



California Assessment of Student
Performance and Progress

California Spanish Assessment Practice Test Scoring Guide



Grade Six

CSA Practice Test Scoring Guide—Grade Six, Accommodated

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Introduction to the Practice Test Scoring Guide

This California Spanish Assessment (CSA) practice test scoring guide offers details about the items, student response types, correct responses, and related scoring considerations for the included samples of practice items. Items selected for the practice test are designed to reflect the following:

- A broad coverage of claims that closely mirror the CSA summative blueprint
- A broad coverage of California Common Core State Standards en Español (CCSSeE) for the claims assessed by the CSA, i.e., Reading, Listening, and Writing Mechanics
- 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 content based on pilot test results and expert recommendations from a content perspective. The samples cover a selection of items from grade six.

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 along with each item:

- Answer Key: The expected student response or example response including score point value
- Claim: The reporting category of the evidence being gathered
- Content Category: Further information regarding the content being assessed
- Standard: A reference to the assessable evidence statements of what students should know and be able to do

Each item is aligned with a specific CCCSSeE, but some items may align with two CCCSSeE, specifically the Listening items and some composite items. Listening items have a primary standard that aligns with one of two CCCSSeE at each grade level. They also have a secondary standard that aligns with a Reading standard to provide consistency in content between the Listening and Reading claims, which are known collectively as the interpretive domains. Composite items contain a Part A and a Part B; when those parts assess separate standards, primary and secondary standards are provided.

The items included in this guide represent a variety of the types of questions used to evaluate the CCCSSeE, although this sample group is not fully inclusive of the wide range of difficulty levels of the questions or the content.

Introduction to the Practice Test Scoring Guide

Each item that follows has metadata as shown in the following table. The item number in the table preceding each sample item corresponds to the sequence number of the item as it appears in the practice test. If the wording of the standard includes “**CA**” at the end, it is a standard with wording specific to California for both English and Spanish language arts.

Example of Metadata

Item	Key	Claim	Content Category	Standard
1	A (1 point)	Reading	Vocabulary and Meaning	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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Item	Key	Claim	Content Category	Standard
1	C (1 point)	Reading	Vocabulary and Meaning	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
2	First and second options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Listening	Listening Comprehension	6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. This item also maps to a secondary standard: 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
3	C (1 point)	Listening	Listening Comprehension	6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. This item also maps to a secondary standard: 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Item metadata table continuation showing items 4–6

Item	Key	Claim	Content Category	Standard
4	First and fourth options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Listening	Listening Comprehension	6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. This item also maps to a secondary standard: 6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
5	el publico en general (1 point)	Listening	Listening Comprehension	6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. This item also maps to a secondary standard: 6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
6	C (1 point)	Listening	Listening Comprehension	6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. This item also maps to a secondary standard: 6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Item metadata table continuation showing items 7–8

Item	Key	Claim	Content Category	Standard
7	D (1 point)	Listening	Listening Comprehension	<p>6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>This item also maps to a secondary standard: 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA</p>
8	<p>Fourth and fifth options (2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Reading	RL – Key Ideas and Details	<p>6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>

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Item metadata table continuation showing items 9–13

Item	Key	Claim	Content Category	Standard
9	<p>First drop-down menu: describiéndolas como seres felices por su libertad</p> <p>Second drop-down menu: admirando su versatilidad</p> <p>(2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.</p>	Reading	RL – Craft and Structure	6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
10	D (1 point)	Reading	RL – Key Ideas and Details	6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
11	B (1 point)	Reading	Vocabulary and Meaning	6.L.5a Interpret figures of speech (e.g., personification) in context.
12	C (1 point)	Reading	RL – Craft and Structure	6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
13	C (1 point)	Reading	RL – Key Ideas and Details	6.RL.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Item metadata table continuation showing items 14–17

Item	Key	Claim	Content Category	Standard
14	D (1 point)	Reading	RL – Key Ideas and Details	6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
15	B (1 point)	Reading	RL – Integration of Knowledge and Ideas	6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
16	Los pájaros de la Playa Ventura: Usa a las gaviotas para cambiar la actitud de alguien. Las gaviotas: All others (1 point)	Reading	RL – Integration of Knowledge and Ideas	6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
17	Fourth and fifth options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Writing	Revising and Editing	6.W.2a Introduce a topic or a thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

