



California Assessment of Student
Performance and Progress

California Spanish Assessment Practice Test Scoring Guide



High School

CSA Practice Test Scoring Guide—High School

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Introduction to Practice Test Scoring Guide

This California Spanish Assessment (CSA) practice items scoring guide offers details about the items, student response types, correct responses, and related scoring considerations for the included samples of practice items. The items selected for the practice test are designed to reflect the following:

- A broad coverage of claims that closely mirror the CSA summative blueprint
- A broad coverage of California Common Core State Standards en Español (CCSSeE) for the claims assessed by the CSA, i.e., Reading, Listening, and Writing Mechanics
- A range of student response types
- A breadth of difficulty levels across the items, ranging from easier to more difficult items

It is important to note that all student response types are not fully represented 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 pilot test results and expert recommendations from a content perspective. The samples cover a selection of items from high school.

This scoring guide should be used alongside the online practice tests which can be accessed at <http://www.caaspp.org/practice-and-training/index.html>.

The following information is presented along with each item:

- Answer 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

Each item is aligned with a specific CCCSSeE, but some items may align with two CCCSSeE, specifically the Listening items and some composite items. Listening items have a primary standard that aligns with one of two CCCSSeE at each grade level. They also have a secondary standard aligning with a Reading standard to provide consistency in content between the Listening and Reading claims, known collectively as the interpretive domains. Composite items contain a Part A and 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.

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Each item that follows 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.

Example of Metadata

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

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Item	Key	Claim	Content Category	Standard
1	A (1 point)	Reading	Vocabulary and Meaning	11–12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
2	A (1 point)	Listening	Listening Comprehension	<p>9–10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>This item also maps to a secondary standard: 9–10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>

Item metadata table continuation showing items 3–4

Item	Key	Claim	Content Category	Standard
3	D (1 point)	Listening	Listening Comprehension	<p>11–12.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>This item also maps to a secondary standard: 9–10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
4	A (1 point)	Listening	Listening Comprehension	<p>9–10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>This item also maps to a secondary standard: 9–10.RI.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>

Item metadata table continuation showing items 5–6

Item	Key	Claim	Content Category	Standard
5	<p>Row 1: Verdadero</p> <p>Row 2: Falso</p> <p>Row 3: Falso</p> <p>Row 4: Verdadero</p> <p>(1 point)</p>	Listening	Listening Comprehension	<p>9–10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>This item also maps to a secondary standard: 9–10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
6	C (1 point)	Listening	Listening Comprehension	<p>9–10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>This item also maps to a secondary standard: 9–10.RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>

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Item metadata table continuation showing items 7–9

Item	Key	Claim	Content Category	Standard
7	<p>Second and fourth options (2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Listening	Listening Comprehension	<p>9–10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>This item also maps to a secondary standard: 9–10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
8	<p>Third and fourth options (2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Reading	RL – Key Ideas and Details	<p>9–10.RL.1 Cite strong and thorough textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
9	A (1 point)	Reading	RL – Key Ideas and Details	<p>9–10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>

Item metadata table continuation showing items 10–13

Item	Key	Claim	Content Category	Standard
10	A (1 point)	Reading	RL – Integration of Knowledge and Ideas	9–10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
11	C (1 point)	Reading	RL – Key Ideas and Details	9–10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
12	B (1 point)	Reading	RL – Craft and Structure	9–10.RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
13	Third and fifth options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Reading	RL – Craft and Structure	11–12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Item metadata table continuation showing items 14–17

Item	Key	Claim	Content Category	Standard
14	D (1 point)	Reading	RL – Key Ideas and Details	9–10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
15	he agotado, evitar, pero (1 point)	Reading	Vocabulary and Meaning	9–10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
16	pasión (1 point)	Reading	Vocabulary and Meaning	9–10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9/10 Language standards 4–6 for additional expectations.) CA
17	dar una opinión o juicio (1 point)	Reading	Vocabulary and Meaning	9–10.L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. CA

Item metadata table continuation showing items 18–21

Item	Key	Claim	Content Category	Standard
18	A (1 point)	Writing	Revising and Editing	9–10.W.2a Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
19	First drop-down menu: representación geográfica Second drop-down menu: una superficie plana (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Writing	Revising and Editing	9–10.W.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
20	A (1 point)	Writing	Mechanics and Conventions	9–10.L.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.
21	Two-part item: Part A: surjió (1 point) Part B: B (1 point)	Writing	Mechanics and Conventions	9–10.L.2c Spell correctly.

