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Introduction to Practice Test Scoring Guide

The California Alternate Assessment English Language Arts (ELA) Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the California Alternate Assessment Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets that closely mirror the summative blueprint.
- 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 language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information:

- Grade: Grade level for the item
- Category: a broad content area that contains related targets and standards (i.e., Writing)
- Core Content Connector (Connector): Alternative achievement standard linked to a Common Core State Standard (CCSS)
- Tier: Level that identifies the complexity of an item. Tier levels are 1, 2, and 3.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key or exemplar: expected student response or example response from score point value
- Rubric and applicable score points for each item: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking California Alternate ELA Assessment.
Grade Eleven Practice Test Items

The following passage accompanies grade eleven items numbered 1 through 3 in the practice test.

Vocabulary Preview

Piedras Blancas

Elephant seals

Elephant seal pups
The Piedras Blancas Elephant Seal Rookery

Every year, many elephant seals arrive in California at the rookery at Piedras Blancas. A rookery is a large, sandy beach where elephant seals meet. There, elephant seals play and rest together.

Female elephant seals usually arrive at Piedras Blancas between December and February. Shortly after arriving, mother elephant seals give birth to their pups.
Elephant seal pups have broad, smooth heads. Pups also have different color fur than adults. Adult giraffes are taller than humans.

By the end of March, most elephant seal pups leave the beach.
Where can elephant seals be found?

A. Piedras Blancas
B. Redwood National Park
C. Sierra Nevada Mountains

Key: A
Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>11</td>
<td>Text Types and Purposes (Informative/Explanatory)</td>
<td>1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions, and examples) to support paragraph focus.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Does this sentence belong in what we read?**

- **A** Yes
- **B** No

**Key:** B

**Rubric:** (1 point) The student selects the correct response.
### Item 3: Grade 11, Informational

1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>11</td>
<td>Informational</td>
<td>1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</td>
<td>1</td>
</tr>
</tbody>
</table>

**We can guess that elephant seals –**

- **Swim with turtles.**
- **Eat ocean plants.**
- **Live in families.**

**Key:** live in families.

**Rubric:**

1. (2 points) The student selects the correct answer on the first attempt.
2. (1 point) The student selects the correct answer on the second attempt.

**Example:**

There, elephant seals play and rest together.
The following passage accompanies grade eleven items numbered 4 through 6 in the practice test.

**Vocabulary Preview**

Bowling

Bowling pins

Bowling lane
Bowling

Bowling is a game that is easy to learn. Players stand at the bowling lane with a bowling ball.

At the end of the lane are bowling pins.
Players roll the bowling ball down the lane.

Players get points by knocking down pins.

The person who has the most points at the end of the game is the winner! Bowling is a fun game for all ages.
How does a player get points in bowling?

Key: C
Rubric: (1 point) The student selects the correct response.
**Item** | **Grade** | **Category** | **Connector** | **Tier**
--- | --- | --- | --- | ---
5 | 11 | Informational | 1112.RI.e1 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. | 1

There is no sound in this video.

**What does a player do with the bowling ball?**

A. bounce it

B. roll it

C. hit it

**Key:** B

**Rubric:** (1 point) The student selects the correct response.
### Item 6

**Grade:** 11  
**Category:** Informational  

<table>
<thead>
<tr>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112.WP.f1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Which words tell about bowling? Pick two answers.**

- easy to learn  
- played outdoors  
- for all ages

**Key:** easy to learn, for all ages

**Exemplar:**

- easy to learn  
- played outdoors  
- for all ages

**Rubric:**

(2 points) The student selects the two correct responses.  
(1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>11</td>
<td>Informational</td>
<td>1112.RI.d1 Determine the author’s point of view or purpose in a text.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Key:** See exemplar.

**Exemplar:**

- Kites come in many shapes and sizes. You can find the right kite by trying different ones. Some are shaped like a diamond or a triangle. Other kites are shaped like a box. The materials that kites are made from can cause kites to move differently. Some can move fast or fly very high. Flying different kites can be fun.

**Rubric:**
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
The following passage accompanies grade eleven item number 8 in the practice test.

