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Guide Content

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 Alternative ELA Assessment.
Grade Six Practice Test Items

Read the passage and answer questions 1-3.

Vocabulary Preview

Brenda

Swimsuit

Going to the Pool
Brenda looks at the clock to check the time. It is time to go to the pool with her class.

Each student is carrying a bag. Brenda looks inside her bag and sees her swimsuit and towel.

The students line up with their bags.

Then, the students get on the bus.

Brenda is so excited to swim!
### Grade Six Practice Test Items

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<th>Item</th>
<th>Grade</th>
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<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>Literature</td>
<td>6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Who is in the story?**

A

![Ms. Morris](image)

Ms. Morris

B

![Brenda](image)

Brenda

C

![Gabe](image)

Gabe

**Key:** B  
**Rubric:** (1 point) The student selects the correct response.
### Item 2

<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>6</td>
<td>Text Types and Purposes (Narrative)</td>
<td>6.WL.c1 Organize ideas and events so that they unfold naturally.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Put the pictures in order.**

![Clock](image1.png) → ![Students in a line](image2.png) → ![Students in a school bus](image3.png)

**Key:** Second box: students standing in a line. Third box: students inside a school bus.

**Exemplar:**

![Clock](image1.png) → ![Students in a line](image2.png) → ![Students in a school bus](image3.png)

**Rubric:**

(1 point) The student chooses the correct response for both targets.
### Item 3

**Grade:** 6  
**Category:** Literature  
**Connector:** 6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.  
**Tier:** 1

---

**What does Brenda see inside her bag? Pick two answers.**

- Notebook
- Towel
- Swimsuit

**Key:** See exemplar.

**Exemplar:**

- Notebook
- Towel
- Swimsuit

**Rubric:**

- **(2 points)** The student chooses the two correct responses.
- **(1 point)** The student chooses one of the correct responses, but not both.
Read the passage and answer questions 4-6.

**Vocabulary Preview**

**February**

<table>
<thead>
<tr>
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</table>

**Leap Day**

**Happy Leap Day!**

Some people have their birthday on February 29th. This day is called Leap Day. It appears on the calendar every four years.

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**February 2013**

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**February 2014**

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**February 2015**

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**February 2016**

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</tbody>
</table>
People born on Leap Day have their actual birthday once every four years.
## Item Details

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
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<th>Connector</th>
<th>Tier</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
<td>Informational</td>
<td>6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.</td>
<td>1</td>
</tr>
</tbody>
</table>

### Image

**People born on Leap Day have their actual birthday once every four years.**

### Questions

**Is this sentence true?**

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

### Key

**Key: A**

**Rubric:** (1 point) The student selects the correct response.
<table>
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<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>Informational</td>
<td>6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.</td>
<td>1</td>
</tr>
</tbody>
</table>

Which picture shows Leap Day?

A

B

C

Key: C

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

A Leap Day birthday is [ ].
A person born on this day can feel [ ].

Key: rare, special

Rubric:
(2 points) The student chooses the correct response for both targets.
(1 point) The student chooses the correct response for one of the two targets, but not both.
Read the passage and answer questions 7-9.

Vocabulary Preview

Litter

Getting Rid of Litter

Some people like to spend time outdoors. But, sometimes they leave trash behind. Trash that is not thrown away is called litter.
Litter can harm animals. It can also spoil the beauty of the outdoors. Litter is messy and it looks dirty. Litter is found on the ground and in bodies of water, such as rivers.

Trash belongs in a trash can. Hold on to any trash you may have when you are outdoors. Throw it into a trash can when you see one.
**Grade Six Practice Test Items**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
<td>Informational</td>
<td>6.RI.b4 Summarize information gained from a variety of sources including media or texts.*</td>
<td>1</td>
</tr>
</tbody>
</table>

**Part A**

**What did we read about?**

- Image A: Outdoor scene with trash
- Image B: Indoor scene with various items

**Part B**

**What are we told to do?**

- Image A: A baseball glove with a ball
- Image B: A close-up of a hand holding a small object

**Part A**

Key: A

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

**Part B**

Key: B

Rubric: (1 point) The student selects the correct response.
<table>
<thead>
<tr>
<th>Item</th>
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<th>Category</th>
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<th>Tier</th>
</tr>
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<tbody>
<tr>
<td>8</td>
<td>6</td>
<td>Informational</td>
<td>6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.</td>
<td>1</td>
</tr>
</tbody>
</table>

Is this sentence true?

