



California Assessment of Student
Performance and Progress

California Spanish Assessment Practice Test Scoring Guide



Grade Seven

CSA Practice Test Scoring Guide—Grade Seven

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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 seven.

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	7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refinado, respetuoso, cortés, diplomático, caballeroso).

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Item	Key	Claim	Content Category	Standard
1	C (1 point)	Reading	Vocabulary and Meaning	7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refinado, respetuoso, cortés, diplomático, caballeroso).
2	D (1 point)	Listening	Listening Comprehension	7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. This item also maps to a secondary standard: 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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Item metadata table continuation showing item 3

Item	Key	Claim	Content Category	Standard
3	<p>Verdadero: Tres ciudades importantes en la Patagonia son Bariloche, El Calafate y Puerto Madryn. Hay pistas de esquí en la Patagonia cerca de la ciudad de San Carlos de Bariloche. Montañas, lagos y playas son algunos de los diversos paisajes que ofrece la Patagonia.</p> <p>Falso: La Patagonia atrae principalmente a personas que desean realizar deportes de invierno. (1 point)</p>	Listening	Listening Comprehension	<p>7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>This item also maps to a secondary standard: 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>

Item metadata table continuation showing items 4–5

Item	Key	Claim	Content Category	Standard
4	D (1 point)	Listening	Listening Comprehension	<p>7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>This item also maps to a secondary standard: 7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>
5	B (1 point)	Listening	Listening Comprehension	<p>7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>This item also maps to a secondary standard: 7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>

Item metadata table continuation showing items 6–9

Item	Key	Claim	Content Category	Standard
6	First and sixth 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	7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. This item also maps to a secondary standard: 7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refinado, respetuoso, cortés, diplomático, caballeroso).
7	C (1 point)	Listening	Listening Comprehension	7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. This item also maps to a secondary standard: 7.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
8	D (1 point)	Reading	RL – Key Ideas and Details	7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
9	A (1 point)	Reading	RL – Key Ideas and Details	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Item metadata table continuation showing items 10–14

Item	Key	Claim	Content Category	Standard
10	C (1 point)	Reading	RL – Key Ideas and Details	7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
11	Two-point item Part A: el camino, el futuro (1 point) Part B: D (1 point)	Reading	Vocabulary and Meaning	7.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
12	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	7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
13	B (1 point)	Reading	RL – Key Ideas and Details	7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
14	D (1 point)	Reading	Vocabulary and Meaning	7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

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Item metadata table continuation showing items 15–21

Item	Key	Claim	Content Category	Standard
15	D (1 point)	Reading	RL – Integration of Knowledge and Ideas	7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
16	B (1 point)	Reading	RL – Craft and Structure	7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
17	A (1 point)	Reading	RL – Integration of Knowledge and Ideas	7.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
18	C (1 point)	Writing	Mechanics and Conventions	7.L.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
19	C (1 point)	Writing	Revising and Editing	7.W.2e Establish and maintain a formal style.
20	D (1 point)	Writing	Mechanics and Conventions	7.L.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
21	Por esa razón (1 point)	Writing	Revising and Editing	7.W.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Item metadata table continuation showing items 22–27

Item	Key	Claim	Content Category	Standard
22	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	7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
23	A (1 point)	Reading	Vocabulary and Meaning	7.L.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
24	D (1 point)	Reading	Vocabulary and Meaning	7.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
25	A (1 point)	Writing	Revising and Editing	7.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
26	B (1 point)	Writing	Revising and Editing	7.W.2e Establish and maintain a formal style.
27	B (1 point)	Writing	Mechanics and Conventions	7.L.2 Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing, paying particular attention to those rules that differ from rules governing English.

Item metadata table continuation showing items 28–33

Item	Key	Claim	Content Category	Standard
28	A (1 point)	Writing	Mechanics and Conventions	7.L.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
29	C (1 point)	Reading	Revising and Editing	7.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
30	D (1 point)	Writing	Revising and Editing	7.W.2a Introduce a topic or 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
31	D (1 point)	Writing	Mechanics and Conventions	7.L.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
32	A (1 point)	Writing	Revising and Editing	7.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
33	C (1 point)	Writing	Mechanics and Conventions	7.L.1a Explain the function of phrases and clauses in general and their function in specific sentences.

Item metadata table continuation showing items 34–37

Item	Key	Claim	Content Category	Standard
34	D (1 point)	Writing	Mechanics and Conventions	7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
35	B (1 point)	Writing	Revising and Editing	7.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
36	B (1 point)	Listening	Listening Comprehension	7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. This item also maps to a secondary standard: 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
37	D (1 point)	Listening	Listening Comprehension	7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. This item also maps to a secondary standard: 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

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Item metadata table continuation showing items 38–39

Item	Key	Claim	Content Category	Standard
38	<p>First drop-down menu: ventajas y desventajas</p> <p>Second drop-down menu: dando su opinión personal</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>	Listening	Listening Comprehension	<p>7.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>This item also maps to a secondary standard: 7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>
39	<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>	Listening	Listening Comprehension	<p>7.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>This item also maps to a secondary standard: 7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>

Item metadata table continuation showing items 40–41

Item	Key	Claim	Content Category	Standard
40	se vuelven más reales (1 point)	Listening	Listening Comprehension	<p>7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>This item also maps to a secondary standard: 7.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.</p>
41	<p>Más negativo: aterrado</p> <p>Negativo: angustiado</p> <p>Positivo: preocupado</p> <p>Más positivo: inquieto (1 point)</p>	Listening	Listening Comprehension	<p>7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>This item also maps to a secondary standard: 7.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refinado, respetuoso, cortés, diplomático, caballeroso).</p>

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Item metadata table continuation showing items 42–45

Item	Key	Claim	Content Category	Standard
42	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	7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
43	A (1 point)	Reading	RI – Integration of Knowledge and Ideas	7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
44	A (1 point)	Reading	RI – Key Ideas and Details	7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
45	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	7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Item metadata table continuation showing items 46–49

Item	Key	Claim	Content Category	Standard
46	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.	Reading	RI – Key Ideas and Details	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
47	pasaría al nivel avanzado de las clases (1 point)	Reading	RI – Key Ideas and Details	7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
48	D (1 point)	Reading	RI – Craft and Structure	7.RI.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
49	D (1 point)	Reading	Vocabulary and Meaning	7.L.4c Consult general and specialized 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 or trace the etymology of words. CA

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Item metadata table continuation showing items 50–51

Item	Key	Claim	Content Category	Standard
50	<p>La natación sincronizada: describe los movimientos de un deporte olímpico, menciona los requisitos para competir como equipo</p> <p>Clases de natación: incluye condiciones para ser un monitor, presenta los diferentes estilos de natación que se deben aprender (1 point)</p>	Reading	RI – Integration of Knowledge and Ideas	7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
51	<p>First and fourth 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	Vocabulary and Meaning	7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.