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California Assessment of Student  
Performance and Progress

# California Spanish Assessment Practice Test Scoring Guide



## Grade Three

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# CSA Practice Test Scoring Guide—Grade Three, 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 three.

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	3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.

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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, third, and fifth options (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.
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.

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Item metadata table continuation showing items 4–5

Item	Key	Claim	Content Category	Standard
4	D (1 point)	Listening	Listening Comprehension	<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>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.</p>
5	<p>First and third 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>	Listening	Listening Comprehension	<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>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.</p>

Item metadata table continuation showing items 6–7

Item	Key	Claim	Content Category	Standard
6	<p><b>First drop-down menu:</b> juegan con objetos</p> <p><b>Second drop-down menu:</b> brincan en las olas</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>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.</p> <p>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).</p>
7	C (1 point)	Listening	Listening Comprehension	<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>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.</p>

Grade Three Practice Test Items

Item metadata table continuation showing items 8–11

Item	Key	Claim	Content Category	Standard
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.
9	C (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	Two-point item <b>Part A:</b> B (1 point) <b>Part B:</b> D (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.
11	<b>Javier:</b> Dice que encontró un aguacate. No se rinde. <b>La abuela:</b> Menciona que el aguacate es una fruta. 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.



Item metadata table continuation showing items 12–18

Item	Key	Claim	Content Category	Standard
12	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.
13	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.
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).
17	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.
18	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 (e.g., Juan es alto; Pedro es más alto que Juan; Pedro es altísimo).

Grade Three Practice Test Items

Item metadata table continuation showing items 19–25

Item	Key	Claim	Content Category	Standard
19	Sí, tú (1 point)	Writing	Foundational Mechanics and Conventions	3.L.2i Use written accents to accurately indicate meaning and function of homophones (e.g., <i>te</i> “you” and <i>té</i> “tea”; <i>si</i> “if” and <i>sí</i> “yes, oneself”).
20	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.
21	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.
22	C (1 point)	Writing	Revising and Editing	3.W.2b Develop the topic with facts, definitions, and details.
23	Two-point item <b>Part A:</b> D (1 point) <b>Part B:</b> A (1 point)	Writing	Foundational Mechanics and Conventions	3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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 <b>Part A:</b> A (1 point) <b>Part B:</b> D (1 point)	Writing	Foundational Mechanics and Conventions	3.RF.3e Recognize English-Spanish cognates and explain the differences in pronunciation and spelling.

Item metadata table continuation showing items 26–28

Item	Key	Claim	Content Category	Standard
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	el problema, los problemas (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	3.RF.3f Recognize the masculine- or feminine-gendered words that do not conform to the usual rules (example: el mapa, el problema, el águila vs. las águilas).
28	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.

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Item metadata table continuation showing items 29–34

Item	Key	Claim	Content Category	Standard
29	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).
30	A (1 point)	Writing	Foundational Mechanics and Conventions	3.RF.3h Recognize and apply adjective endings for agreement with antecedent nouns.
31	A (1 point)	Writing	Foundational Mechanics and Conventions	3.L.1h Use coordinating and subordinating conjunctions.
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	C (1 point)	Writing	Revising and Editing	3.W.2d Develop the topic with facts, definitions, and details.

Item metadata table continuation showing items 35–37

Item	Key	Claim	Content Category	Standard
35	B (1 point)	Listening	Listening Comprehension	<p>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.</p> <p>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.</p>
36	para pasar las fiestas juntos (1 point)	Listening	Listening Comprehension	<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>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.</p>
37	B (1 point)	Listening	Listening Comprehension	<p>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.</p> <p>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.</p>

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Item metadata table continuation showing items 38–40

Item	Key	Claim	Content Category	Standard
38	C (1 point)	Listening	Listening Comprehension	<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>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.</p>
39	<p>Third 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>	Listening	Listening Comprehension	<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>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.</p>
40	<p>Third 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>	Listening	Listening Comprehension	<p>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.</p> <p>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.</p>

Item metadata table continuation showing items 41–45

Item	Key	Claim	Content Category	Standard
41	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.
42	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.
43	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.
44	<b>Primero:</b> El agua de las lluvias no es suficiente para las plantas del Valle de San Joaquín. <b>Segundo:</b> Los agricultores traen agua de las montañas. <b>Tercero:</b> Los agricultores riegan las plantas. (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).
45	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.

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Item metadata table continuation showing items 46–48

Item	Key	Claim	Content Category	Standard
46	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 46 for additional expectations.) CA
47	<b>Primero:</b> turnarse para regar las plantas <b>Segundo:</b> observar las plantas y hacer dibujos <b>Tercero:</b> 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.
48	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.



Item metadata table continuation showing items 49–51

Item	Key	Claim	Content Category	Standard
49	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.
50	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.
51	<p><b>First drop-down menu:</b> el clima afecta el crecimiento de las plantas</p> <p><b>Second drop-down menu:</b> se necesita preparar la tierra antes de sembrar</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 – 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.