California Assessment of Student Performance and Progress

California Spanish Assessment
Practice Test
Scoring Guide

Español

Grade Three

CSA Practice Test Scoring Guide—Grade Three

Table of Contents

Introduction to Practice Test Scoring Guide

This California Spanish Assessment (CSA) practice items scoring guide offers details about the items, student response types, correct responses, and related scoring considerations for the included samples of practice items. The 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 (CCCSSeE) 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 three.

This scoring guide should be used alongside the online practice tests which can be accessed at http://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 aligning with a Reading standard to provide consistency in content between the Listening and Reading claims, known collectively as the interpretive domains. Composite items contain a Part A and 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.

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
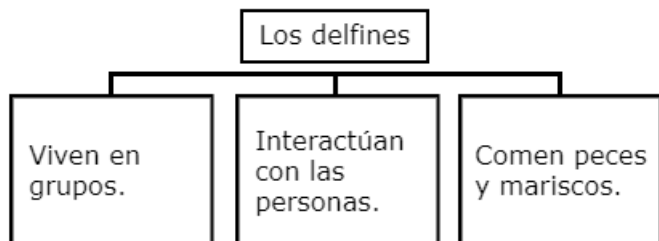
Item	Key	Claim	Content Category	Standard
1	A (1 point)	Reading	Vocabulary and Meaning	3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.

Grade Three Practice Test Items

Item	Key	Claim	Content Category	Standard
1	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	Vocabulary and Meaning	3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
2	**First box:** Viven en grupos. **Second box:** Interactúan con las personas. **Third box:** Comen peces y mariscos. (1 point)	Listening	Listening Comprehension	3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Screen capture of item 2 key

Los delfines

Viven en grupos.	Interactúan con las personas.	Comen peces y mariscos.

Item metadata table continuation showing items 3–5

Item	Key	Claim	Content Category	Standard
3	A (1 point)	Listening	Listening Comprehension	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. This item also maps to a secondary standard: 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	D (1 point)	Listening	Listening Comprehension	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. This item also maps to a secondary standard: 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
5	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.	Listening	Listening Comprehension	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. This item also maps to a secondary standard: 3.RI.6 Distinguish their own point of view from that of the author of a text.

Item metadata table continuation showing items 6–8

Item	Key	Claim	Content Category	Standard
6	**First drop-down menu:** juegan con objetos **Second drop-down menu:** brincan en las olas (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	3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
7	C (1 point)	Listening	Listening Comprehension	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. This item also maps to a secondary standard: 3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.
8	First 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.	Reading	RL – Craft and Structure	3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Item metadata table continuation showing items 9–10

Item	Key	Claim	Content Category	Standard
9	Two-point item: **Part A:** B (1 point) **Part B:** De todos modos, iré a buscar uno si quieres, abuela. (1 point)	Reading	RL – Key Ideas and Details	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
10	**Javier column, First or Second Box:** No se rinde. **OR**: Dice que encontró un aguacate. **La abuela column, First or Second Box:** Menciona que el aguacate es una fruta. **OR**: Los recibe con un abrazo. (1 point)	Reading	RL – Key Ideas and Details	3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Screen capture of item 10 key

Javier	La abuela
No se rinde.	Menciona que el aguacate es una fruta.
Dice que encontró un aguacate.	Los recibe con un abrazo.

Item metadata table continuation showing items 11–16

Item	Key	Claim	Content Category	Standard
11	B (1 point)	Reading	RL – Key Ideas and Details	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
12	A (1 point)	Reading	RL – Key Ideas and Details	3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
13	The student selects the bottom right image. (1 point)	Reading	RL – Integration of Knowledge and Ideas	3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
14	A (1 point)	Reading	RL – Craft and Structure	3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.
15	D (1 point)	Reading	Vocabulary and Meaning	3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
16	C (1 point)	Reading	Vocabulary and Meaning	3.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Item metadata table continuation showing items 17–22

Item	Key	Claim	Content Category	Standard
17	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.	Writing	Revising and Editing	3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
18	C (1 point)	Writing	Revising and Editing	3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
19	C (1 point)	Writing	Foundational Mechanics and Conventions	3.L.1g Form and use comparative and superlative adjectives and adverbs and choose between them depending on what needs to be modified.
20	**First drop-down menu:** Sí **Second drop-down menu:** tú (1 point)	Writing	Foundational Mechanics and Conventions	3.L.2i Use written accents to accurately indicate meaning and function of homophones (e.g., *te* "you" and *té* "tea"; *si* "if" and *sí* "yes, oneself").
21	D (1 point)	Writing	Revising and Editing	3.W.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
22	Está bien si llegas un poco tarde a la escuela. (1 point)	Writing	Revising and Editing	3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Item metadata table continuation showing items 23–27

