

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of Education September 2024 Agenda Item #05

## Subject

The California Assessment of Student Performance and Progress and the English Language Proficiency Assessments for California: Approval of the Proposed Revised Addendum to the High-Level Test Design for the California Spanish Assessment, which includes the General Achievement Level Descriptors; Test Blueprint; and the Score Reporting Structure; and Updates on Program Activities.

## Type of Action

Action, Information, Consent

## Summary of the Issue

The California Department of Education (CDE) seeks approval of the proposed revised addendum to the high-level test design (HLTD) for the California Spanish Assessment (CSA), which includes the proposed revised CSA general achievement level descriptors (ALDs), the proposed CSA revised test blueprint, and the proposed revised CSA score reporting structure.

This item also provides a summary of developments and updates related to national and international assessments. Attachment 1 provides the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) outreach and professional development activities from July through August 2024.

## Recommendation

The CDE recommends that the State Board of Education (SBE) approve the following:

* Proposed Revised Addendum to the CSA HLTD, which includes the proposed revised CSA General ALDs (Attachment 2)
* Proposed CSA Revised Test Blueprint (Attachment 3)
* Proposed revised CSA Score Reporting Structure (Table 1)

## Brief History of Key Issues

The following sections of this item detail CDE’s recommendations to the SBE and provide a summary of developments and activities related to national and international assessments.

### California Spanish Assessment

The CSA is aligned with the Common Core State Standards (CCSS) en Español, a translated and linguistically augmented version of the CCSS for English Language Arts and Literacy (ELA). The CSA is an optional assessment administered to students in grades three through eight and high school, providing a measure of their Spanish skills in reading, writing mechanics, and listening. This assessment is part of the CAASPP system.

The HLTD for the CSA was approved by the SBE in September 2016, pursuant to California *Education Code* (*EC*) Section 60640(b)(5)(C). The approval of the HLTD allowed for the development of the CSA. In March 2017, the SBE approved the proposed blueprints and general ALDs. In spring 2019, the CSA became an operational test.

Per *EC* Section 60640(5)(C), the State Superintendent of Public Instruction is to consider the appropriate purpose for a stand-alone language arts summative assessment in a primary language other than English, including support for the State Seal of Biliteracy. Furthermore, *EC* Section 51461 specifies that one of the three criteria for attaining the State Seal of Biliteracy is to pass an examination that assesses at a minimum, speaking, reading, and writing in one or more languages in addition to English. When the development of the CSA began, funds were limited, and Speaking and Writing constructed response (CR) items were not developed. Therefore, local educational agencies (LEAs) were unable to administer the CSA for the purpose of students attaining the State Seal of Biliteracy.

In November 2021, the SBE approved a new contract with testing contractor, ETS, for the administration of the CAASPP and the ELPAC. The work associated with this contract commenced on July 1, 2022. The expansion of the CSA afforded by this contract includes the assessment of Speaking and Writing CR items. Once the expanded CSA becomes operational, the CDE will recommend to the Legislature that the CSA be included as one of the options to meet, in part, the requirements for the State Seal of Biliteracy.

In November 2022, the SBE approved the addendum to the HLTD for the CSA, general ALDs, test blueprint, and score reporting structure. The CSA expansion was then implemented by the CDE’s testing contractor, ETS. New Speaking and Writing CR items were developed and then reviewed by ETS content and editorial staff, the CDE, and a review panel composed of California educators. Edits were made to the CR items based on feedback collected during these reviews. The approved Speaking and Writing CR items were then embedded in an operational form in preparation to be field tested during the 2023–24 operational administration.

#### Proposed Revisions to the California Spanish Assessment Expansion

As outlined in the revised timeline of the new CSA development in table 2, the CDE has completed the field test of the Speaking domain and full write CR items. Prior to and during the field test, LEAs brought forward concerns about the challenges they faced in administering and scoring the operational CSA once expanded.

