



California Assessment of Student
Performance and Progress

California Alternate Assessment Practice Test Scoring Guide



English Language Arts/Literacy Grade Five

California Alternate Assessment Practice Test Scoring Guide: English Language Arts/Literacy— Grade Five

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Introduction to Practice Test Scoring Guide

The California Alternate Assessment (CAA) for English Language Arts/Literacy (ELA) Practice Test Scoring Guide offers details about the test questions, student response types, correct responses, and related scoring considerations for the included samples of practice items. The Practice Test gives students, parents and families, teachers, administrators, and others an opportunity to become familiar with the types of test questions on the CAA for ELA. When students know what to expect on the test, they will be better prepared to demonstrate their proficiency in the alternate achievement standards called Core Content Connectors assessed at grade five. The practice test items are representative of the item types included in the CAA for ELA.

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 in a metadata table for each item on the Practice Test.

Item: This is the number that corresponds to the test question as it appears in the Practice Test.

Key: This represents the correct answer(s) to the item and includes the score point value for the item and its parts. Items are worth either one or two points. For some technology-enhanced items, there is also a picture showing the correct answer(s).

Category: This references the broad content area that contains related targets and standards.

Connector: This references the alternate achievement standard linked to a Common Core State Standard (CCSS).

Tier: This references the level of cognitive complexity of an item. Tier levels are 1, 2, and 3.

Example of Item Metadata

Item	Key	Category	Connector	Tier
1	to avoid the heat to stop losing water (2 points) The student selects two correct responses. (1 point) The student selects one of the two correct responses.	Informational	5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.	3

Grade Five ELA Practice Test Items

Item	Key	Category	Connector	Tier
1	B (1 point)	Literature	5.RL.c2 Summarize a text from beginning to end in a few sentences.	1
2	First sentence: together. The ducks move together as a group. Second sentence: quacking. They are quacking. (2 points) The student matches two correct responses. (1 point) The student matches one of the two correct responses.	Production and Distribution of Writing (Narrative)	5.WL.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	1
3	Uncle Ted Mark (2 points) The student selects two correct responses. (1 point) The student selects one of the two correct responses.	Literature	5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.	1
4	B (1 point)	Informational	5.RI.c4 Determine the main idea, and identify key details to support the main idea.	1
5	The first image, which shows a woman training a dog The second image, which shows three people watching something exciting. (2 points) The student selects two correct responses. (1 point) The student selects one of the two correct responses.	Informational	5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.	1

Grade Five ELA Practice Test Items

Item metadata table continuation showing items 6–12

Item	Key	Category	Connector	Tier
6	C (1 point)	Text Types and Purposes (Informative/ Explanatory)	5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	1
7	Part 1: A (1 point) Part 2: B (1 point)	Literature	5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.	1
8	B (1 point)	Informational	5.RI.c4 Determine the main idea, and identify key details to support the main idea.	1
9	C (1 point)	Text Types and Purposes (Informative/ Explanatory)	5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	1
10	B (1 point)	Literature	5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.	2
11	She buys a new <u>brush</u> to polish her fingernails. The <u>brush</u> is used to mix different colors together (2 points) The student selects two correct responses. (1 point) The student selects one of the two correct responses.	Language	5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.	2
12	A (1 point)	Literature	5.RL.c2 Summarize a text from beginning to end in a few sentences.	2

Item metadata table continuation showing items 13–17

Item	Key	Category	Connector	Tier
13	I tore my pants on the fence. Hang the pants in the closet. (2 points) The student selects two correct responses. (1 point) The student selects one of the two correct responses.	Language	5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.	2
14	to keep from getting thirsty to keep from getting sick (2 points) The student selects two correct responses. (1 point) The student selects one of the two correct responses.	Informational	5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.	2
15	A (1 point)	Informational	5.RI.c4 Determine the main idea, and identify key details to support the main idea.	2
16	Go to the pool. Take out the trash. (2 points) The student selects two correct responses. (1 point) The student selects one of the two correct responses.	Literature	5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.	2
17	stronger muscles (1 point)	Text Types and Purposes (Informative/ Explanatory)	5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	2

Grade Five ELA Practice Test Items

Item metadata table continuation showing items 18–22

Item	Key	Category	Connector	Tier
18	<p>First sentence: friendly. Lily is a friendly rabbit.</p> <p>Second sentence: white. Lily has white fur.</p> <p>(2 points) The student selects two correct responses.</p> <p>(1 point) The student selects one of the two correct responses.</p>	Production and Distribution of Writing (Narrative)	5.WL.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	2
19	<p>B</p> <p>(1 point)</p>	Informational	5.RI.c4 Determine the main idea, and identify key details to support the main idea.	3
20	<p>First sentence: thinking. At the beginning, Megan is thinking.</p> <p>Second sentence: sleeping. At the end, Megan is sleeping.</p> <p>(2 points) The student selects two correct responses.</p> <p>(1 point) The student selects one of the two correct responses.</p>	Literature	5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.	3
21	<p>C</p> <p>(1 point)</p>	Informational	5.RI.c4 Determine the main idea, and identify key details to support the main idea.	3
22	<p>The team players <u>gather</u> to talk before the game.</p> <p>The campers <u>gather</u> by the fire to roast marshmallows.</p> <p>(2 points) The student selects two correct responses.</p> <p>(1 point) The student selects one of the two correct responses.</p>	Language	5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.	3

Item metadata table continuation showing items 23–25

Item	Key	Category	Connector	Tier
23	Dolphin fins are more curved than porpoise fins. (1 point)	Text Types and Purposes (Informative/Explanatory)	5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	3
24	Exemplar: Correct responses include any appropriate sentence completion using one or more of these words: sheets, color, favorite, cartoon. Examples: 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.	Production and Distribution of Writing (Narrative)	5.WL.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.	3
25	to avoid the heat to stop losing water (2 points) The student selects two correct responses. (1 point) The student selects one of the two correct responses.	Informational	5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.	3