CAASPP

California Assessment of Student Performance and Progress

California Spanish Assessment
Practice Test
Scoring Guide

Español

Grade Five

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About the Practice Test Scoring Guide

Overview

This *California Spanish Assessment* (*CSA*) *Practice Test Scoring Guide* offers details about the items, student response types, correct responses, and constructed-response anchor samples with comments and annotations. This scoring guide should be used alongside the online practice tests, which can be accessed on the CAASPP & ELPAC Website. For additional information regarding an accommodated administration, use the *CSA Accommodated Practice Test Scoring Guide*. If you prefer this document in Spanish, use the *CSA Practice Test Scoring Guide* (Spanish version).

The items selected for the practice test are designed to reflect the following:
- A broad coverage of content categories
- A broad coverage of California Common Core State Standards en Español (CCCSSeE) for the claims assessed by the CSA
- A range of student response types
- A breadth of difficulty levels across the items, ranging from easier to more difficult items

The practice tests, which are available at each of grades three through eight and high school, include speaking items for all grade levels and the high school grade span although speaking is only on the high school test for the operational assessment. The purpose of including speaking items in the practice tests is to provide students, parents and guardians, and educators with the opportunity to familiarize themselves with the types of speaking items on the CSA in high school. It also provides educators an opportunity to tailor instruction to allow students to practice and demonstrate their Spanish speaking skills.

The purpose of the CSA practice test is to provide students with opportunities to become familiar with the format and structure of the CSA, while the purpose of the CSA training test is to allow students to become familiar with the testing interface, including the item types and accessibility tools they will encounter.

It's important to note that all student response types are not included 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 expert recommendations from a content perspective.

Contents of the Practice Test Scoring Guide

Within this guide, tables include the following information about each item:
- 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

Constructed-response scoring information presented in this document includes the following:

- Speaking Rubric: Used to score the speaking constructed-response items
- Writing Rubric: Used to score the writing constructed-response item
- Prompts and Anchor Sets: The constructed-response prompt and anchor samples for each score point with comments and annotations

Standards Alignment

Each item is aligned with a specific standard from the CCCSSeE, but some items may align with two standards, specifically the listening items and some composite items. Listening items have a primary standard (Primary Alignment) that aligns with one of two standards at each grade level. These items also have a secondary standard (Secondary Alignment) aligning with a reading standard to provide consistency in content between the listening and reading claims, known collectively as the receptive 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.

Using the Practice Test Scoring Guide

Administration

The CSA Practice Test is versatile and can be administered in a non-standardized manner. Educators may use these materials flexibly for instructional purposes. Educators may ask students to share their item responses, to review scoring rubrics, or to work collaboratively in small groups to take the CSA Practice Test. The CSA is a response-required test. This means that students must enter a response for each item before they are able to continue on in the test. Responses can include the selection of any answer option, the entry of a single text character in a written response field, or the selection of "record" and then "stop recording" buttons for a speaking item without actually recording an answer.

Test Delivery System (TDS) and Constructed-Response Items

For speaking constructed-response items, the educator or student may choose to use the microphone recording device in the TDS. Students can listen to their recordings and rerecord if they choose; however, once the test is submitted or paused, recordings cannot be retrieved.

For writing constructed-response items, once the test is submitted in the TDS, the student's response cannot be retrieved. Educators may choose to have students construct their responses outside of the TDS. This provides the educator with the opportunity to score the student's writing response.

Directions for Scoring of Speaking Responses

Educators may use the listening and speaking segment in flexible ways for instructional purposes. Each speaking item has an anchor set of student responses at each score point with comments and annotations. Use the anchor set and rubric in this document to understand how the rubric and responses align. Some examples of nonstandardized administration include the following:

- Students may work in pairs and score one another's responses.
- Educators may choose to read the speaking prompt aloud and have students practice responding and scoring each other's response.

Directions for Scoring of Writing Responses

Educators may use the reading and writing segment in flexible ways for instructional purposes. The writing item has an anchor set of student responses at each score point with comments and annotations. Use the anchor set and rubric in this document to understand how the rubric and responses align. Some examples of nonstandardized administration include the following:

- Students may work in pairs and score one another's responses.
- Educators may choose to do a shared writing activity with a group or the entire class.
- Students can write their responses on paper or use an online document or word processor to share with the educator or other students.