**Baskets**

Baskets are made with different kinds of materials. Some baskets are made with strips of grass. People who make baskets this way braid the strips closely together. This makes baskets strong.

People use vines because vines are simple to work with. They are easily bent and shaped.
### Which sentence can be added?

**A**

Books are used for reading.

**B**

Pots are used for cooking.

**C**

Vines are used for braiding.

**Key:** C  
**Rubric:** (1 point) The student selects the correct response.
The following passage accompanies grade eleven items numbered 9 through 11 in the practice test.

Vocabulary Preview

Grocery store

Avocados

Store manager

Sara
First Job Blues

Sara works at a grocery store. But she feels that she always makes mistakes. One day, the store manager, Carol, tells Sara to stack the avocado bins again. Carol reminds Sara that the ripe, softer avocados should be placed at the top.

Later, Sara starts unloading some boxes of fruit. Carol tells Sara that the fruits are grouped incorrectly. Carol kindly shows Sara how to correctly group the fruits.

Sara takes notes. This will help her do a better job next time.
Sara continues to persist at her job. She remains positive about her work skills and is sure she will improve.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>11</td>
<td>Literature</td>
<td>1112.RL.d1 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.</td>
<td>2</td>
</tr>
</tbody>
</table>

What jobs does Sara have trouble with? Pick two answers.

- collecting carts
- stacking avocados
- grouping fruits

Key follows on the next page.
Key: stacking avocados, grouping fruits

Exemplar:

![Image](collecting carts)

![Image](stacking avocados)

![Image](grouping fruits)

Rubric:

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
How do we know that Sara takes her job seriously?

A

She trains new workers.

B

She shops for her grandmother.

C

She takes notes for the future.

Key: C
Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>11</td>
<td>Language</td>
<td>1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position in a sentence) as a clue to the meaning of a word or phrase.</td>
<td>2</td>
</tr>
</tbody>
</table>

Sara continues to **persist** at her job. She remains positive about her work skills and is sure she will improve.

Which words help us understand “**persist**”? Pick two answers.

- continues
- remains
- skills

**Key:** continues, remains

**Exemplar:**

- continues
- remains
- skills

**Rubric:**

(2 points) The student selects the two correct responses.

(1 point) The student selects one of the correct responses, but not both.
The following passage accompanies grade eleven items numbered 12 through 14 in the practice test.

Vocabulary Preview

Rose

Film equipment

Movie director
**Action in the Neighborhood**

Rose looks out of her apartment window. She sees huge trucks and many neighbors gathered around.

Rose goes outside. She learns that a movie is being filmed in the neighborhood. The filming crew is unloading equipment used to make movies. They unload cameras, microphones, and large lights from the trucks.

Rose and her neighbors watch people apply makeup to the actors.
Later, the movie director gives the actors directions. The director is in charge of making the movie. She says “Action!” when the camera operators need to film the scene.

Rose and her neighbors know to stop talking and be quiet when the director says “Action!” They do not want to disrupt the filming.

They all enjoy watching how a movie is made.
Grade Eleven Practice Test Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>11</td>
<td>Literature</td>
<td>1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.</td>
<td>2</td>
</tr>
</tbody>
</table>

**How can we retell this story?**

- **A**
  - A garden center is opening down the street.

- **B**
  - People gather to watch a movie being filmed.

- **C**
  - A man takes his dog for a walk every morning.

**Key:** B

**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>11</td>
<td>Literature</td>
<td>1112.RL.d1 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.</td>
<td>2</td>
</tr>
</tbody>
</table>

**What happens at the beginning of the story? Pick two answers.**

- Rose looks out her apartment window.
- Rose watches actors get makeup applied.
- Rose sees huge trucks outside.

*Key follows on the next page.*
Key: Rose looks out her apartment window. Rose sees huge trucks outside.

Exemplar:

- Rose looks out her apartment window.
- Rose watches actors get makeup applied.
- Rose sees huge trucks outside.

