

California Assessment of Student
Performance and Progress

California Spanish Assessment Practice Test Scoring Guide



Grade Four

CSA Practice Test Scoring Guide—Grade Four

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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 grade four.

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.

Introduction to Practice Test Scoring Guide

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	4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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Item	Key	Claim	Content Category	Standard
1	C (1 point)	Reading	Vocabulary and Meaning	4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
2	First drop-down menu: aprender con más facilidad Second drop-down menu: obtener calificaciones más altas (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	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. This item also maps to a secondary standard: 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.
3	B (1 point)	Listening	Listening Comprehension	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. This item also maps to a secondary standard: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Grade Four Practice Test Items

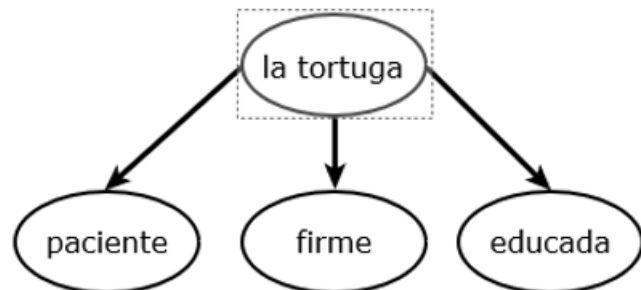
Item metadata table continuation showing items 4–6

Item	Key	Claim	Content Category	Standard
4	Second and fourth options (2 options) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Listening	Listening Comprehension	4. SL.3 Identify the reasons and evidence a speaker provides to support particular points. This item also maps to a secondary standard: 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.
5	D (1 point)	Listening	Listening Comprehension	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. This item also maps to a secondary standard: 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.
6	C (1 point)	Listening	Listening Comprehension	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. This item also maps to a secondary standard: 4.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Item metadata table continuation showing items 7–9

Item	Key	Claim	Content Category	Standard
7	4 (1 point)	Listening	Listening Comprehension	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. This item also maps to a secondary standard: 4.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA
8	no se tomaban tiempo para hablar (1 point)	Reading	RL – Key Ideas and Details	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.
9	Label for Diagram: la tortuga (1 point)	Reading	RL – Key Ideas and Details	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).

Screen capture of item 9 key



Grade Four Practice Test Items

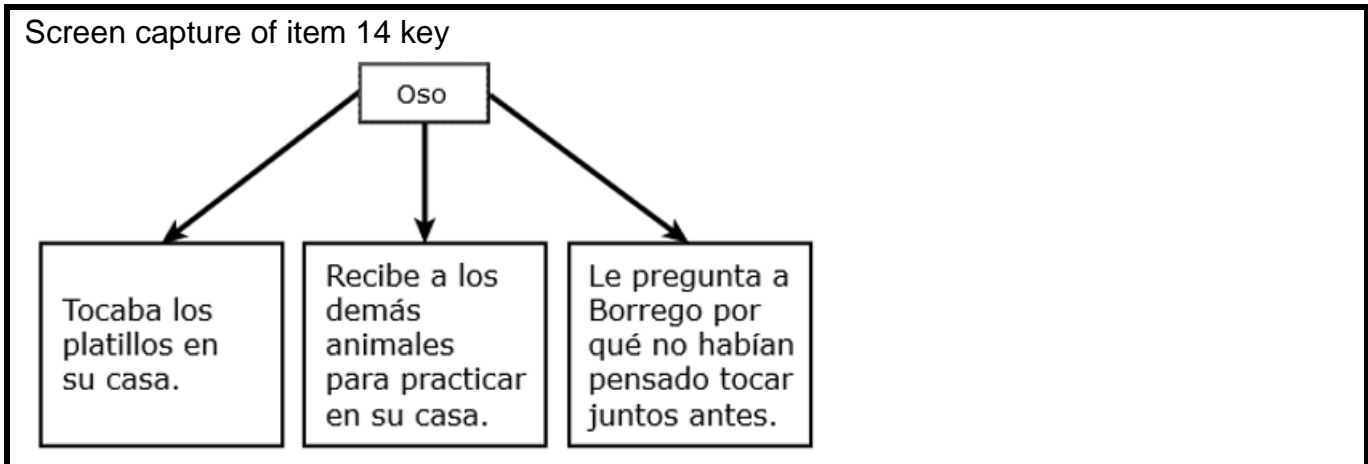
Item metadata table continuation showing items 10–13

Item	Key	Claim	Content Category	Standard
10	Second 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.	Reading	RL – Key Ideas and Details	4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
11	D (1 point)	Reading	RL – Craft and Structure	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.
12	D (1 point)	Reading	Vocabulary and Meaning	4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
13	A (1 point)	Reading	Vocabulary and Meaning	4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Item metadata table continuation showing item 14

Item	Key	Claim	Content Category	Standard
14	Label for Diagram: Oso (1 point)	Reading	RL – Key Ideas and Details	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).