Additional Resources

The following table includes the URLs for helpful resources related to the practice and training tests.

Resource	URL
CAASPP & ELPAC Website	https://www.caaspp-elpac.org/
California Common Core State Standards en Español	https://www.sdcoe.net/common-core-espanol/home
Crisis Alert Responses chapter of the *Test Operations Management System User Guide*	https://ca-toms-help.ets.org/toms/cars
CSA Accommodated Practice Test Scoring Guides (Engish and Spanish versions)	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources
CSA Practice Test Scoring Guides (Engish and Spanish versions)	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources
CSA Preparing for Administration	https://www.caaspp-elpac.org/s/docs/CSA-PFA.pdf

Segment 1—Listening and Speaking

Each item 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.

Items 1–7: El Día de la Tierra

Item	Key	Claim	Content Category	Standard
1	B (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **Secondary Alignment**: 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
2	First and fourth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	**Primary Alignment**: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Secondary Alignment**: 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3	Fourth and fifth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	**Primary Alignment**: 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **Secondary Alignment**: 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Item	Key	Claim	Content Category	Standard
4	C (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Secondary Alignment**: 5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
5	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 5.SL.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
6	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
7	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Items 5–7—Speaking Prompts and Anchor Sets

Item 5

En el audio se menciona que en 1970 se creó la Agencia de Protección Ambiental. En un mínimo de tres oraciones completas y usando información del audio, describe por qué se creó esta agencia y cómo ayuda al planeta. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	La Agencia de Protección Ambiental se creó en 1970 para cuidar la Tierra. Hace leyes para tener aire y agua más limpios y enseña a las personas a proteger el medio ambiente. Es importante porque queremos un planeta saludable para vivir.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Response is spoken in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally sustained.
1	L-, la agen-, agencia . . . se creó para cuidar la Tierra. Hacen mucha, muchos leyes.	• The response partially addresses the speaking prompt with limited details and support. • Grammar and word choice are simple. • Speech is slow and choppy.
0	No entiendo.	• The response consists only of "No entiendo."

Item 6

Después de escuchar el audio, ¿qué piensas que tú podrías hacer para proteger el planeta y por qué? En un mínimo de tres oraciones completas y usando información del audio, explica tu opinión usando detalles descriptivos para apoyar tus ideas. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Creo que puedo proteger el planeta de diferentes maneras. Una forma es reciclar el plástico y el papel en casa para reducir la basura. También puedo ahorrar agua cerrando la llave cuando no la necesito y usando menos energía eléctrica. Estas acciones son importantes porque ayudan a conservar los recursos naturales y a mantener el medio ambiente limpio.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Response is spoken in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally sustained.
1	Creo, creo que . . . puedo hacer algo para . . . proteger el planeta. Puedo . . . reciclar cosas.	• Response partially addresses the speaking prompt with limited details or support. • Some listener effort is required to interpret meaning. • Grammar and word choice are simple. • Speech is slow and halting.
0	I don't know.	• The response is in a language other than Spanish.

Item 7

En un mínimo de tres oraciones completas y usando información del audio, resume la información que acabas de escuchar. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	El audio habló sobre el Día de la Tierra y por qué es importante cuidar el medio ambiente. También mencionó la creación de la Agencia de Protección Ambiental en 1970 para hacer leyes y proteger la Tierra. Se enfatizó la importancia de educar a las personas sobre los problemas ambientales y cómo ayudar, como reciclar y ahorrar recursos.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Response is spoken in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally sustained.
1	El audio dice la importancia de tener una agencia. Se habló de cómo cada uno puede ayudar.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple.
0	En un mi-,ni-, mo de tres ora-,cion-, es, oraciones completas y usando . . . de escuchar.	• Response only repeats the prompt.

Items 8–13: Usar o no usar uniforme escolar

Item	Key	Claim	Content Category	Standard
8	First and fourth options (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	**Primary Alignment**: 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **Secondary Alignment**: 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
9	C (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **Secondary Alignment**: 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
10	D (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **Secondary Alignment**: 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
11	D (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Secondary Alignment**: 5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Item	Key	Claim	Content Category	Standard
12	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
13	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Items 12 and 13—Speaking Prompts and Anchor Sets

Item 12

Después de escuchar el audio, ¿qué opinas sobre el tema de llevar o no uniforme escolar? En un mínimo de tres oraciones completas y usando información del audio, explica tu opinión usando detalles descriptivos para apoyar tus ideas. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Escuché el audio y creo que usar uniforme en la escuela es bueno. Menos distracciones al vestirnos, ambiente más serio y respetuoso.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Response is spoken in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally sustained.
1	Pien-, pienso que el uniforme en la escuela tienen muchos ventajas.	• Response partially addresses the prompt but does not provide support. • Grammar and word choice are simple, and errors are present.
0	Despues de . . . es-, cu,char el	• Response only repeats a portion of the prompt.