Rubric:

(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
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<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>11</td>
<td>Language</td>
<td>1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position in a sentence) as a clue to the meaning of a word or phrase.</td>
<td>2</td>
</tr>
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</table>

**Part A**

*What is the meaning of the word “disrupt”?*

- A) interfere
- B) question

**Part B**

*Which phrases help us understand the meaning of the word “disrupt”? Pick two answers.*

- [ ] stop talking
- [ ] be quiet
- [ ] the filming

**Key:** A; stop talking, be quiet

**Rubric:**

(2 point) The student selects the correct response in Part A and the correct responses in Part B.

(1 point) The student selects the correct response in Part A or the correct responses in Part B.
The following passage accompanies grade eleven items numbered 15 through 17 in the practice test.

**Vocabulary Preview**

**Geyser**

**Old Faithful**

Old Faithful is a famous geyser in Yellowstone National Park.

A geyser is a hot spring that shoots water and steam from underground into the air.

Old Faithful is not the biggest or tallest geyser in Yellowstone, but people find it the most interesting. So, many people visit Old Faithful every year.
Old Faithful got its name because it erupts regularly. There have been over a million eruptions recorded. People predict future eruptions based on how long it has been since the last one. If you go to see Old Faithful, you can check prediction times posted around the park area.

Old Faithful is fascinating to see!
Why do many people visit Yellowstone National Park every year?

A. to see a famous geyser
B. to explore the lakes by boat
C. to hike through the many trails

Key: A
Rubric: (1 point) The student selects the correct response.
16 11  Informational  1112.RI.d1 Determine the author’s point of view or purpose in a text.  2

Why does the writer think Old Faithful is fascinating to see? Pick two answers.

- Eruptions happen regularly.
- Campsites are available for people.
- Water and steam shoot into the air.

Key follows on the next page.
Key: Eruptions happen regularly. Water and steam shoot into the air.

Exemplar:

- Eruptions happen regularly.
- Campsites are available for people.
- Water and steam shoot into the air.

Rubric:

(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
<tr>
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<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>11</td>
<td>Text Types and Purposes</td>
<td>1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions, and examples) to support paragraph focus.</td>
<td>2</td>
</tr>
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</table>

**What happens when Old Faithful erupts?**

A. Pretty wildflowers begin to bloom.
B. Park rangers review safety rules.
C. People predict future eruptions.

**Key:** C  
**Rubric:** (1 point) The student selects the correct response.
## Mono Lake

Mono Lake is located in California. It is known as one of the oldest lakes in North America.

Along the lakeshore, there are formations made of limestone. They are called "tufa towers" and are a remarkable sight to see!

### What are the limestone formations at Mono Lake called?

- **A**
  - tufa towers
- **B**
  - sand sculptures
- **C**
  - piles of rock

**Key:** A

**Rubric:** (1 point) The student selects the correct response.
The following passage accompanies grade eleven items numbered 19 through 21 in the practice test.

**Vocabulary Preview**

**Cycling**

Cycling, or bike riding, is a way to travel from one place to another. Many people cycle to places like work or school. There are several reasons why cycling is a better way to travel than riding in a vehicle.

Cycling is a great way to exercise. Many people choose this form of transportation so that they can exercise, while also getting where they need to go.
Cycling can also be better for the environment than driving vehicles or riding a bus. Vehicles use gasoline and oil that cause pollution. Bicycles do not use gasoline or oil. Cycling can therefore help the air to be cleaner, and that is better for the environment.

When more people cycle instead of using a vehicle, there is less traffic on the roads. This can make roads safer for both cyclists and drivers.

More exercise, cleaner air, and safer roads are three great benefits of cycling.
### Why did the author write this story? Pick two answers.

- to describe a way to travel
- to give directions to a place
- to explain the benefits of cycling

### Key:
- to describe a way to travel
- to explain the benefits of cycling

### Exemplar:
- to describe a way to travel
- to give directions to a place
- to explain the benefits of cycling

### Rubric:
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>11</td>
<td>Informational</td>
<td>1112.RI.e1 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.*</td>
<td>3</td>
</tr>
</tbody>
</table>

Which question can be answered by the information in both the video and the story?

