California Alternate Assessment

Practice Items
Scoring Guide:
English Language Arts/Literacy—Grade Five

California Assessment of Student Performance and Progress

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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 Five Practice Test Items

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

Vocabulary Preview

Mark

Uncle Ted

There is sound in this video, but no one is speaking.
At the Pond

Mark goes to the pond at his uncle’s ranch. There are ducks quacking as they move together in the water.

Uncle Ted says he likes feeding lettuce to the ducks. Mark wants to feed them.

Uncle Ted gives Mark some lettuce for the ducks.

Mark tosses the lettuce into the pond. He watches the ducks eat.
What happens first in the story?

A

B

C

Key: B
Rubric: (1 point) The student selects the correct response.
Complete the sentences.

The ducks move ______ as a group.

They are ______.

Key: together, quacking

Exemplar:

The ducks move ______ as a group.

They are ______.

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>3</td>
<td>5</td>
<td>Literature</td>
<td>5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Who is in the story? Pick two answers.**

- Uncle Ted
- Sandra
- Mark

**Key:** Uncle Ted, Mark

**Exemplar:**

- Uncle Ted
- Sandra
- Mark

**Rubric:**

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

(1 point) The student selects one of the correct responses, but not both.
Dogs can be trained to dance. It takes a patient dog trainer and lots of practice.
There are different kinds of dances dogs can do. In one kind of dance, the dog and the trainer dance together.

The dog can also dance on its own. The dancing dog can spin, roll, and jump to the music.

Dog dancing is fun to do. And it is also fun to watch.
What did we read about?

A

B

C

Key: B

Rubric: (1 point) The student selects the correct response.
**What can we say about dog dancing?** Pick **two** answers.

**Key:** See exemplar.

**Exemplar:**

**Rubric:**
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.
Grade Five 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>6</td>
<td>5</td>
<td>Text Types and Purposes</td>
<td>5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Which sentence could we add?**

A

![Image of a hand holding a hamster](image1)

Many families have pets.

B

![Image of a girl singing](image2)

Singing well takes practice.

C

![Image of a person with a dog](image3)

Some dogs dance in contests.

**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>7</td>
<td>5</td>
<td>Literature</td>
<td>5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.</td>
<td>1</td>
</tr>
</tbody>
</table>

**A Huge Laugh**

Tim is at home with his younger brother. Tim likes to make his brother laugh, so he tells a joke. He hears a huge laugh.

**Part A**

**Who is in the story?**

- **A** Tim
- **B** Jen

**Part B**

**Where does the story happen?**

- **A** at school
- **B** at home

**Key:** A, B

**Rubric:**

(2 point) 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>8</td>
<td>5</td>
<td>Informational</td>
<td>5.RI.c4 Determine the main idea, and identify key details to support the main idea.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Our World and Beyond**

There are many things to learn about our world and beyond. We are curious, so we explore. People study different lands and seas, and even space! The more we explore, the more we learn.

**What did we read about?**

- **A**
- **B**
- **C**

**Key:** B

**Rubric:** (1 point) The student selects the correct response.
The following passage accompanies grade five item number 9 in the practice test.

How to Hang a Picture

It only takes a few easy steps to hang a picture on a wall.

First, choose the space where you want to hang your picture. Try to find a place that is even with your eyes.

Next, ask a grown up to help you mark the space where the picture will hang.
Carefully hammer a nail into the mark.

Hang the picture on the wall.
<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>5</td>
<td>Text Types and Purposes (Informative/Explanatory)</td>
<td>5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose the next step.

Key: C

Rubric: (1 point) The student selects the correct response.
The following passage accompanies grade five items numbered 10 through 12 in the practice test.

Vocabulary Preview

Rosa

Supplies

An Artist After All

Rosa is taking an art class. She is not sure she will ever be a good artist, but she gives the class a try.

Rosa sits at a table that has art supplies.
The art teacher, Mr. Henry, is very friendly. He smiles and welcomes the class. He shows the students how to use the art supplies. Then, he tells the students to paint something they like.

Rosa picks up her brush and begins to paint.

Mr. Henry walks by Rosa’s painting. He tells her that her artwork is excellent.

Rosa looks at her painting and smiles. She is an artist after all.
<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5</td>
<td>Literature</td>
<td>5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.</td>
<td>2</td>
</tr>
</tbody>
</table>

**How do we know Mr. Henry is friendly?**

A

He is an art teacher.

B

He welcomes the class.

C

He sells the paintings.