Item 13

Después de escuchar el audio, ¿qué le dirías a un compañero que teme perder su individualidad al tener que usar uniforme? En un mínimo de tres oraciones completas y usando información del audio, expresa tu opinión y cómo la apoyarías para convencerlo. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	En mi opinión, el uniforme no nos hace iguales, aún podemos ser únicos. Además, nos ayuda a enfocarnos en nuestros estudios en lugar de enfocarnos en que llevan puesto mis compañeros. Uniformes causan menos distracciones y los maestros no tiene que perder tiempo revisando nuestra ropa para ver si estamos cumpliendo con las normas de las escuela. Definitivamente hay ventajas de llevar uniforme.	• Response addresses the speaking prompt by providing an opinion with appropriate details and support. • Response is spoken clearly in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained. • Ideas are generally cohesive and connected.
1	A mi me gusta ponerme uniforme cada dia para ir a la escuela. Cada dia, me pongo mi uniforme. Mi hermana tiene uniforme.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple.
0	I don't like wearing a uniform.	• Response is in a language other than Spanish.

Items 14–20: Galileo Galilei

Item	Key	Claim	Content Category	Standard
14	D (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **Secondary Alignment**: 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
15	Explicó que la Tierra giraba sobre su propio eje. Estudió las fases de la Luna. (2 points) Both correct responses (1 point) One correct response	Listening	Listening Comprehension	**Primary Alignment**: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Secondary Alignment**: 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
16	C (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Secondary Alignment**: 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Item	Key	Claim	Content Category	Standard
17	D (1 point)	Listening	Listening Comprehension	**Primary Alignment**: 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Secondary Alignment**: 5.L.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., fotografía, fotosíntesis).
18	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 5.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
19	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 5.SL.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
20	The rubric is provided on page 18. The anchor sets are provided on the following pages. (2 points)	Speaking	Spoken Expression	**Primary Alignment**: 5.SL.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Items 18–20—Speaking Prompts and Anchor Sets

Item 18

Según el audio, Galileo notó que los cuerpos celestes desaparecían constantemente. En un mínimo de tres oraciones completas y usando información del audio, explica cuál fue el resultado de esta observación y qué otras conclusiones se podrían sacar. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Galileo vio que los cuerpos en el cielo desaparecían. Esto le hizo pensar que la Tierra se movía y que los cuerpos celestes seguían caminos curvos. Esto resultó en el descubrimiento que la Tierra giraba alrededor del sol y sobre su propio eje. Galileo hizo muchos descubrimientos importantes.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Response is spoken in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally sustained.
1	Galileo vio que las cosas en el cielo desaparecían. Esto le hizo pensar que algo estaba en movimiento, pero no especifica qué.	• The response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple.
0	Una vez fui con mi familia a un museo de ciencias y aprendimos mucho sobre el universo.	• Response is not on topic.

Item 19

En el audio se menciona que Galileo mejoró el primer telescopio. En un mínimo de tres oraciones completas y usando información del audio, describe cómo este avance resultó en más descubrimientos científicos. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Galileo mejoró el telescopio para ver cosas más cerca y así descubrió más sobre la Luna, Saturno y el Sol. Descubrió que la Luna era redonda y tenía montanas, que el Sol tenía manchas, y que Saturno tenía anillos.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Response is spoken in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	Galileo hace el el tele-, telescope más grande. Vio cosas novas en el space. Vio muchas cosas en space.	• Response partially addresses the prompt with limited details. • Ideas are not connected in a consistent manner.
0	No sé.	• Response consists only of "No sé."

Item 20

Según el audio, a Galileo se le considera "el padre de la física, astronomía y ciencia modernas". En un mínimo de tres oraciones completas y usando información del audio, describe por qué se le llama así. Asegúrate de hablar con claridad y sin prisa.