Due to these concerns and challenges identified by LEAs, the CDE conducted several focus groups with LEAs and interest holders to gather feedback to determine if changes to the expansion of the CSA were needed. Based on the information collected, the CDE recommends removing the Speaking domain for grades three through eight to lessen the burden on educators and resources as these grades have historically had the most students registered to take the CSA. In addition, the inclusion of Speaking does not provide value for grades three through eight since the State Seal of Biliteracy requirements are specific to high school. The CDE is not recommending any changes to the high school grade band, as the requirements to meet the State Seal of Biliteracy include the administration of Speaking domain and full-write CR items. Details regarding the CDE’s proposed revisions and more information about the focus groups and interest holder meetings can be found in the August Information Memorandum at <https://www.cde.ca.gov/be/pn/im/documents/aug24memoadad01.docx>.

Based on the information provided in the August information memorandum, the CDE is recommending that the SBE approve the proposed revised Addendum to the HLTD for the CSA, which includes the general ALDs (Attachment 2), and the proposed CSA Revised Test Blueprint (Attachment 3). Additionally, the CDE is recommending the proposed revised CSA score reporting structure for grades three through eight to exclude the Speaking domain (See table 1). This adjustment aims to give consistency across the lower grade levels and allow for assessing the same domains as assessed in the Smarter Balanced ELA.

Table 1. Proposed Revised California Spanish Assessment Score Reporting Structure by Domain

| **Grade Level/Band** | **Reading** | **Writing** | **Listening** | **Speaking** |
| --- | --- | --- | --- | --- |
| Grades Three through Eight | Yes | Yes | Yes | No |

#### Next Steps

If the SBE approves the proposed revisions to the CSA expansion, the CDE, in collaboration with ETS, will continue to develop the assessment as detailed in table 2.

Table 2. Revised Timeline of New California Spanish Assessment Development

| **Development Activity** | **Date** |
| --- | --- |
| Administration of the CSA embedded field test of CR items | 2023–24 Administration |
| Administration of the new, expanded operational CSA | 2024–25 Administration |
| Dimensionality study and development of range ALDs to support CR items | Spring and summer 2025 |
| Standard setting workshop with educators | Summer 2025 |
| SBE action on the threshold scores and reporting ALDs | September 2025 (Tentative) |

### National and International Assessments Update

California public schools participate in several national and international assessments and studies annually. For the 2024–25 school year, a sample of California public schools plan to participate in the National Assessment of Educational Progress (NAEP) and the Program for International Student Assessment (PISA). These studies are conducted by field staff under contract with the National Center for Education Statistics (NCES), within the U.S. Department of Education’s Institute of Education Sciences.

#### National Assessment of Educational Progress

NAEP, also known as The Nation’s Report Card, is a congressionally mandated project of the NCES. It is the largest nationally representative and continuous assessment of what students in the United States know and can do, providing a common measure of student achievement in mathematics, reading, science, and other subjects.

Depending on the assessment, NAEP report cards provide results for national, state, and some large urban districts, as well as results for different demographic student groups. In California, district-level results are available only for Los Angeles Unified School District (USD) and San Diego USD. Results from the 2024 NAEP mathematics and reading assessments will be released in early 2025.

Plans for NAEP 2024–25 include a national long-term trend assessment of students aged nine, thirteen, and seventeen. Results may be compared back to the early 1970s. NCES will administer long-term trend assessments for each age group in the following windows:

* Age thirteen: October 7 through December 13, 2024
* Age nine: January 6 through March 14, 2025
* Age seventeen: March 17 through May 23, 2025

Additionally, NAEP will conduct a field test to explore the implications and consequences of transitioning from NAEP-provided devices and networks to school- and district-managed devices and internet. The field test will take place from January 27 through March 7, 2025, in grades four, eight, and twelve.

Participation in NAEP mathematics and reading assessments for grades four and eight is mandatory for schools in districts that accept Title I funds. Additional information about NAEP can be found on the Nation’s Report Card web page at <https://nces.ed.gov/nationsreportcard/>.

