



California Assessment of Student
Performance and Progress

California Alternate Assessment Practice Test Scoring Guide



English Language Arts/Literacy Grade Six

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

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Introduction to the 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 six. 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 | flows empty (2 points) The student selects two correct responses. (1 point) The student selects one of the correct responses, but not both. | Language | 6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases. | 3 |

Grade Six ELA Practice Test Items

| Item | Key | Category | Connector | Tier |
|------|--|-------------------------------------|---|------|
| 1 | B (1 point) | Literature | 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. | 1 |
| 2 | First box: image of students standing in line Second box: image of students sitting in a school bus (1 point) The student matches two correct responses. (0 points) The student matches one of the two correct responses. | Text Types and Purposes (Narrative) | 6.WL.c1 Organize ideas and events so that they unfold naturally. | 1 |
| 3 | towel swimsuit (2 points) The student selects two correct responses. (1 point) The student selects one of the correct responses, but not both. | Literature | 6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly. | 1 |
| 4 | A (1 point) | Informational | 6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments. | 1 |
| 5 | B (1 point) | Informational | 6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text. | 1 |

Grade Six ELA Practice Test Items

Item metadata table continuation showing items 6–10

| Item | Key | Category | Connector | Tier |
|------|--|---|--|------|
| 6 | claws (1 point) | Production and Distribution of Writing (Informative/ Explanatory) | 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). | 1 |
| 7 | Part A: A (1 point) Part B: B (1 point) | Informational | 6.RI.b4 Summarize information gained from a variety of sources including media or texts.* | 1 |
| 8 | A (1 point) | Informational | 6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence. | 1 |
| 9 | dirty messy (2 points) The student selects two correct responses. (1 point) The student selects one of the correct responses, but not both. | Production and Distribution of Writing (Informative/ Explanatory) | 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). | 1 |
| 10 | After a while, (1 point) | Text Types and Purposes (Narrative) | 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. | 2 |

Item metadata table continuation showing items 11–15

| Item | Key | Category | Connector | Tier |
|------|---|--|--|------|
| 11 | Michelle shows Cameron pictures she took. Michelle finds a book for Cameron. (2 points) The student selects two correct responses. (1 point) The student selects one of the correct responses, but not both. | Literature | 6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly. | 2 |
| 12 | First: They go to the library. Last: They start reading the book. (2 points) The student matches two correct responses. (1 point) The student matches one of the two correct responses. | Literature | 6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions. | 2 |
| 13 | B (1 point) | Informational | 6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments. | 2 |
| 14 | A (1 point) | Informational | 6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence. | 2 |
| 15 | Move to music. Be on stage. (2 points) The student selects two correct responses. (1 point) The student selects one of the correct responses, but not both. | Production and Distribution of Writing (Informative/ Explanatory) | 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). | 2 |

Grade Six ELA Practice Test Items

Item metadata table continuation showing items 16–20

| Item | Key | Category | Connector | Tier |
|------|--|-------------------------------------|--|------|
| 16 | B (1 point) | Informational | 6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments. | 2 |
| 17 | B (1 point) | Informational | 6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence. | 2 |
| 18 | C (1 point) | Language | 6.RWL.c1 Use general academic and domain specific words and phrases accurately. | 2 |
| 19 | Beginning: Nick wants to fly a kite at the park. Ending: Nick watches his kite glide in the sky. (2 points) The student matches two correct responses. (1 point) The student matches one of the two correct responses. | Text Types and Purposes (Narrative) | 6.WL.c1 Organize ideas and events so that they unfold naturally. | 2 |
| 20 | Maggie and Kayla get their faces painted and make paper flowers. Maggie and Kayla enjoy spending time together at a festival in the park. (2 points) The student selects two correct responses. (1 point) The student selects one of the correct responses, but not both. | Literature | 6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions. | 3 |

Item metadata table continuation showing items 21–23

| Item | Key | Category | Connector | Tier |
|------|---|---|--|------|
| 21 | <p>First box: Sophia borrows a book from John.</p> <p>Second box: Andrew asks Sophia to join the game.</p> <p>(1 point) The student matches two correct responses.</p> <p>(0 points) The student matches one of the two correct responses.</p> | Text Types and Purposes (Narrative) | 6.WL.c1 Organize ideas and events so that they unfold naturally. | 3 |
| 22 | <p>Exemplar: Appropriate responses include any attempt to provide a sentence about changes in the flag using one or more of these words: added, number, starts, states. Examples: The number of stars has gone up; Stars have been added; The stars stand for the 50 states.</p> <p>Rubric: (2 points) The student provides an appropriate sentence using at least two words from the word bank. (1 point) The student attempts to provide an appropriate sentence using one word from the word bank.</p> | Production and Distribution of Writing (Informative/ Explanatory) | 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). | 3 |
| 23 | A (1 point) | Informational | 6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence. | 3 |

Grade Six ELA Practice Test Items

Item metadata table continuation showing items 24–25

| Item | Key | Category | Connector | Tier |
|------|--|---------------|--|------|
| 24 | <p>how to prepare for an eclipse</p> <p>what happens during an eclipse</p> <p>(2 points) The student selects two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p> | Informational | 6.RI.b4 Summarize information gained from a variety of sources including media or texts.* | 3 |
| 25 | <p>flows</p> <p>empty</p> <p>(2 points) The student selects two correct responses.</p> <p>(1 point) The student selects one of the correct responses, but not both.</p> | Language | 6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases. | 3 |