**Key:** B

**Rubric:** (1 point) The student selects the correct response.
### Item 11 5 Language

<table>
<thead>
<tr>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key</th>
<th>Exemplar</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>She buys a new brush to polish her fingernails, The brush is used to mix different colors together.</td>
<td>The trail is hidden because of the thick brush. She buys a new brush to polish her fingernails. The brush is used to mix different colors together.</td>
<td>(2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.</td>
</tr>
</tbody>
</table>
### What happens in the story?

A  
![Image](image1.png)  
Rosa realizes that she is an artist.

B  
![Image](image2.png)  
Rosa wants to teach people to paint.

C  
![Image](image3.png)  
Rosa walks into the wrong classroom.

**Key:** A

**Rubric:** (1 point) The student selects the correct response.
The following passage accompanies grade five items numbered 13 through 15 in the practice test.

**Vocabulary Preview**

**Hiking**

**Hiking Safety**

Going on a hike can be fun. There are things you should do to stay safe when hiking.

It is a good idea to wear long pants and a long-sleeved shirt during a hike. This will help protect you from insects.
You should bring plenty of water to drink in case you get thirsty. Drinking enough water will also keep you from feeling sick.

Carry some food with you in case your hike lasts longer than you planned.

Being prepared will help you have a fun and safe hike!
<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>5</td>
<td>Language</td>
<td>5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.</td>
<td>2</td>
</tr>
</tbody>
</table>

It is a good idea to wear long pants and a long-sleeved shirt during a hike.

Which sentences use “pants” the same way it is used in the passage? Pick two answers.

- I tore my pants on the fence.
- My dog pants when he is tired.
- Hang the pants in the closet.

Key follows on the next page.
Key: See exemplar.

Exemplar:

I tore my pants on the fence.

My dog pants when he is tired.

Hang the pants in the closet.

Rubric:

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

(1 point) The student selects one of the correct responses, but not both.
Why should a hiker bring water on a hike? Pick two answers.

- to keep from getting hungry
- to keep from getting thirsty
- to keep from getting sick

Key: See exemplar.

Exemplar:

- to keep from getting hungry
- to keep from getting thirsty
- to keep from getting sick

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>15</td>
<td>5</td>
<td>Informational</td>
<td>5.RI.c4 Determine the main idea, and identify key details to support the main idea.</td>
<td>2</td>
</tr>
</tbody>
</table>

**People should carry food with them when they go hiking.**

**Why should you carry food with you when hiking?**

A. hike lasts too long

B. pet needs to be fed

C. share with other hikers

Key follows on the next page.
Key: A

Rubric:
(1 point) The student selects the correct response.
The following passage accompanies grade five item number 16 in the practice test.

**Saturday in the Neighborhood**

It is Saturday. Allie walks the dog and takes out the trash. When Allie takes the trash out, she sees the neighborhood pool. She wants to swim.

Allie’s friend Mary lives in the neighborhood. Allie asks Mary if she wants to go swimming with her.

Mary says she also needs to take out the trash. She pulls the trash bin to the curb. Then, Allie and Mary go to the pool together.
What do Allie and Mary both do on Saturday? Pick two answers.

- Go to the pool.
- Walk the dog.
- Take out the trash.

Key follows on the next page.
**Key:** Go to the pool, Take out the trash.

**Exemplar:**
- Go to the pool.
- Walk the dog.
- Take out the trash.

**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 five item number 17 in the practice test.

**Get Moving!**

Children need one hour of exercise every day. Fun things like sports, swimming, and playing outside are types of exercise.

Exercise does good things for your body. Exercise can make your bones and muscles stronger. Exercise can also help keep your heart healthy. So, you should get moving!
Complete the chart.

If you exercise

Then you will have

Key: stronger muscles
Exemplar:

Then you will have

If you exercise

Stronger muscles

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>18</td>
<td>5</td>
<td>Production and Distribution of Writing (Narrative)</td>
<td>5.WL.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Lily the Rabbit**

Natalie sees a furry, white rabbit at her aunt’s house. Natalie’s aunt tells her that the rabbit’s name is Lily and that Lily is very friendly.

**Complete the sentences.**

Lily is a [ ] rabbit.

Lily has [ ] fur.

- friendly
- lost
- gray
- white

**Key:** friendly, white

**Exemplar:**

Lily is a [**friendly**] rabbit.

Lily has [**white**] fur.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>5</td>
<td>Informational</td>
<td>5.RI.c4 Determine the main idea, and identify key details to support the main idea.</td>
</tr>
</tbody>
</table>

**Key: B**

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

*Pony Express riders traveled many miles to deliver mail.*

**How do we know this is true?**

- A. The riders moved very slowly.
- B. The riders stopped to change horses.
- C. The riders enjoyed visiting new places.