Score	Student Response	Comments–Annotations
2	Se le llama "el padre de la física, astronomía y ciencia modernas" porque hizo descubrimientos importantes sobre el universo. Por medio de la telescopia que descubrió, se descubrió mucho mas de nuestro universo como las manchas del Sol y los anillos de Saturno.	• Response addresses the speaking prompt with appropriate details and support. • No listener effort is required to interpret meaning. • Ideas are cohesive and connected. • Response is spoken in formal Spanish and includes effective language. • Grammar and word choice are appropriate. • Speech is generally smooth and sustained.
1	Se llama "el padre de la física, astronomía y ciencia modernas" porque hizo in-, in-, in-, inventos inportantes.	• Response partially addresses the prompt with limited details. • Speech is halting.
0	Piensa . . . en tu re-, re-, spuesta . . . primero y logo . . . oprime el botón.	• Response only repeats the prompt.

Speaking Rubric

The rubric is a holistic rubric. Educators should consider the rubric descriptors for each score and determine, overall, which score best fits each student response, taking into account appropriate grade-level expectations.

Note: An asterisk (*) indicates the following about effective language:
- Effective language is defined as including noun and verb phrases using accurate vocabulary.
- Minor factual inaccuracies or omissions are acceptable.
- Mispronunciation of any word that does not interfere with meaning (e.g., *pos* versus *pues*, *haiga* versus *haya*) should not be penalized.

Score	Descriptors
2	The response successfully answers the prompt. • Response addresses the speaking prompt with appropriate details and support. Little or no listener effort is required to interpret meaning. • Ideas are generally cohesive and connected. • Response is spoken clearly in formal Spanish and includes appropriate and effective language.* • Grammar and word choice are appropriate. • Speech is generally smooth and sustained. • Errors in pronunciation or intonation do not impede meaning.
1	The response attempts to answer the prompt. • Response partially addresses the speaking prompt with limited details or support. Some listener effort is required to interpret meaning. • Ideas are not connected in a consistent manner. • Grammar and word choice are simple or repetitive; errors may impede meaning; Spanish language is occasionally inappropriate or ineffective.* • Speech may be slow, choppy, or halting. • Pronunciation or intonation may impede meaning.
0	The response falls into one of the following categories: • Response is not on topic. • Response only repeats the prompt. • Response is in a language other than Spanish. • Response consists only of "No sé," is completely unintelligible, or provides no response.

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Segment 2—Reading and Writing

Item 21: Stand Alone Vocabulary

Item	Key	Claim	Content Category	Standard
21	C (1 point)	Reading	Vocabulary and Meaning	**Primary Alignment**: 5.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

Items 22–31: Una noche de estrellas

Item	Key	Claim	Content Category	Standard
22	B (1 point)	Reading	RL - Key Ideas and Details	**Primary Alignment**: 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
23	C (1 point)	Reading	RL - Key Ideas and Details	**Primary Alignment**: 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
24	D (1 point)	Reading	RL - Craft and Structure	**Primary Alignment**: 5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
25	**Row 1:** Luis **Row 2:** Fernando **Row 3:** Carla (1 point)	Reading	RL - Key Ideas and Details	**Primary Alignment**: 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Item	Key	Claim	Content Category	Standard
26	C (1 point)	Reading	RL - Integration of Knowledge and Ideas	**Primary Alignment**: 5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
27	D (1 point)	Reading	RL - Craft and Structure	**Primary Alignment**: 5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.
28	C (1 point)	Reading	RL - Key Ideas and Details	**Primary Alignment**: 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
29	A (1 point)	Reading	RL - Key Ideas and Details	**Primary Alignment**: 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
30	First and third options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	**Primary Alignment**: 5.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
31	First and fourth options (2 points) Both correct responses (1 point) One correct response	Reading	Vocabulary and Meaning	**Primary Alignment**: 5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Items 32–44: Centro de Adopción de Mascotas