- A. What is a good bike for beginning cyclists?
- B. How can people stay safe while cycling?
- C. Why is cycling a better form of transportation?

**Key:** C  
**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>11</td>
<td>Text Types and Purposes (Informative/Explanatory)</td>
<td>1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions, and examples) to support paragraph focus.</td>
<td>3</td>
</tr>
</tbody>
</table>

**What else happens when more people cycle?**

- The air can be cleaner.
- Vehicles can be washed faster.
- Friends can compete with each other.

**Key:** A  
**Rubric:** (1 point) The student selects the correct response.
The following passage accompanies grade eleven item number 22 in the practice test.

**Continuing Your Education**

Many communities have learning centers that offer continuing education classes. The classes are inexpensive and easy to join. People can choose classes in all sorts of interesting subjects.

If you want to learn another language, you can sign up to take Spanish, French, American Sign Language, or other languages.

Would you like to be able to make your own furniture? Sign up for a woodworking class!

If you want to play a new sport, make jewelry, or play a musical instrument, check out the continuing education classes in your area.
What continuing education classes can people choose to join? Write two answers.

- See the rubric in the DFA.
- See the rubric in the DFA.
- See the rubric in the DFA.

**Key:** The student provides two classes that people can choose to join.

**Exemplar:** Spanish class, American Sign Language, woodworking class, jewelry class

**Rubric:**
- (2 points) The student provides two classes that people can choose to join.
- (1 point) The student provides one class that people can choose to join.
The following passage accompanies grade eleven item number 23 in the practice test.

Riding the City Bus

Many cities and towns have public transportation, such as city buses. Practice riding the bus with a teacher, parent, or guardian before riding the bus by yourself.

- Get on the bus only at clearly marked stops.
- Check the bus number and bus schedule to make sure you get on the correct bus.
Pay the bus fare or use a bus pass.

Stay in your seat and use a seatbelt while the bus is moving. If you need help securing yourself, ask the bus driver.

For more information, ask a teacher, librarian, or parent, or do an Internet search for “public transportation” in your city.
Why did the author write about city buses? Pick two answers.

- to entertain the reader with a story about city buses
- to inform the reader about city buses
- to list for the reader some steps to take to ride city buses

**Key:** to inform the reader about city buses, to list for the reader some steps to take to ride city buses

**Exemplar:**
- to entertain the reader with a story about city buses
- to inform the reader about city buses
- to list for the reader some steps to take to ride city buses

**Rubric:**
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
The following passage accompanies grade eleven item number 24 in the practice test.

**Class Project**

A chemistry teacher gives the class an assignment. A group of students working together decide to make stain remover for their class project. They need one cup of liquid soap and two cups of hydrogen peroxide.

The group gathers and mixes the ingredients to make the stain remover. Then, they test the mixture. Presto! Homemade stain remover! All that is left to complete the project is to create a poster and give an oral presentation to the class.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>11</td>
<td>Text Types and Purposes</td>
<td>1112.WI.b4 Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Which step belongs in the box to complete the order in which the project happens?**

1. The group learns the assignment.

2. The group gathers the supplies.

3. [Box]

4. The group creates a poster.

5. The group presents to the class.

[Boxes with options: The group arrives to class. The group chooses their project. The group tests the stain remover.]

**Key:** The group tests the stain remover.

**Exemplar:**

3. The group tests the stain remover.

**Rubric:** (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
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</thead>
<tbody>
<tr>
<td>25</td>
<td>11</td>
<td>Text Types and Purposes (Informative/Explanatory)</td>
<td>1112.WI.b4 Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.</td>
<td>3</td>
</tr>
</tbody>
</table>

The Platypus

The platypus is a mammal with a unique appearance. At the front of its head is a curved, black bill. It has four webbed feet that help it to swim. At the back of its rounded body is a flat tail. The platypus also has dark to light brown fur covering its body.

Which detail could be added to describe the unique looks of a platypus?

- [ ] It can swim early in life.
- [ ] It eats insects and worms.
- [ ] It has small, dark eyes.

**Key:** C

**Rubric:** (1 point) The student selects the correct response.