



## Draft California Spanish Assessment (CSA) Achievement Level Descriptors (ALDs)

In support of biliteracy, with a goal that all students prepare “to live, work, and thrive in a multicultural, multilingual, and highly connected world,”<sup>[1]</sup> California has developed the California Spanish Assessment (CSA) and the corresponding Achievement Level Descriptors (ALDs). The assessment measures Spanish reading/language arts skills in reading, writing, and listening. The purpose of the ALDs is to assist students, parents/guardians, and educators interpret scores on the CSA, and to communicate a student’s progress toward Spanish literacy by graduation from high school. The descriptors provide a snapshot of student achievement in the current school year.

**Level 3:** Students at Level 3 demonstrate a **high degree** of grade-appropriate Spanish literacy in reading, writing, and listening, and *are on track* for being literate in Spanish by graduation.

**Level 2:** Students at Level 2 demonstrate a **moderate degree** of grade-appropriate Spanish literacy in reading, writing, and listening, but *require further development to be on track* for being literate in Spanish by graduation.

**Level 1:** Students at Level 1 demonstrate a **limited degree** of grade-appropriate Spanish literacy in reading, writing, and listening, and *require substantial development before being considered on track* for being literate in Spanish by graduation.

<sup>[1]</sup> California Department of Education. (2015). *A Blueprint for Great Schools, Version 2.0*. Sacramento, CA: Blueprint 2.0 Planning Team.