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Item metadata table continuation showing items 18–24

Item	Key	Claim	Content Category	Standard
18	D (1 point)	Writing	Revising and Editing	6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
19	B (1 point)	Writing	Revising and Editing	6.W.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
20	D (1 point)	Writing	Mechanics and Conventions	6.L.1d Recognize and correct indefinite pronouns with vague identity and quantity (e.g., alguien, algo, nadie).
21	órgano (1 point)	Writing	Revising and Editing	6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
22	D (1 point)	Writing	Revising and Editing	6.W.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
23	C (1 point)	Writing	Mechanics and Conventions	6.L.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.
24	First and third options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Reading	Vocabulary and Meaning	6.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., austero, frugal, tacaño, ahorrativo).

Item metadata table continuation showing items 25–29

Item	Key	Claim	Content Category	Standard
25	C (1 point)	Writing	Revising and Editing	6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
26	B (1 point)	Writing	Mechanics and Conventions	6.L.1 Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.
27	muy curiosos (1 point)	Writing	Mechanics and Conventions	6.L.3b Maintain consistency in style and tone.
28	First and second options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Writing	Mechanics and Conventions	6.L.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
29	First and third options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Reading	Vocabulary and Meaning	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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Item metadata table continuation showing items 30–34

Item	Key	Claim	Content Category	Standard
30	B (1 point)	Writing	Revising and Editing	6.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
31	D (1 point)	Writing	Mechanics and Conventions	6.L.1a Ensure that different types of pronouns are used appropriately (personal, possessive, demonstrative, indefinite, relative, interrogative, reflexive pronouns).
32	A (1 point)	Writing	Revising and Editing	6.W.2f Provide a concluding statement or section that follows from the information or explanation presented.
33	Third and fifth options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Writing	Revising and Editing	6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
34	C (1 point)	Listening	Listening Comprehension	6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. This item also maps to a secondary standard: 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Item metadata table continuation showing items 35–36

Item	Key	Claim	Content Category	Standard
35	<p>Sí: Instrucciones fáciles de seguir</p> <p>No: Incluir investigaciones e ilustraciones; Incluir material nuevo (1 point)</p>	Listening	Listening Comprehension	<p>6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>This item also maps to a secondary standard: 6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
36	<p>Second and third options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.</p>	Listening	Listening Comprehension	<p>6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>This item also maps to a secondary standard: 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from</p>

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Item metadata table continuation showing items 37–38

Item	Key	Claim	Content Category	Standard
37	D (1 point)	Listening	Listening Comprehension	<p>6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>This item also maps to a secondary standard: 6.RI.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>
38	D (1 point)	Listening	Listening Comprehension	<p>6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>This item also maps to a secondary standard: 6.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>

Item metadata table continuation showing items 39–43

Item	Key	Claim	Content Category	Standard
39	B (1 point)	Listening	Listening Comprehension	<p>6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>This item also maps to a secondary standard: 6.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., austero, frugal, tacaño, ahorrativo).</p>
40	C (1 point)	Reading	RI – Integration of Knowledge and Ideas	6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
41	A (1 point)	Reading	RI – Key Ideas and Details	6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
42	A (1 point)	Reading	Vocabulary and Meaning	6.L.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
43	C (1 point)	Reading	RI – Key Ideas and Details	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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Item metadata table continuation showing items 44–47

Item	Key	Claim	Content Category	Standard
44	resultar información importante sobre cada sección (1 point)	Reading	RI – Craft and Structure	6.RI.5a Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA
45	Second and third options (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Reading	RI – Key Ideas and Details	6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
46	C (1 point)	Reading	Vocabulary and Meaning	6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
47	B (1 point)	Reading	RI – Craft and Structure	6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Item metadata table continuation showing items 48–50

Item	Key	Claim	Content Category	Standard
48	<p>First drop-down menu: la experiencia del narrador en el mercado</p> <p>Second drop-down menu: las actividades que el mercado ofrece al público</p> <p>(2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Reading	RI – Integration of Knowledge and Ideas	6.RI.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
49	<p>First and fourth options</p> <p>(2 points) The student selects the two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p>	Reading	RI – Key Ideas and Details	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
50	B (1 point)	Reading	Vocabulary and Meaning	6.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).