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Item metadata table continuation showing items 22–26

Item	Key	Claim	Content Category	Standard
22	A (1 point)	Writing	Revising and Editing	9–10.W.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
23	C (1 point)	Writing	Revising and Editing	9–10.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
24	C (1 point)	Writing	Revising and Editing	9–10.W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
25	Fourth and fifth options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Reading	Vocabulary and Meaning	11–12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
26	D (1 point)	Writing	Revising and Editing	11–12.W.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Item metadata table continuation showing items 27–28

Item	Key	Claim	Content Category	Standard
27	<p>First drop-down menu: publicó</p> <p>Second drop-down menu: mejorando</p> <p>(2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Writing	Mechanics and Conventions	9–10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
28	<p>Box following imprenta: hizo.</p> <p>Box following se: reprodujeran.</p> <p>(2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Writing	Mechanics and Conventions	11–12.L.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.

Screen capture of item 28 key

(18) En 1440, la invención de la imprenta hizo que los mapas se reprodujeran de una forma mucho más sencilla.

Item metadata table continuation showing items 29–32

Item	Key	Claim	Content Category	Standard
29	D (1 point)	Writing	Mechanics and Conventions	11–12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
30	A (1 point)	Writing	Revising and Editing	11–12.W.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
31	C (1 point)	Reading	Vocabulary and Meaning	11–12.L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo–Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA
32	Second and third options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Reading	Vocabulary and Meaning	9–10.L.5b Analyze nuances in the meaning of words with similar denotations.

Item metadata table continuation showing items 33–37

Item	Key	Claim	Content Category	Standard
33	B (1 point)	Writing	Mechanics and Conventions	11–12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
34	D (1 point)	Writing	Mechanics and Conventions	9–10.L.1a Use parallel structure.
35	B (1 point)	Writing	Revising and Editing	9–10.W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
36	B (1 point)	Writing	Revising and Editing	11–12.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
37	C (1 point)	Listening	Listening Comprehension	9–10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. This item also maps to a secondary standard: 9–10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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Item metadata table continuation showing items 38–39

Item	Key	Claim	Content Category	Standard
38	Third and fourth options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Listening	Listening Comprehension	9–10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. This item also maps to a secondary standard: 9–10.RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
39	A (1 point)	Listening	Listening Comprehension	9–10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. This item also maps to a secondary standard: 9–10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Item metadata table continuation showing items 40–41

Item	Key	Claim	Content Category	Standard
40	haciendo que perciba las letras al derecho (1 point)	Listening	Listening Comprehension	<p>9–10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>This item also maps to a secondary standard: 9–10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
41	D (1 point)	Listening	Listening Comprehension	<p>9–10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>This item also maps to a secondary standard: 9–10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>

Item metadata table continuation showing item 42

Item	Key	Claim	Content Category	Standard
42	<p>First drop-down menu: anticuada</p> <p>Second drop-down menu: apenas se usa</p> <p>(2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Listening	Listening Comprehension	<p>9–10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>This item also maps to a secondary standard: 9–10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). See grade 9–10 Language standards 4–6 for additional expectations.) CA</p>

Item metadata table continuation showing items 43–45

Item	Key	Claim	Content Category	Standard
43	<p>From left to right, and from top to bottom:</p> <p>First box: butterfly cocoon hanging from branches</p> <p>Fourth box: extreme closeup of butterfly on a flower</p> <p>(2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Reading	RI – Integration of Knowledge and Ideas	11–12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
44	B (1 point)	Reading	RI – Key Ideas and Details	9–10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
45	D (1 point)	Reading	RI – Craft and Structure	11–12.RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

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Item metadata table continuation showing items 46–48

Item	Key	Claim	Content Category	Standard
46	<p>Second and fourth options (2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Reading	RI – Key Ideas and Details	9–10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
47	<p>First drop-down menu: su olor</p> <p>Second drop-down menu: sus tonos anaranjados</p> <p>(2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Reading	RI – Key Ideas and Details	9–10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
48	B (1 point)	Reading	RI – Key Ideas and Details	9–10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Item metadata table continuation showing items 49–52

Item	Key	Claim	Content Category	Standard
49	C (1 point)	Reading	RI – Craft and Structure	11–12.RI.5a Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
50	First and third options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Reading	Vocabulary and Meaning	11–12.L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
51	1 (1 point)	Reading	Vocabulary and Meaning	11–12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
52	C (1 point)	Reading	Vocabulary and Meaning	9–10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.