#### Program for International Student Assessment

The United States and more than 80 other countries and education systems will participate in the 2025 PISA. PISA is the largest international education study in the world and measures 15-year-olds reading, mathematics, and science literacy. PISA 2025 will also introduce a new domain called Learning in a Digital World that asks students to engage in problem-solving tasks.

Approximately 30 California public schools have been selected to represent the United States on PISA 2025. The PISA testing window is March through May 2025. Additional information about PISA can be found on the NCES PISA web page at <https://nces.ed.gov/surveys/pisa/>.

## Summary of Previous State Board of Education Discussion and Action

In August 2024, the CDE provided the SBE with an information memorandum on the updates to the proposed revised Addendum to the HLTD for the CSA, which included the general ALDs, revised test blueprint, and revised score reporting structure (<https://www.cde.ca.gov/be/pn/im/documents/aug24memoadad01.docx>).

In September 2023, the CDE provided the SBE with updates on the national and international assessments (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/sep23item03.docx>).

In November 2022, the SBE approved the proposed addendum to the HLTD for the CSA, the proposed CSA revised blueprint, the proposed revised CSA general ALDs, and the Proposed Score Reporting Structure (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/nov22item12rev.docx>).

In October 2022, the CDE provided the SBE with updates on the CSA HLTD addendum, revised general ALDs, revised score reporting structure, and revised test blueprint (<https://www.cde.ca.gov/be/pn/im/documents/oct22memoadad01.docx>).

## Fiscal Analysis (as appropriate)

The fiscal year (FY) 2024–25 Budget Act provides a total of $76,372,000 ($75,829,000 in Proposition 98 General Fund and $543,000 in federal funds) for CAASPP contract activities and $23,676,000 ($6,113,000 in Proposition 98 General Fund and $17,563,000 in federal funds) for ELPAC contract activities. Funding for FY 2025–26 and beyond will be contingent on an annual appropriation being made available from the Legislature in future fiscal years.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (6 pages)
* Attachment 2: 2024 Proposed Revised Addendum to the High-Level Test Design for the California Spanish Assessment (11 pages)
* Attachment 3: 2024 Proposed Revised California Spanish Assessment Revised Test Blueprint (14 pages)

## Outreach and Professional Development Activities

The California Department of Education (CDE), in coordination with California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) contractors, ETS, and the Sacramento County Office of Education (SCOE), has provided a variety of virtual outreach activities. These activities include workshops, focus group meetings, and presentations aimed at preparing local educational agencies (LEAs) for the administration of the CAASPP and ELPAC. In addition, the CDE continues to release information regarding assessment program updates, including weekly updates, on its website and through listserv. The following tables provide descriptions of these virtual outreach and professional development activities from July through August 2024.