Item	Key	Claim	Content Category	Standard
32	D (1 point)	Writing	Revising and Editing	**Primary Alignment**: 5.W.3a Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.
33	B (1 point)	Writing	Vocabulary and Meaning	**Primary Alignment**: 5.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
34	**First drop-down menu:** visité **Second drop-down menu:** iba (2 points) Both correct responses (1 point) One correct response	Writing	Foundational Mechanics and Conventions	**Primary Alignment**: 5.L.1c Use verb tense to convey various times, sequences, states, and conditions.
35	Fourth and fifth options (2 points) Both correct responses (1 point) One correct response	Writing	Revising and Editing	**Primary Alignment**: 5.W.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
36	C (1 point)	Writing	Foundational Mechanics and Conventions	**Primary Alignment**: 5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
37	B (1 point)	Writing	Revising and Editing	**Primary Alignment**: 5.W.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Item	Key	Claim	Content Category	Standard
38	C (1 point)	Writing	Revising and Editing	**Primary Alignment**: 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
39	First and fifth options (2 points) Both correct responses (1 point) One correct response	Writing	Foundational Mechanics and Conventions	**Primary Alignment**: 5.RF.3c6 Justify the use of written accents in words according to spelling rules.
40	B (1 point)	Writing	Vocabulary and Meaning	**Primary Alignment**: 5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
41	A (1 point)	Reading	Revising and Editing	**Primary Alignment**: 5.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
42	Two-point item: **Part A:** A (1 point) **Part B:** compuesto (1 point)	Writing	Foundational Mechanics and Conventions	**Primary Alignment**: 5.L.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
43	**Row 1:** consonante **Row 2:** consonante **Row 3:** vocal (1 point)	Writing	Foundational Mechanics and Conventions	**Primary Alignment**: 5.RF.3c4 Determine which sound or letter ends a word (vowel, consonant, 'n' or 's').
44	A (1 point)	Writing	Foundational Mechanics and Conventions	**Primary Alignment**: 5.RF.3a Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Items 45–55: La hamaca_Taller para crear tu propia hamaca

Item	Key	Claim	Content Category	Standard
45	First and third options (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	**Primary Alignment**: 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
46	A (1 point)	Reading	RI - Integration of Knowledge and Ideas	**Primary Alignment**: 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
47	**Label for Diagram:** Usos para la hamaca en América (1 point)	Reading	RI - Key Ideas and Details	**Primary Alignment**: 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
48	**First drop-down menu:** sencilla de usar **Second drop-down menu:** podían cambiarla por otras cosas (2 points) Both correct responses (1 point) One correct response	Reading	RI - Key Ideas and Details	**Primary Alignment**: 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
49	D (1 point)	Reading	Vocabulary and Meaning	**Primary Alignment**: 5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
50	C (1 point)	Reading	RI - Key Ideas and Details	**Primary Alignment**: 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Item	Key	Claim	Content Category	Standard
51	A (1 point)	Reading	RI - Integration of Knowledge and Ideas	**Primary Alignment**: 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
52	C (1 point)	Reading	Vocabulary and Meaning	**Primary Alignment**: 5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
53	D (1 point)	Reading	RI - Craft and Structure	**Primary Alignment**: 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
54	**Row 1:** La hamaca **Row 2:** Ambas lecturas **Row 3:** Taller para crear tu propia hamaca (1 point)	Reading	RI - Craft and Structure	**Primary Alignment**: 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
55	The rubric is provided on page 28. The anchor sets are provided on page 26. (4 points)	Writing	Written Expression	**Primary Alignment**: 5.W.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Items 56: Stand Alone Vocabulary

Item	Key	Claim	Content Category	Standard
56	B (1 point)	Reading	Vocabulary and Meaning	**Primary Alignment**: 5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

Item 55—Writing Prompt and Anchor Sets

Item 55

En la lectura "La hamaca" se menciona que esta se usaba por ser un objeto práctico y cómodo. ¿Crees que el autor de "Taller para crear tu propia hamaca" quiso ofrecer al público la oportunidad de vivir esta experiencia, y por qué? En un mínimo de tres párrafos, explica las razones que apoyan tu opinión e incluye detalles relevantes de ambas lecturas.

Score	Student Response	Comments–Annotations
4	Pienso que el autor del "Taller para crear tu propia hamaca" quiere que las personas experimentan usar una hamaca porque es muy práctico y comoda. En el texto "La hamaca," se dice que las hamacas son faciles de llevar y no toman mucho espacio. Esto es bueno porque puedes usar la hamaca en cualquier lugar, adentro o afuera de la casa. Además, las hamacas protegen las personas de los animales en el suelo. Esto es importante porque es mas seguro. En el taller, se aprende a hacer tu propia hamaca y se puede usar en la casa o en el patio. Esto ayuda a estar seguro de los animales y disfrutar al aire libre. Finalmente, en el taller te enseñan como colgar la hamaca correctamente. Esto es bueno para que todas las personas puedan disfrutar de la hamaca y estar cómodo. El autor del taller quiere que la gente experimenta lo bueno de usar una hamaca para relajarse y disfrutar.	• The response specifically addresses the workshop's topic and its relation to the reading, providing well-chosen details that support the student's opinion. • The organization is cohesive and logical, with good control over the progression of ideas. • Grammar and word choice are precise, with minor errors that do not impede meaning.

