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California Assessment of Student  
Performance and Progress

# California Spanish Assessment Practice Test Scoring Guide



## Grade Four

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# CSA Practice Test Scoring Guide—Grade Four, Accommodated

## Table of Contents

<b>Introduction to the Practice Test Scoring Guide .....</b>	<b>1</b>
<b>Example of Metadata .....</b>	<b>2</b>
<b>Grade Four Practice Test Items.....</b>	<b>3</b>

# 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 four.

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	4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

## Grade Four Practice Test Items

Item	Key	Claim	Content Category	Standard
1	C (1 point)	Reading	Vocabulary and Meaning	4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
2	<b>First drop-down menu:</b> aprender con más facilidad <b>Second drop-down menu:</b> obtener calificaciones más altas (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	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. This item also maps to a secondary standard: 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3	B (1 point)	Listening	Listening Comprehension	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. This item also maps to a secondary standard: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Grade Four Practice Test Items

Item metadata table continuation showing items 4–6

Item	Key	Claim	Content Category	Standard
4	Second and fourth options (2 options) The student selects the two correct responses. (1 point) The student selects one of the correct responses, but not both.	Listening	Listening Comprehension	4. SL.3 Identify the reasons and evidence a speaker provides to support particular points. This item also maps to a secondary standard: 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	D (1 point)	Listening	Listening Comprehension	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. This item also maps to a secondary standard: 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
6	C (1 point)	Listening	Listening Comprehension	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. This item also maps to a secondary standard: 4.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Item metadata table continuation showing items 7–10

Item	Key	Claim	Content Category	Standard
7	D (1 point)	Listening	Listening Comprehension	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.  This item also maps to a secondary standard: 4.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA
8	no se tomaban tiempo para hablar (1 point)	Reading	RL – Key Ideas and Details	4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
9	la lechuza (1 point)	Reading	RL – Key Ideas and Details	4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
10	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	RL – Key Ideas and Details	4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Grade Four Practice Test Items

Item metadata table continuation showing items 11–16

Item	Key	Claim	Content Category	Standard
11	D (1 point)	Reading	RL – Craft and Structure	4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
12	D (1 point)	Reading	Vocabulary and Meaning	4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
13	A (1 point)	Reading	Vocabulary and Meaning	4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
14	A (1 point)	Reading	RL – Key Ideas and Details	4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
15	C (1 point)	Reading	RL – Craft and Structure	4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
16	A (1 point)	Reading	Vocabulary and Meaning	4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).



Item metadata table continuation showing items 17–19

Item	Key	Claim	Content Category	Standard
17	<p><b>¿Qué hay en la caja?:</b> Los personajes se reúnen por la noche para conversar en el bosque.</p> <p><b>El pueblo musical:</b> Los personajes se reúnen por la noche para tocar juntos en la plaza.</p> <p><b>Ambas:</b> Los personajes son animales.</p> <p>(1 point)</p>	Reading	RL – Key Ideas and Details	4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
18	<p>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.</p>	Reading	RL – Integration of Knowledge and Ideas	4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
19	D (1 point)	Writing	Revising and Editing	4.W.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Grade Four Practice Test Items

Item metadata table continuation showing items 20–25

Item	Key	Claim	Content Category	Standard
20	C (1 point)	Writing	Foundational Mechanics and Conventions	4.L.2i Use written accents in questions and exclamations as well as to accurately distinguish demonstrative pronouns from demonstrative adjectives.
21	A (1 point)	Writing	Revising and Editing	4.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
22	B (1 point)	Writing	Revising and Editing	4.W.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
23	C (1 point)	Writing	Foundational Mechanics and Conventions	4.L.1a Use interrogative, relative pronouns (qué, que; quién, quien; cuál, cual; cuánto, cuanto) and relative adverbs (donde, cuando, como, cuanto). CA
24	Two-point item <b>Part A:</b> A (1 point) <b>Part B:</b> condicional simple (1 point)	Writing	Foundational Mechanics and Conventions	4.L.1i Correctly recognize and formulate the imperfect (-ar: amaba; -er: comía; -ir: pedía) and conditional tenses (-ar: amaría; -er: comería; -ir: pediría).
25	Two-point item <b>Part A:</b> D (1 point) <b>Part B:</b> A (1 point)	Writing	Foundational Mechanics and Conventions	4.L.1l Identify and employ various conjunctions: copulative (y/e, ni, que), disjunctive (o/u), adversative (pero, aunque, sino, sin embargo) and causal (pues, porque, como, puesto que).

Item metadata table continuation showing items 26–29

Item	Key	Claim	Content Category	Standard
26	B (1 point)	Writing	Foundational Mechanics and Conventions	4.L.3b Choose punctuation for effect.*
27	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	Foundational Mechanics and Conventions	4.L.2f Use commas before and after an interrupting phrase (e.g., <i>Ella, de entre mis amigas, es la más simpática</i> ).
28	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.	Reading	Vocabulary and Meaning	4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
29	B (1 point)	Writing	Revising and Editing	4.W.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

Grade Four Practice Test Items

Item metadata table continuation showing items 30–33

Item	Key	Claim	Content Category	Standard
30	A (1 point)	Writing	Revising and Editing	4.W.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
31	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.	Writing	Revising and Editing	4.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
32	D (1 point)	Writing	Revising and Editing	4.W.2e Provide a concluding statement or section related to the information or explanation presented.
33	cortara un gran número de árboles (1 point)	Listening	Listening Comprehension	4.SL.2 Paraphrase portions 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: 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Item metadata table continuation showing items 34–36

Item	Key	Claim	Content Category	Standard
34	A (1 point)	Listening	Listening Comprehension	<p>4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>This item also maps to a secondary standard: 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
35	Two-point item <b>Part A:</b> D (1 point) <b>Part B:</b> B (1 point)	Listening	Listening Comprehension	<p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>This item also maps to a secondary standard: 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
36	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	<p>4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>This item also maps to a secondary standard: 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

Item metadata table continuation showing items 37–39

Item	Key	Claim	Content Category	Standard
37	C (1 point)	Listening	Listening Comprehension	<p>4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>This item also maps to a secondary standard: 4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
38	A (1 point)	Listening	Listening Comprehension	<p>4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>This item also maps to a secondary standard: 4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
39	<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	RI – Key Ideas and Details	<p>4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

Item metadata table continuation showing items 40–45

Item	Key	Claim	Content Category	Standard
40	10:15 (1 point)	Reading	RI – Key Ideas and Details	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
41	D (1 point)	Reading	RI – Key Ideas and Details	4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
42	D (1 point)	Reading	RI – Key Ideas and Details	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
43	B (1 point)	Reading	Vocabulary and Meaning	4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
44	C (1 point)	Reading	RI – Key Ideas and Details	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
45	12 (1 point)	Reading	RI – Integration of Knowledge and Ideas	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

Grade Four Practice Test Items

Item metadata table continuation showing items 46–49

Item	Key	Claim	Content Category	Standard
46	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	4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
47	B (1 point)	Reading	RI – Integration of Knowledge and Ideas	4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
48	<b>Maratón de música:</b> Da detalles del evento <b>Solicitud para ayudar en el maratón de música:</b> Presenta el plazo para entregar la información Indica los requisitos para servir de voluntario (1 point)	Reading	RI – Craft and Structure	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
49	D (1 point)	Reading	Vocabulary and Meaning	4.L.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.