Meaning	Primary Alignment: 7.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of a word or its part of speech or trace the etymology of words. CA
55	Row 1: La natación sincronizada Row 2: Clases de natación Row 3: Clases de natación Row 4: La natación sincronizada (1 point)	Reading	RI - Integration of Knowledge and Ideas	Primary Alignment: 7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.



Segment 3—Writing Constructed Response

Item 56: La natación sincronizada—Clases de natación

Item	Key	Claim	Content Category	Standard
56	The rubric is provided on page 30. The anchor sets are provided on page 27. (4 points)	Writing	Written Expression	Primary Alignment: 7.W.1 Write arguments to support claims with clear reasons and relevant evidence.

Item 56—Writing Prompt and Anchor Sets

Item 56

En tu opinión, ¿sería recomendable o no que una persona al nivel de natación principiante intermedio participara en natación sincronizada y por qué? Usando la “Guía de nivel de natación”, escribe un ensayo de al menos tres párrafos en los que analices este deporte descrito en “La natación sincronizada” y utiliza razones para apoyar tu opinión.

Score	Student Response	Comments—Annotations
4	Considerando la informacion de ambas lecturas, mi opinion es que no es recomendable que una persona en el nivel de natacion Principiante intermedio participara en la natacion sincronizada. La diferencia entre las habilidades basicas del nadador intermedio y las demandas de este deporte es muy muy grande. La natacion sincronizada requiere un ser experto en la agua y tener un cuerpo muy fuerte, es muy diferente de niveles principios de aprendizaje. La “Guía de nivel de natación” menciona claramente que un Principiante intermedio a penas esta aprendiendo a sentirse comodo en el agua, logrando nadar solo 2 metros con la cabeza dentro del agua y requiriendo “un poco de ayuda” para cruzar la piscina. Esto demuestra que la persona aún no es autónoma en el agua. Por el contrario, la lectura “La natación sincronizada” describe este deporte como la combinación de natacion, danza y gimnasia y los atletas deben hacer rutinas muy dificiles al ritmo de la música. Se requiere una gran fuerza física, precisión y flexibilidad para realizar los movimientos establecidos como la posicion vertical o el arco de delfín con cabellera. Una persona que solo nada 2 metros no tiene la fuerza ni la precisión necesario para hacer estos ejercicios fuera de la agua. Ademas, la natacion sincronizada no solo se trata de saber ndar. El texto indica que las atletas entrenan muchas horas a la semana y toman clases extras de gimnasia, aerobico, y danza. Los jueces evaluan la sincronizacion y la dificultad de los movimientos, e incluso se pueden perder puntos por errores como tocar el fondo de la piscina. Un Principiante intermedio debería primero alcanzar el Nivel avanzado para tener mas mejores habilidades de natacion como bracear y patalear hacia adelante y de espaldas antes de comenzar un entrenamiento duro y artistico como lo es este deporte.	• This response successfully answers the prompt with a clear opinion, strong analysis, and well developed reasons supported by specific details from both readings. • The student clearly states a position in the introduction (“no es recomendable que una persona en el nivel de natacion Principiante intermedio participara en la natacion sincronizada”) and consistently supports this claim throughout the essay. • Although there are minor spelling and grammar errors (e.g., “diferencia,” “ndar,” “mas mejores”), they do not impede meaning.



Score	Student Response	Comments—Annotations
3	Yo pienso que no seria recomndable que una persona que principiante participe en natacion sincronizada. Para poder se parte de un grupo de natacion sincronizada debe tener mucha diciplina y dedicacion. Los nadadores entrenan muchas horas todos los dias haciendo todo tipo de ejercicios. Algunos de estos ejercicios no son en el agua. Entonces para ser parte de un grupo no ay nada mas que saber nadar. Tembien debes saber otras cosas. Por ejemplo en la guia de la nataicion dice que si no sabes nadar abajo del agua pues debes empezar de principiantes. En principiante aprendes los ejercision basicos. Aprendes a flotar y a patalear ya brasear. Si no sabes hacer esto no puedes estar en un grup de natacion sincronizado. Para terminar entonces no es recomendable que te metas a natacion sincronsada si eres principiante.	• This response mostly answers the prompt and provides relevant reasons using information from both readings. • The student clearly states an opinion and supports it with examples, such as noting the discipline required in natación sincronizada: "debe tener mucha diciplina y dedicacion." • This reponse references the Guía de nivel de natación with details like "en principiante aprendes los ejercision basicos." • Although language errors appear—"no ay," "recomndable," and "ejercision,"—the meaning remains mostly clear and understandable.
2	No es bueno la idea para un persona que es principiante intermedia en natacion participa en sincronizada. Porque?? Es que el intermedio es muy muy poquito para eso difficult deporte. El texto dice principiante intermedio solo puede nadar 2 metro y eso no es very far. Este nivel es un problema! Porque la natación sincronizada, necesita fuerza física, flexibilidad y disciplina. Por eso con solo 2 metro de nado, no es para la sincronizada porque la razon es too hard. No debe ir, ellos debe aprender mas nivel primero.	• This response partially addresses the prompt but offers limited development and weak organization. • The student clearly states an opinion ("No es bueno la idea para un persona que es principiante intermedia en natacion participa en sincronizada") and gives a basic reason by referencing the guide ("solo puede nadar 2 metro") and the physical demands of the sport ("necesita fuerza física, flexibilidad y disciplina"). • However, the explanation is repetitive, general, and does not fully analyze details from "La natación sincronizada," nor does it clearly meet the three paragraph requirement. • There are frequent grammar and word choice errors that occasionally impede meaning, such as "un persona," "principiante intermedia," "2 metro," and the use of English words ("very far," "too hard").



Score	Student Response	Comments—Annotations
1	Yo pienso que no es recomendable participar en natacion sincronisada si eres una persona al nivel principio intermdia.	• This response minimally addresses the prompt and only contains one sentence. • The idea is underdeveloped and lacks details from the readings. • The reasoning is limited to a single, vague sentence: "no es recomendable participar en natacion sincronisada si eres una persona al nivel principio intermdia." • A reference to the guide is not present. • Grammatical and spelling errors are present, and the response shows little organization or cohesion.
0	sería recomendable o no que una persona al nivel de natación principiante intermedio participara en natación sincronizada	• This response includes no original expression (i.e., only copies text from the prompt or the passage).

**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.