

**California Assessment of Student Performance and Progress**

# Writing Rubrics for the California Spanish Assessment

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## Introduction

Scoring rubrics provide guidance to educators and test administrators who are evaluating student responses. The writing rubrics for the California Spanish Assessment (CSA) are an essential part of the design of the CSA writing items. This document contains the writing rubrics for students in grades three through eight and high school who are administered the CSA.

### Who can use the writing rubric for the CSA?

Educators and test administrators will use the writing rubrics to assign scores to writing responses for the CSA. Educators may also use the writing rubrics to assign scores to locally developed assessment responses that students write as part of their schoolwork. In addition, educators, students, and parents/guardians can access the writing rubrics to better understand the expectations for students who take the CSA.

### What is the purpose of including writing prompts on the CSA?

The CSA was first designed and created in 2016 as a new computer-based language-arts assessment for students in grades three through eight and high school to measure students’ competency in Spanish in reading, writing mechanics, and listening. In the 2024–25 test administration, the CSA will be expanding to include full-write essay items. The inclusion of these items along with the speaking domain will allow the CSA to be used, in part, to achieve the State Seal of Biliteracy, as originally intended (pursuant to California *Education Code* Section **60640[j]**). Once operational, the legislature can propose the CSA be added as an option to meet the requirements of the State Seal of Biliteracy noted under California *Education Code* Section 51460 (a).

As part of the writing expansion, the State Board of Education adopted thefollowing writing claim for all grade levels and the high school grade band: “Students can write texts for a range of purposes and audiences to accurately and convincingly present, describe, and explain ideas through Spanish.”

All items are aligned with the [*California Common Core State Standards en Español*](https://www.sdcoe.net/common-core-espanol/ca-ccss-en-espanol)*,* which is a translated and linguistically augmented version of the *California Common Core State Standards for English Language Arts and Literacy*.

## Rubric Information

The writing rubric was developed with the California Common Core State Standards in mind. The rubric is designed as a holistic assessment tool. When evaluating student responses, educators should carefully review the rubric descriptors corresponding to each score level and take into account appropriate grade-level expectations.

The objective is to make an overall judgment to determine the score that most accurately aligns with the quality of each student's response for the student’s grade level.

It is important to note that although the extended response items are constructed around reading passages, the scoring should primarily focus on the students' writing skills, as outlined in the rubric. Evaluators should ensure that the response appropriately addresses the prompt and maintains a connection with the underlying reading passage.

The following rubrics are used to score writing responses at grades three through eight and high school:

* CSA Writing—Information and Evidence (0–4 Rubric)
* CSA Writing—Opinions and Arguments (0–4 Rubric)

## Writing Rubric—Information and Evidence

In this section, table 1 shows the writing rubric used for scoring student responses to passage-based prompts eliciting information and evidence.

### Table 1. Writing Rubric—Information and Evidence

|  |  |
| --- | --- |
| Score | Information and Evidence Descriptors |
| **4** | **The response represents an accomplished writing performance of the prompt.**   * The response effectively addresses the prompt. * The response is cohesive and well organized. The progression of ideas is logical. The writer’s train of thought is easy to follow due to the use of meaningful transitions and the logical progression of ideas. * The development of ideas is effective. The writer uses specific, well-chosen examples and evidence to convey information and demonstrate understanding. * Word choice is precise, and sentences are varied and well controlled, enhancing the effectiveness of the response. * The writer demonstrates consistent command of Spanish language conventions. Minor errors in punctuation, sentence structure, grammar, and usage may be evident, but they do not detract from the fluency of the writing or impede meaning. |
| **3** | **The response represents a satisfactory writing performance of the prompt.**   * The response generally addresses the prompt. * The response is mostly cohesive and organized. Most ideas are related and focused on the topic specified in the prompt. The progression of ideas is generally logical and controlled. * The development of ideas is somewhat effective. The writer uses examples that are mostly relevant and details that are mostly developed to convey information and demonstrate understanding. * Word choice is generally clear and specific. Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the response. * The writer demonstrates an adequate command of Spanish language conventions. Although some errors may be evident, they create few disruptions to the fluency or the clarity of the response. |
| **2** | **The response represents a basic writing performance of the prompt.**   * The response partially addresses the prompt. * Ideas are not entirely cohesive and connected. The progression of ideas is not always logical or controlled due to weak organization, repetition, or wordiness. * The response includes limited development of ideas. The writer uses examples and details that are not always appropriate or are too briefly presented to convey information and demonstrate understanding. * Word choice may be general or imprecise. Sentences are awkward or minimally controlled, weakening the effectiveness of the response. * The writer demonstrates a partial command of Spanish language conventions. Some distracting errors may be evident, creating minor disruptions in the fluency or clarity of the response. |
| **1** | **The response represents a very limited writing performance of the prompt.**   * The response weakly addresses the prompt. * Ideas are not well connected. The progression of ideas is not logical. Wordiness, repetition, or disorganization sometimes causes serious disruptions in the flow of the response. * The development of ideas is weak and minimal. The writer uses examples and details that are inappropriate, vague, or irrelevant to the topic and task specified in the prompt. * Word choice may be vague or limited. Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the response. * The writer demonstrates minimal command of Spanish language conventions. Serious and persistent errors create disruptions in the fluency of the response and sometimes impede meaning. |
| **0** | **The response does not represent writing performance of the prompt.**   * The response is not relevant or only repeats the prompt. * The response is in a language other than Spanish. * The response consists only of “I don’t know,” “I don’t like tests,” or is completely undecipherable. * No response is provided. |