The Pony Express

Long ago, mail was delivered by the riders of the Pony Express. These riders rode horses as they carried mail.

The riders often traveled many miles. They changed horses along the way to let their horses rest.
**Item:** 20  
**Grade:** 5  
**Category:** Literature  

5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.  

**Tier:** 3  

---

**Bedtime**

![Bedtime](image)

At the beginning, Megan is **thinking**.  

At the end, Megan is **sleeping**.

---

**Complete the sentences.**

**Key:** thinking, sleeping  

**Exemplar:**

At the beginning, Megan is **thinking**.  

At the end, Megan is **sleeping**.

**Rubric:**  
(2 points) The student selects the two correct responses.  
(1 point) The student selects one of the correct responses, but not both.
## Item 21

<table>
<thead>
<tr>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Informational</td>
<td>5.RI.c4 Determine the main idea, and identify key details to support the main idea.</td>
<td>3</td>
</tr>
</tbody>
</table>

### Giant Tortoises

![Giant Tortoise](image)

Giant tortoises are a large type of turtle. They can live for many years. They move very slowly and take many naps. Their naps can easily last 16 hours!

**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>22</td>
<td>5</td>
<td>Language</td>
<td>5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.</td>
<td>3</td>
</tr>
</tbody>
</table>

The children *gather* around the zoo guide.

**Which sentences use “gather” in the same way? Pick two answers.**

- The team players *gather* to talk before the game.
- The campers *gather* by the fire to roast marshmallows.
- The students *gather* the pencils after art class.

*Key follows on the next page.*
Key: The team players gather to talk before the game., The campers gather by the fire to roast marshmallows.

Exemplar:

The team players gather to talk before the game.

The campers gather by the fire to roast marshmallows.

The students gather the pencils after art class.

Rubric:

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

(1 point) The student selects one of the correct responses, but not both
**Item** | **Grade** | **Category** | **Connector** | **Tier**
--- | --- | --- | --- | ---
23 | 5 | Text Types and Purposes (Informative/Explanatory) | 5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect). | 3

### Dolphins and Porpoises

![Dolphins and Porpoises](image)

Dolphins and porpoises live in the ocean, but they are not fish. Unlike fish, they have to go up to the surface to breathe. Dolphins and porpoises are alike in many ways, but there are ways to tell them apart. One way to tell is by looking at their fins. Dolphin fins are more curved than porpoise fins.

### Complete the chart.

<table>
<thead>
<tr>
<th>How Dolphins and Porpoises Are Alike</th>
<th>How Dolphins and Porpoises Are Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dolphins and porpoises live in the ocean.</td>
<td>Dolphin fins are more curved than porpoise fins.</td>
</tr>
<tr>
<td>Dolphin fins are more curved than porpoise fins.</td>
<td>Dolphins and porpoises go up to the surface to breathe.</td>
</tr>
</tbody>
</table>

**Key:** Dolphin fins are more curved than porpoise fins.

**Exemplar:**

<table>
<thead>
<tr>
<th>How Dolphins and Porpoises Are Alike</th>
<th>How Dolphins and Porpoises Are Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dolphins and porpoises live in the ocean.</td>
<td>Dolphin fins are more curved than porpoise fins.</td>
</tr>
</tbody>
</table>

**Rubric:** (1 point) The student selects the correct response.
Mike and his dad buy some bed sheets for Mike’s sister, Angela. The sheets are in her favorite color and they have her favorite cartoon animals on them.

Angela walks into her room and sees the sheets on her bed. She is so surprised!

Key: The student completes the sentence using at least two words from the word bank.

Exemplar: sheets in her favorite color, sheets showing her favorite cartoon

Rubric:
(2 points) The student completes the sentence using at least two words from the word bank.
(1 point) The student completes the sentence using one word from the word bank.
Desert Animals

Many animals live in the desert. Desert animals, like jackrabbits, lizards, and vultures, must be able to survive in a very hot place.

Some desert animals sleep during the day and are awake at night. This helps the animals to stay out of the hot sun. This also stops the animals' bodies from losing too much water.

Desert animals know what to do to stay safe.
Why do desert animals sleep during the day? Pick two answers.

- to avoid the heat
- to stay in the sun
- to stop losing water

**Key:** to avoid the heat, to stop losing water

**Exemplar:**
- to avoid the heat
- to stay in the sun
- to stop losing water

**Rubric:**
(2 points) The student selects the two correct responses.
(1 point) The student selects one of the correct responses, but not both.