



California Assessment of Student
Performance and Progress

California Spanish Assessment Practice Test Scoring Guide



Grade Eight

CSA Practice Test Scoring Guide—Grade Eight 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 eight.

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.

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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	8.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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Item	Key	Claim	Content Category	Standard
1	D (1 point)	Reading	Vocabulary and Meaning	8.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., obstinado, terco, perseverante, tenaz).
2	C (1 point)	Listening	Listening Comprehension	8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. This item also maps to a secondary standard: 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
3	First drop-down menu: sofisticados Second drop-down menu: eficaces (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	8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. This item also maps to a secondary standard: 8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Item metadata table continuation showing items 4–5

Item	Key	Claim	Content Category	Standard
4	B (1 point)	Listening	Listening Comprehension	<p>8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>This item also maps to a secondary standard: 8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 for additional expectations.) CA</p>
5	D (1 point)	Listening	Listening Comprehension	<p>8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>This item also maps to a secondary standard: 8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>

Item metadata table continuation showing items 6–8

Item	Key	Claim	Content Category	Standard
6	D (1 point)	Listening	Listening Comprehension	<p>8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>This item also maps to a secondary standard: 8.RI.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
7	B (1 point)	Listening	Listening Comprehension	<p>8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>This item also maps to a secondary standard: 8.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of a word or its part of speech or to trace the etymology of words. CA</p>
8	D (1 point)	Reading	RL – Key Ideas and Details	<p>8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>

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Item metadata table continuation showing items 9–13

Item	Key	Claim	Content Category	Standard
9	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	RL – Craft and Structure	8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
10	Two-point item Part A: A (1 point) Part B: C (1 point)	Reading	RL – Key Ideas and Details	8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
11	A (1 point)	Reading	RL – Key Ideas and Details	8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
12	ocasionó su mala reputación (1 point)	Reading	RL – Key Ideas and Details	8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
13	B (1 point)	Reading	RL – Key Ideas and Details	8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Item metadata table continuation showing items 14–17

Item	Key	Claim	Content Category	Standard
14	C (1 point)	Reading	RL – Craft and Structure	8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
15	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	RL – Integration of Knowledge and Ideas	8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
16	D (1 point)	Reading	Vocabulary and Meaning	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
17	C (1 point)	Reading	Vocabulary and Meaning	8.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of a word or its part of speech or to trace the etymology of words. CA

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Item metadata table continuation showing items 18–22

Item	Key	Claim	Content Category	Standard
18	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	8.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.
19	A (1 point)	Writing	Mechanics and Conventions	8.L.1c Form and use verbs in the indicative, imperative, and subjunctive moods as well as the conditional tense and interrogative pronouns.
20	B (1 point)	Writing	Revising and Editing	8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
21	D (1 point)	Writing	Mechanics and Conventions	8.L.1b Form and use verbs in the active and passive voice.
22	sin ningún imprevisto (1 point)	Reading	Vocabulary and Meaning	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Item metadata table continuation showing items 23–28

Item	Key	Claim	Content Category	Standard
23	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	8.W.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
24	Two-point item Part A: E (1 point) Part B: D (1 point)	Writing	Mechanics and Conventions	8.L.1a Explain the function of impersonal forms of verbs (gerunds, participles, infinitives) in general and their function in particular sentences.
25	C (1 point)	Writing	Mechanics and Conventions	8.L.3a Use verbs in the active and passive voice and in indicative, subjunctive, and imperative moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
26	D (1 point)	Writing	Revising and Editing	8.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
27	B (1 point)	Writing	Mechanics and Conventions	8.L.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
28	D (1 point)	Writing	Mechanics and Conventions	8.L.1d Recognize and correct inappropriate shifts in verb voice and mood.*

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Item metadata table continuation showing items 29–34

Item	Key	Claim	Content Category	Standard
29	B (1 point)	Writing	Revising and Editing	8.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
30	C (1 point)	Writing	Mechanics and Conventions	8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
31	C (1 point)	Writing	Revising and Editing	8.W.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
32	B (1 point)	Writing	Revising and Editing	8.W.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
33	AI final (1 point)	Writing	Revising and Editing	8.W.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
34	D (1 point)	Writing	Revising and Editing	8.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Item metadata table continuation showing items 35–36

Item	Key	Claim	Content Category	Standard
35	<p>Si: para mejorar la salud de millones de personas que sufren la falta de sueño</p> <p>No: para recomendar que todos se levanten temprano para entrar en una rutina diaria, para mostrar que millones de personas duermen demasiado y deberían dormir lo justo (1 point)</p>	Listening	Listening Comprehension	<p>8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>This item also maps to a secondary standard: 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
36	C (1 point)	Listening	Listening Comprehension	<p>8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>This item also maps to a secondary standard: 8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>

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Item metadata table continuation showing items 37–38

Item	Key	Claim	Content Category	Standard
37	A (1 point)	Listening	Listening Comprehension	<p>8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>This item also maps to a secondary standard: 8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
38	<p>First drop-down menu: sentirse alegre,</p> <p>Second drop-down menu: una mayor productividad (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>8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>This item also maps to a secondary standard: 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Item metadata table continuation showing items 39–41

Item	Key	Claim	Content Category	Standard
39	A (1 point)	Listening	Listening Comprehension	<p>8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>This item also maps to a secondary standard: 8.RI.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
40	D (1 point)	Listening	Listening Comprehension	<p>8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>This item also maps to a secondary standard: 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
41	D (1 point)	Reading	RI – Key Ideas and Details	<p>8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>

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Item metadata table continuation showing items 42–45

Item	Key	Claim	Content Category	Standard
42	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	8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
43	fueron los precursores del microscopio (1 point)	Reading	RI – Key Ideas and Details	8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
44	A (1 point)	Reading	Vocabulary and Meaning	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
45	C (1 point)	Reading	RI – Craft and Structure:	8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Item metadata table continuation showing items 46–49

Item	Key	Claim	Content Category	Standard
46	A (1 point)	Reading	Vocabulary and Meaning	8.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., preceder, retroceder, proceder, desdecir).
47	First drop-down menu: el uso en el laboratorio de la escuela Second drop-down menu: las partes durante el primer año (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	8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
48	B (1 point)	Reading	RI – Key Ideas and Details	8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
49	C (1 point)	Reading	Vocabulary and Meaning	8.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., preceder, retroceder, proceder, desdecir).

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Item metadata table continuation showing items 50–51

Item	Key	Claim	Content Category	Standard
50	<p>First drop-down menu: el uso en el laboratorio de la escuela</p> <p>Second drop-down menu: las partes durante el primer año</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 – Craft and Structure	8.RI.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
51	<p>First and second 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	Vocabulary and Meaning	8.L.5b Use the relationship between particular words to better understand each of the words.