



California Assessment of Student
Performance and Progress

California Spanish Assessment Practice Test Scoring Guide



Grade Five

CSA Practice Test Scoring Guide—Grade Five, Accommodated

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Introduction to the Practice Test Scoring Guide

This California Spanish Assessment (CSA) practice test scoring guide offers details about the items, student response types, correct responses, and related scoring considerations for the included samples of practice items. 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 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 five.

This scoring guide should be used alongside the online practice tests which can be accessed at <https://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 that aligns with a Reading standard to provide consistency in content between the Listening and Reading claims, which are known collectively as the interpretive 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.

Introduction to the 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	5.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

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Item	Key	Claim	Content Category	Standard
1	C (1 point)	Reading	Vocabulary and Meaning	5.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
2	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.	Listening	Listening Comprehension	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. This item also maps to a secondary standard: 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3	C (1 point)	Listening	Listening Comprehension	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. This item also maps to a secondary standard: 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Item metadata table continuation showing items 4–5

Item	Key	Claim	Content Category	Standard
4	B (1 point)	Listening	Listening Comprehension	<p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>This item also maps to a secondary standard: 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
5	<p>First drop-down menu: ropa diferente durante el fin de semana</p> <p>Second drop-down menu: accesorios que lo complementen (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.</p>	Listening	Listening Comprehension	<p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>This item also maps to a secondary standard: 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>

Item metadata table continuation showing items 6–9

Item	Key	Claim	Content Category	Standard
6	D (1 point)	Listening	Listening Comprehension	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. This item also maps to a secondary standard: 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
7	D (1 point)	Listening	Listening Comprehension	5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
8	B (1 point)	Reading	RL – Key Ideas and Details	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
9	C (1 point)	Reading	RL – Key Ideas and Details	5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

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Item metadata table continuation showing items 10–15

Item	Key	Claim	Content Category	Standard
10	D (1 point)	Reading	RL – Craft and Structure	5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
11	B (1 point)	Reading	RL – Craft and Structure	5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
12	Luis: La mamá de preparó sándwiches. Fernando: El papá de imprimió un mapa. Carla: Vieron las estrellas en la casa de. (1 point)	Reading	RL – Key Ideas and Details	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
13	D (1 point)	Reading	RL – Craft and Structure	5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.
14	C (1 point)	Reading	RL – Key Ideas and Details	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
15	A (1 point)	Reading	RL – Key Ideas and Details	5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Item metadata table continuation showing items 16–20

Item	Key	Claim	Content Category	Standard
16	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.	Reading	Vocabulary and Meaning	5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
17	D (1 point)	Writing	Revising and Editing	5.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
18	A (1 point)	Writing	Foundational Mechanics and Conventions	5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
19	B (1 point)	Reading	Vocabulary and Meaning	5.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
20	Nancy, la supervisora del centro (1 point)	Writing	Revising and Editing	5.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Item metadata table continuation showing items 21–24

Item	Key	Claim	Content Category	Standard
21	<p>First drop-down menu: visité</p> <p>Second drop-down menu: iba</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	Foundational Mechanics and Conventions	5.L.1c Use verb tense to convey various times, sequences, states, and conditions, including the contrast between simple past, or preterite, and imperfect tenses to express action in the past (e.g., Yo iba todos los días. Yo fui ayer.).
22	<p>Fourth and fifth options</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	Revising and Editing	5.W.3b Use narrative techniques, such as dialogue description, and pacing, to develop experiences and events or show the responses of characters to situations.
23	C (1 point)	Writing	Foundational Mechanics and Conventions	5.L.2 Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.
24	B (1 point)	Writing	Revising and Editing	5.W.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Item metadata table continuation showing items 25–30

Item	Key	Claim	Content Category	Standard
25	C (1 point)	Writing	Revising and Editing	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
26	B (1 point)	Reading	Vocabulary and Meaning	5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
27	C (1 point)	Writing	Revising and Editing	5.W.3e Provide a conclusion that follows from the narrated experiences or events
28	A (1 point)	Writing	Revising and Editing	5.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
29	Two-point item Part A: A (1 point) Part B: compuesto (1 point)	Writing	Foundational Mechanics and Conventions	5.L.1b Form and use the perfect verb tenses or compound verbs using haber and the past participle (e.g., Yo habré caminado; Yo había caminado; Yo he caminado).
30	“fines” and “preparar” end with “consonante” (a consonant), “aprendido” ends with “vocal” (a vowel) (1 point)	Writing	Foundational Mechanics and Conventions	5.RF.3c4 Determine which sound or letter ends a word (vowel, consonant, “n” or “s”).

Item metadata table continuation showing items 31–34

Item	Key	Claim	Content Category	Standard
31	D (1 point)	Writing	Vocabulary and Meaning	5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
32	D (1 point)	Listening	Listening Comprehension	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. This item also maps to a secondary standard: 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
33	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.	Listening	Listening Comprehension	5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
34	C (1 point)	Listening	Listening Comprehension	5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Item metadata table continuation showing items 35–37

Item	Key	Claim	Content Category	Standard
35	A (1 point)	Listening	Listening Comprehension	<p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>This item also maps to a secondary standard: 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
36	B (1 point)	Listening	Listening Comprehension	<p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>This item also maps to a secondary standard: 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
37	<p>First and third 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	<p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>

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Item metadata table continuation showing items 38–41

Item	Key	Claim	Content Category	Standard
38	A (1 point)	Reading	RI – Integration of Knowledge and Ideas	5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
39	usos para la hamaca en América (1 point)	Reading	RI – Key Ideas and Details	5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
40	First drop-down menu: sencilla de usar Second drop-down menu: podían cambiarla por otras cosas (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	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
41	D (1 point)	Reading	Vocabulary and Meaning	5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Item metadata table continuation showing items 42–45

Item	Key	Claim	Content Category	Standard
42	C (1 point)	Reading	RI – Key Ideas and Details	5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
43	A (1 point)	Reading	RI – Integration of Knowledge and Ideas	5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
44	C (1 point)	Reading	Vocabulary and Meaning	5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
45	D (1 point)	Reading	RI – Craft and Structure	5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Item metadata table continuation showing items 46–47

Item	Key	Claim	Content Category	Standard
46	<p>Ambas lecturas: Las hamacas son muy cómodas para descansar.</p> <p>Taller para crear tu propia hamaca: Existen varios métodos para colgar hamacas.</p> <p>La hamaca: La hamaca de red se puede utilizar para la pesca.</p> <p>(1 point)</p>	Reading	RI – Craft and Structure	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
47	B (1 point)	Reading	Vocabulary and Meaning	5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.