(A) Yes  
(B) No

**Key:** A  
**Rubric:** (1 point) The student selects the correct response.
### Item 9

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Category</th>
<th>Connector</th>
<th>Tier</th>
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<tbody>
<tr>
<td>9</td>
<td>6</td>
<td>Production and Distribution of Writing</td>
<td>6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</td>
<td>1</td>
</tr>
</tbody>
</table>

**Which words tell us about litter? Pick two answers.**

- tiny
- dirty
- messy

**Key:** dirty, messy

**Rubric:**

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

(1 point) The student chooses one of the correct responses, but not both.
Read the passage and answer questions 10-12.

Vocabulary Preview

Michelle

Cameron

Statue of Liberty
The Partner Project

Michelle and Cameron are partners on a history project. They go to the library to figure out what their project will be about. They have to pick something that represents the United States.

Michelle tells Cameron that she visited the Statue of Liberty near New York City. She shows Cameron some pictures she took.
She asks Cameron if he has another idea, but he does not. So Michelle looks for a book about the Statue of Liberty.

Michelle shows Cameron the book she finds. Cameron looks through the book.

Cameron is interested! Michelle and Cameron read together, and they begin learning about the Statue of Liberty.
<table>
<thead>
<tr>
<th>Item</th>
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<th>Connector</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>6</td>
<td>Text Types and Purposes</td>
<td>6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
<td>2</td>
</tr>
</tbody>
</table>

Which words **correctly** begin the sentence?

Michelle shows Cameron the book she finds.

- In some cases,
- For example,
- After a while,

**Key:** After a while,

**Rubric:** (1 point) The student chooses the correct response for the target.
Grade Six Practice Test Items

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<tbody>
<tr>
<td>11</td>
<td>6</td>
<td>Literature</td>
<td>6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.</td>
<td>2</td>
</tr>
</tbody>
</table>

**How does Michelle suggest her idea to Cameron? Pick two answers.**

- Michelle asks Cameron to make a list.
- Michelle shows Cameron pictures she took.
- Michelle finds a book for Cameron.

**Key:** Michelle shows Cameron pictures she took, Michelle finds a book for Cameron.

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

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<th>Connector</th>
<th>Tier</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>6</td>
<td>Literature</td>
<td>6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.</td>
<td>2</td>
</tr>
</tbody>
</table>

### What happens first? What happens last?

**First**

- They go to the library.
- They start reading the book.

**Last**

- They go to the science lab.
- They plan to travel together.
Key: They go to the library, They start reading the book.

Exemplar:

First

They go to the library.

Last

They start reading the book.

Rubric:

(2 points) The student chooses the correct response for both targets.

(1 point) The student chooses the correct response for one of the two targets, but not both.
Read the passage and answer questions 13-15.

Vocabulary Preview

Dance group

Costumes

Group Dancing

Many people like to dance as part of a group. There are dance groups for all kinds of music.
With the help of a teacher, the dancers practice moving to the music together. The dancers in the group must move well together. Dance groups work hard to be ready to perform in front of people.

Many dance groups wear colorful costumes when they are on the stage in front of people. People enjoy watching dancers in colorful costumes.

It is so much fun to dance in a group!
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<th>Tier</th>
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</thead>
<tbody>
<tr>
<td>13</td>
<td>6</td>
<td>Informational</td>
<td>6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.</td>
<td>2</td>
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</table>

**What did we read about?**

- **A**

  There are many movies to watch.

- **B**

  Group dancers work to put on a show.

- **C**

  People should learn to sew costumes.

**Key:** B

**Rubric:** (1 point) The student selects the correct response.
<table>
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<tbody>
<tr>
<td>14</td>
<td>6</td>
<td>Informational</td>
<td>6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.</td>
<td>2</td>
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</tbody>
</table>

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

**A**

Many costumes are colorful.

**B**

Many costumes are comfortable.

**C**

Many costumes are easy to find.

**Key:** A  
**Rubric:** (1 point) The student selects the correct response.
### Item 15

**Grade:** 6  
**Category:** Production and Distribution of Writing (Informative/Explanatory)  
**Connector:** 6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).  
**Tier:** 2

---

**Join our dance group!**  
**Here is what to expect:**
-  
-  

**Which sentences should be added to the poster? Pick two answers.**

- Write a story.
- Move to music.
- Be on stage.
Key: Move to music, Be on stage.

Rubric:

(2 points) The student chooses the two correct responses.
(1 point) The student chooses one of the correct responses, but not both.
Maps can be helpful for drivers. Road maps show drivers which road or highway to use to get from one city to another.