## Writing Rubric—Opinions and Arguments

In this section, table 2 shows the writing rubric used for scoring student responses to passage-based prompts eliciting opinions and arguments.

### Table 2. Writing Rubric—Opinions and Arguments

|  |  |
| --- | --- |
| Score | Opinions and Arguments Descriptors |
| **4** | **The response represents an accomplished writing performance of the prompt.**   * The response effectively addresses the prompt. * The response is cohesive and well organized. The progression of opinions, arguments, and ideas is logical. The writer’s train of thought is easy to follow due to the use of meaningful transitions and the logical progression of ideas. * The response is well developed, using appropriate examples and sufficient arguments to support conclusions and demonstrate understanding. * Word choice is precise, and sentences are varied and well controlled, enhancing the effectiveness of the response. * The writer demonstrates consistent command of Spanish language conventions. Minor errors in punctuation, sentence structure, grammar, and usage may be evident, but they do not detract from the fluency of the writing or impede meaning. |
| **3** | **The response represents a satisfactory writing performance of the prompt.**   * The response generally addresses the prompt. * The response is mostly cohesive and organized. Most ideas are related and focused on the topic specified in the prompt. The progression of opinions, arguments, and ideas is generally logical and controlled. * The response addresses the topic and task using mostly developed examples and arguments to support conclusions and demonstrate understanding. * Word choice is generally clear and specific. Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the response. * The writer demonstrates an adequate command of Spanish language conventions. Although some errors may be evident, they create few disruptions to the fluency or the clarity of the response. |
| **2** | **The response represents a basic writing performance of the prompt.**   * The response partially addresses the prompt. * Ideas are not entirely cohesive and connected. The progression of opinions, arguments, and ideas is not always logical or controlled due to weak organization, repetition, or wordiness. * The response includes limited development to address the topic and task specified in the prompt. Some of the explanations, examples, arguments, or details are inappropriate or insufficient to support conclusions and demonstrate understanding. * Word choice may be general or imprecise. Sentences are awkward or minimally controlled, weakening the effectiveness of the response. * The writer demonstrates a partial command of Spanish language conventions. Some distracting errors may be evident, creating minor disruptions in the fluency or clarity of the response. |
| **1** | **The response represents a very limited writing performance of the prompt.**   * The response weakly addresses the prompt. * Ideas are not well connected. The progression of opinions, arguments, and ideas is not logical. Wordiness, repetition, or disorganization sometimes causes serious disruptions in the flow of the response. * The development of ideas is inadequate. The writer uses details, arguments, and examples that are inappropriate, insufficient, or irrelevant to the topic and task specified in the prompt. * Word choice may be vague or limited. Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the response. * The writer demonstrates minimal command of Spanish language conventions. Serious and persistent errors create disruptions in the fluency of the response and sometimes impede meaning. |
| **0** | **The response does not represent writing performance of the prompt.**   * The response is not relevant or only repeats the prompt. * The response is in a language other than Spanish. * The response consists only of “I don’t know,” “I don’t like tests,” or is completely undecipherable. * No response is provided. |