Score	Student Response	Comments–Annotations
3	Creo que el autor de "Taller para crear tu propia hamaca" quiere que las personas puedan experimentar lo comodidda que es una hamaca. En "La hamaca," dice que las hamacas son fáciles de llevar y no ocupan mucho espacio, entonces son prácticas para usar en cualquier lugar, como la casa o en el patio. Las hamacas tambien son seguras porque te protegen de los animales que andan en el suelo. Esto es importante porque si las personas usan hamacas, no tienen que preocuparse de dormir en el suelo. En el taller, te enseñan a hacer tu propia hamaca para que la puedas usar y estar protegido en tu casa. Ademas, en el taller te muestran como colgar la hamaca bien. Esto es bueno porque asi puedes estar mas comodidad. El autor del taller quiere que la gente vea lo buena que es una hamaca pa descansar.	• The response addresses the topic with mostly relevant and developed examples and details. • The organization is mostly cohesive and logical, with good clarity in grammar and word choice. • There are some errors in Spanish language conventions that only occasionally impede meaning.
2	El autor de "Taller para crear tu propia hamaca" quiere que la gente use hamacas. En "La hamaca," dice que son practicas y comodas. Las hamacas no ocupan mucho espacio. Las hamacas también son seguras porque protegen de los animales en el suelo. En el taller, la gente puede aprender a hacer hamacas. En el taller también enseñan como colgar las hamacas. Así la gente puede usarlas en sus casas.	• The response partially addresses the topic with examples and details that are not always appropriate or developed. • The organization is weak, and the ideas are not entirely connected. • Grammar and word choice lack precision, and errors are evident and impede meaning.
1	El autor quiere que la gente haga hamacas. Las hamacas son buenas. Las hamacas protegen de animales. En el taller hacen hamacas. Enseñan como colgar hamacas.	• The response minimally addresses the topic with inappropriate or irrelevant details and examples. • The ideas are not well connected or organized, and grammatical errors are significant. • Persistent errors in language conventions significantly impede meaning.
0	No sé.	• The response consists of only "No se."

Item 55—Writing Rubric

The rubric is a holistic rubric. Educators should consider the rubric descriptors for each score and determine, overall, which score best fits each student response, taking into account appropriate grade-level expectations.

Score	Descriptors
4	The response successfully answers the prompt. • Response answers the writing prompt with specific examples and details that are relevant and well-developed. • Response is cohesive and well organized. The progression of ideas is logical and well controlled. Minor errors in Spanish language conventions may be evident, but they do not impede meaning. • Grammar is precise (e.g., verb conjugations and gender agreement are mostly correct). • Word choice is precise.
3	The response mostly answers the prompt. • Response answers the prompt with examples and details that are mostly relevant and developed. • Response is mostly cohesive and organized. The progression of ideas is generally logical and controlled. Some errors in Spanish language conventions may be evident and might impede meaning. • Grammar is generally clear and specific. • Word choice is generally clear and specific.
2	The response partially addresses the prompt. • Response partially addresses the prompt with examples and details that are limited. • Response is repetitive and wordy, with limited cohesion and weak organization. Errors in Spanish language conventions are evident and occasionally impede meaning. • Grammatical errors are present. • Word choices are awkward.
1	The response minimally addresses the prompt. • Response minimally addresses the prompt with inappropriate or irrelevant details and examples. • Response is not well connected or organized. The progression of ideas is not logical. Errors in Spanish language conventions are significant and often impede meaning. • Grammatical errors are significant. • Word choices are inappropriate.
0	The response falls into one of the following categories: • Response includes no original expression (i.e., only copies text from the prompt or the passage). • Response is off topic. • Response is in a language other than Spanish. • Response consists only of "No sé," "No me gusta," is completely unintelligible, or provides no response.