Maps can also be helpful for people who are walking around a smaller area. For example, a visitor to a zoo can use a zoo map to find the nearest water fountain.
Maps also help people find their way when they—

A  

[Image of people visiting a zoo]

visit a zoo.

B  

[Image of weather checking]

check the weather.

C  

[Image of telescope]

look for planets.

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

Ravens have black feathers. They are birds with sharp beaks and long wings.

Ravens are amazing to watch as they soar across the sky.

Which of these can we prove to be true?

A. Paintings of birds are pretty.

B. A raven has black feathers.

C. It is fun to fly like a bird.
Key: B
Rubric: (1 point) The student selects the correct response.
<table>
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<tbody>
<tr>
<td>18</td>
<td>6</td>
<td>Language</td>
<td>6.RWL.c1 Use general academic and domain specific words and phrases accurately.</td>
<td>2</td>
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</table>

A grocery store has many kinds of **products** on the shelves.

The word “products” means things that are —

A  

bought and sold.

B  

borrowed and returned.

C  

grown and sliced.

**Key:** A  
**Rubric:** (1 point) The student selects the correct response.
<table>
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<tr>
<td>19</td>
<td>6</td>
<td>Text Types and Purposes</td>
<td>6.WL.c1 Organize ideas and events so that they unfold naturally.</td>
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</table>

**Key:** Nick wants to fly a kite at the park, Nick watches his kite glide in the sky.

**Exemplar:**

**Beginning**
- Nick wants to fly a kite at the park.

**Ending**
- Nick watches his kite glide in the sky.

**Rubric:**
(2 points) The student chooses the correct response for both targets.
(1 point) The student chooses the correct response for one of the two targets, but not both.
Fun at the Festival

Maggie and Kayla are having fun at a festival in the park. They visit a booth where an artist paints their faces. Then, they learn how to make flowers out of paper. Maggie and Kayla have a great time at the festival.

What happens in the story? Pick two answers.

- Maggie and Kayla get their faces painted and make paper flowers.
- Maggie and Kayla enjoy spending time together at a festival in the park.
- Maggie and Kayla prepare themselves to try out for a talent show.

Key: Maggie and Kayla get their faces painted and make paper flowers, Maggie and Kayla enjoy spending time together at a festival in the park.

Rubric:
(2 points) The student chooses the two correct responses.
(1 point) The student chooses one of the correct responses, but not both.
### The Stars on the Flag

Have you ever counted the stars on the flag of the United States? Today, the flag has 50 stars. That is because there are 50 states.

In the past, there were fewer states in the United States. There were also fewer stars on the flag.

Every time a state joined the United States, a new star was added to the flag.

**Write a sentence about how the flag has changed. Use two of these words.**

- added
- number
- stars
- states

### Key:
The student provides a sentence about changes in the flag using two words from the word bank.

### Exemplar:
The number of stars has gone up, Stars have been added, The stars stand for the 50 states.

### Rubric:
(2 points) The student provides a sentence about changes in the flag using two words from the word bank.

(1 point) The student attempts to provide a sentence about changes in the flag using one word from the word bank.
Item | Grade | Category | Connector | Tier
--- | --- | --- | --- | ---
22 | 6 | Informational | 6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence. | 3

**Smart as a Pig**

Which of these tells us that pigs are smart?

- A They can get through mazes.
- B They can live on a farm.
- C They can dig with their noses.

Pigs are smart. In fact, they may be smarter than dogs! Pigs have very good memories and can solve problems. For example, a pig can get through a maze and even find hidden objects inside.

**Key:** A

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

During a solar eclipse, our view of the Sun is blocked by the Moon.

It is exciting to watch a solar eclipse happen. But, it is dangerous to look at the Sun!

Prepare ahead of time to watch an eclipse safely. There are special glasses that you should have ready to put on during the eclipse.

It is amazing to see the Moon move in front of the Sun!
**What information about solar eclipses is in both the story and the video? Pick two answers.**

- who announces an eclipse
- how to prepare for an eclipse
- what happens during an eclipse

**Key:** how to prepare for an eclipse, what happens during an eclipse

**Rubric:**

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

(1 point) The student chooses one of the correct responses, but not both.
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<th>Tier</th>
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<tbody>
<tr>
<td>24</td>
<td>6</td>
<td>Language</td>
<td>6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases.</td>
<td>3</td>
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</tbody>
</table>

My mom washes dishes in the sink. Afterward, the sink is full of soapy water. Mom **drains** the sink. The water flows out, and then the sink is empty.

*Which words help us understand the meaning of “drains”? Pick two answers.*

- washes
- soapy
- flows
- empty

**Key:** flows, empty

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