Screen capture of item 14 key



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Item metadata table continuation showing items 15–17

Item	Key	Claim	Content Category	Standard
15	C (1 point)	Reading	RL – Craft and Structure	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.
16	A (1 point)	Reading	Vocabulary and Meaning	4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
17	Row 1: <i>El pueblo musical.</i> Row 2: <i>Ambas.</i> Row 3: <i>¿Qué hay en la caja?</i> (1 point)	Reading	RL – Key Ideas and Details	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.

Item metadata table continuation showing items 18–23

Item	Key	Claim	Content Category	Standard
18	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.	Reading	RL – Integration of Knowledge and Ideas	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.
19	C (1 point)	Writing	Revising and Editing	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.
20	C (1 point)	Writing	Foundational Mechanics and Conventions	4.L.2i Use written accents in questions and exclamations as well as to accurately distinguish demonstrative pronouns from demonstrative adjectives.
21	C (1 point)	Writing	Foundational Mechanics and Conventions	4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
22	A (1 point)	Writing	Revising and Editing	4.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
23	B (1 point)	Writing	Revising and Editing	4.W.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

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Item metadata table continuation showing items 24–28

Item	Key	Claim	Content Category	Standard
24	pequeños espacios (1 point)	Writing	Foundational Mechanics and Conventions	4.L.1a Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CA
25	D (1 point)	Writing	Foundational Mechanics and Conventions	4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
26	Two-point item: Part A: A (1 point) Part B: condicional simple (1 point)	Writing	Foundational Mechanics and Conventions	4.L.1i Correctly recognize and formulate the imperfect (-ar: amaba; -er: comía; -ir: pedía) and conditional tenses (-ar: amaría; -er: comería; -ir: pediría).
27	First and second options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Writing	Foundational Mechanics and Conventions	4.L.2f Use commas before and after an interrupting phrase (e.g., <i>Ella, de entre mis amigas, es la más simpática</i>).
28	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.	Reading	Vocabulary and Meaning	4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Item metadata table continuation showing items 29–32

Item	Key	Claim	Content Category	Standard
29	B (1 point)	Writing	Foundational Mechanics and Conventions	4.RF.3d Correctly use the dieresis mark to signal a pronounced "u" sound following the letter "g" (e.g., <i>bilingüe</i> , <i>pingüino</i>).
30	B (1 point)	Writing	Revising and Editing	4.W.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
31	A mí me gusta ayudar a mi papá cuando cocina. Mis frutas favoritas son las manzanas y las naranjas. (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	4.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
32	4 (1 point)	Writing	Foundational Mechanics and Conventions	4.RF.3e1 Count the number of syllables.

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Item metadata table continuation showing items 33–36

Item	Key	Claim	Content Category	Standard
33	First 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.	Writing	Foundational Mechanics and Conventions	4.RF.3f Recognize when a strong vowel (a, e, o) and a weak vowel (i, u) or two weak vowels are in hiatus and not pronounced as a diphthong. Correctly use a written accent on the vowel receiving the lexical stress (hacia, baúl, raíz).
34	Row 1: grave o llana Row 2: aguda Row 3: esdrújula (1 point)	Writing	Foundational Mechanics and Conventions	4.RF.3e3 Categorize a word according to its lexically stressed syllable (with stress on ultimate syllable, penultimate, or antepenultimate).
35	D (1 point)	Writing	Revising and Editing	4.W.2e Provide a concluding statement or section related to the information or explanation presented.
36	cortara un gran número de árboles (1 point)	Listening	Listening Comprehension	4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 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.

Item metadata table continuation showing items 37–39

Item	Key	Claim	Content Category	Standard
37	The first image, which shows the tallest tree (1 point)	Listening	Listening Comprehension	4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 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.
38	Two-point item: Part A: D (1 point) Part B: B (1 point)	Listening	Listening Comprehension	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. This item also maps to a secondary standard: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
39	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	4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 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.

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Item metadata table continuation showing items 40–42

Item	Key	Claim	Content Category	Standard
40	C (1 point)	Listening	Listening Comprehension	4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 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.
41	A (1 point)	Listening	Listening Comprehension	4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 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	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	RI – Key Ideas and Details	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.

Item metadata table continuation showing items 43–48

Item	Key	Claim	Content Category	Standard
43	10:15 (1 point)	Reading	RI – Key Ideas and Details	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.
44	D (1 point)	Reading	RI – Craft and Structure	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.
45	D (1 point)	Reading	RI – Key Ideas and Details	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
46	junte (1 point)	Reading	Vocabulary and Meaning	4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
47	C (1 point)	Reading	RI – Key Ideas and Details	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
48	12 (1 point)	Reading	RI – Integration of Knowledge and Ideas	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.

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Item metadata table continuation showing items 49–52

Item	Key	Claim	Content Category	Standard
49	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	4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
50	B (1 point)	Reading	RI – Integration of Knowledge and Ideas	4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
51	Row 1: Maratón de música. Row 2: Solicitud para ayudar Row 3: Solicitud para ayudar (1 point)	Reading	RI – Craft and Structure	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.
52	D (1 point)	Reading	Vocabulary and Meaning	4.L.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.