Item	Key	Claim	Content Category	Standard
23	C (1 point)	Writing	Revising and Editing	3.W.2b Develop the topic with facts, definitions, and details.
24	B (1 point)	Writing	Foundational Mechanics and Conventions	3.RF.3g Recognize and formulate diminutives (e.g., -ito) and augmentatives (e.g., -ote, - ón).
25	Two-point item: **Part A:** fútbol (1 point) **Part B:** D (1 point)	Writing	Foundational Mechanics and Conventions	3.RF.3e Recognize English-Spanish cognates and explain the differences in pronunciation and spelling.
26	Second 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	3.W.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
27	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	Vocabulary and Meaning	3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Item metadata table continuation showing items 28–35

Item	Key	Claim	Content Category	Standard
28	B (1 point)	Reading	Vocabulary and Meaning	3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
29	A (1 point)	Writing	Foundational Mechanics and Conventions	3.RF.3h Recognize and apply adjective endings for agreement with antecedent nouns.
30	Second and third options (1 point)	Writing	Foundational Mechanics and Conventions	3.RF.3j Use written accents correctly in familiar words according to the lexically stressed syllable, using systematic analysis.
31	A (1 point)	Writing	Foundational Mechanics and Conventions	3.L.1b Form and use regular and irregular plural nouns.
32	C (1 point)	Reading	Vocabulary and Meaning	3.L.4 Determine or clarify the meaning of unknown and multiple–meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
33	First and second options (1 point)	Writing	Foundational Mechanics and Conventions	3.RF.3j4 Determine which sound or letter ends a word (vowel, consonant, "n" or "s").
34	D (1 point)	Writing	Foundational Mechanics and Conventions	3.RF.3J Use written accents correctly in familiar words according to the lexically stressed syllable, using systematic analysis.
35	C (1 point)	Writing	Revising and Editing	3.W.2d Provide a concluding statement or section.

Item metadata table continuation showing items 36–38

Item	Key	Claim	Content Category	Standard
36	B (1 point)	Listening	Listening Comprehension	3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
37	para pasar las fiestas juntos (1 point)	Listening	Listening Comprehension	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. This item also maps to a secondary standard: 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
38	B (1 point)	Listening	Listening Comprehension	3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Item metadata table continuation showing items 39–41

Item	Key	Claim	Content Category	Standard
39	C (1 point)	Listening	Listening Comprehension	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. This item also maps to a secondary standard: 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
40	Third 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	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. This item also maps to a secondary standard: 3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.
41	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.	Listening	Listening Comprehension	3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. This item also maps to a secondary standard: 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Item metadata table continuation showing items 42–45

Item	Key	Claim	Content Category	Standard
42	D (1 point)	Reading	RI – Craft and Structure	3.RI.6 Distinguish their own point of view from that of the author of a text.
43	llevar agua a los cultivos (1 point)	Reading	RI – Key Ideas and Details	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
44	A (1 point)	Reading	RI – Key Ideas and Details	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
45	**Box for First Sentence:** 2. **Box for Second Sentence:** 1. **Box for Third Sentence:** 3. (1 point)	Reading	RI – Integration of Knowledge and Ideas	3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Screen capture of item 45 key

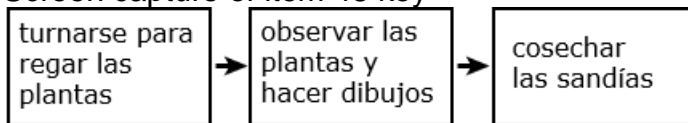|	
Los agricultores traen agua de las montañas.	2
El agua de las lluvias no es suficiente para las plantas del Valle de San Joaquín.	1
Los agricultores riegan las plantas.	3

Item metadata table continuation showing item 46

Item	Key	Claim	Content Category	Standard
46	B (1 point)	Reading	RI – Craft and Structure	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Item metadata table continuation showing items 47–48

Item	Key	Claim	Content Category	Standard
47	Second 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.	Reading	Vocabulary and Meaning	3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA
48	**First box:** turnarse para regar las plantas. **Second box:** observar las plantas y hacer dibujos. **Third box:** cosechar las sandías. (1 point)	Reading	RI – Key Ideas and Details	3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Screen capture of item 48 key

turnarse para regar las plantas → observar las plantas y hacer dibujos → cosechar las sandías

Item metadata table continuation showing items 49–51

Item	Key	Claim	Content Category	Standard
49	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.	Reading	RI – Key Ideas and Details	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
50	B (1 point)	Reading	RI – Key Ideas and Details	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
51	C (1 point)	Reading	Vocabulary and Meaning	3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.

Item metadata table continuation showing item 52

Item	Key	Claim	Content Category	Standard
52	**First drop-down menu:** el clima afecta el crecimiento de las plantas **Second drop-down menu:** se necesita preparar la tierra antes de sembrar (2 points) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Reading	RI – Integration of Knowledge and Ideas	3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.