**Table 1. Trainings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 7/8 | Virtual | 351 | Interim and Formative Assessment (IFA) Module 1: Formative Assessment Process—Session 1  Facilitated online training focused on leveraging the interim and formative components of the CAASPP and the ELPAC comprehensive system of assessments to inform teaching and learning. |
| 7/9 | Virtual | 154 | CAASPP and ELPAC Coffee Session  Hosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 7/9–12 | Sacramento | 33 | Science Instructional Resource Writing Workshop  This workshop included training on the Formative Assessment process as well as Next Generation Science Standards. Participants each wrote one Science Instructional Resource for publication on Tools for Teachers. |
| 7/10 | Virtual | 262 | IFA Module 2: Interim Assessments—Session 1  This facilitated online training focused on leveraging the interim and formative components of the CAASPP and the ELPAC comprehensive system of assessments to inform teaching and learning. |
| 7/15 | Virtual | 107 | IFA Module 3A: Hand Scoring for English Language Arts/Literacy (ELA)—Session 1  This facilitated online training focused on leveraging the interim and formative components of the CAASPP and the ELPAC comprehensive system of assessments to inform teaching and learning. |
| 7/17 | Virtual | 100 | IFA Module 3B: Hand Scoring for Math—Session 1  This facilitated online training focused on leveraging the interim and formative components of the CAASPP and the ELPAC comprehensive system of assessments to inform teaching and learning. |
| 7/18 | Virtual | 108 | New Coordinator Training Webinar #3—Receiving Scores  Hosted by SCOE, this training provided participants with information on completion reports, the opt–out process, what assessments’ results received, and next steps for LEAs receiving results. |
| 7/22 | Virtual | 88 | IFA Module 3C: Hand Scoring for the California Science Test—Session 1  This facilitated online training focused on leveraging the interim and formative components of the CAASPP and the ELPAC comprehensive system of assessments to inform teaching and learning. |
| 7/24 | Virtual | 119 | IFA Module 3D: Hand Scoring for ELPAC—Session 1  This facilitated online training focused on leveraging the interim and formative components of the CAASPP and the ELPAC comprehensive system of assessments to inform teaching and learning. |
| 7/25 | Virtual | 361 | 2024 Introduction to California Educator Reporting System (CERS) for Test Coordinators and Administrators Training  Hosted by ETS, this three-hour online training was designed for staff who have an LEA or site coordinator role in the Test Operations Management System (TOMS) and are responsible for managing access to the CERS for other LEA staff members. The session included opportunities for attendees to practice using various features of CERS. |
| 8/5 | Sacramento | 59 | High School Equivalency and Proficiency Convenings—Northern California  This in-person training covered updates and options for high school equivalency and proficiency exams. |
| 8/6 | Fresno | 32 | High School Equivalency and Proficiency Convenings—Central California  This in-person training covered updates and options for high school equivalency and proficiency exams. |
| 8/8 | San Diego | 44 | High School Equivalency and Proficiency Convenings—Southern California  This in-person training covered updates and options for high school equivalency and proficiency exams. |
| 8/9 | Los Angeles | 47 | High School Equivalency and Proficiency Convenings—Southern California  This in-person training covered updates and options for high school equivalency and proficiency exams. |
| 8/13 | Virtual | 241 | CAASPP and ELPAC Coffee Session  Hosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 8/13 | Virtual | 105 | 2024 Introduction to CERS for Teachers  This two-hour online training is designed for LEA staff that have access to CERS assessment results, i.e., teachers who have students rostered in the system and other LEA staff who are interested in using CERS. The session will include opportunities for attendees to practice using various features of CERS. |
| 8/22/24 | Virtual | 213 | New Coordinator Training Webinar #4: Systems and TOMS  This webinar, hosted by the Sacramento County Office of Education, provided information about the Security and Test Administration Incident Reporting System process and types of security incidents, along with a question-and-answer session with experienced coordinators. |

**Table 2. Advisory Panel/Review Committee Meeting**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 7/31–8/1 | Virtual | 20 | California Spanish Assessment Data Review Meeting  Participants reviewed data on the performance of operational items. |

**Table 3. Presentations by CDE Staff**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 8/1 | Virtual | 668 | Assessment and Accountability Information Meeting (AAIM)—Day 1  The 2–hour meeting sessions provided coordinators with the latest information and updates on California's assessment and accountability systems.  Topics: National and International Assessments, PFT, High School Equivalency and California Proficiency Programs, Cross Program Updates for CAASPP and ELPAC, and Interim and Formative Assessments. |
| 8/8 | Virtual | 698 | AAIM—Day 2  The 2–hour meeting sessions provided coordinators with the latest information and updates on California's assessment and accountability systems.  Topics: ELPAC, California Spanish Assessment, Science Assessments, ELA and Mathematics Assessments. |
| 8/15 | Virtual | 924 | AAIM—Day 3  The 2–hour meeting sessions provided coordinators with the latest information and updates on California's assessment and accountability systems.  Topics: California School Dashboard and Accountability. |



**2024 Addendum to the High-Level Test Design for the California Spanish Assessment**

**Contract #CN220002**

**Prepared for the California Department of Education by ETS**

**Presented August XX, 2024**



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1. **Overview**
   1. **Background**

California is a state with great linguistic diversity. More than 40 percent of students in California speak a language other than English.[[1]](#footnote-2) Of these students, over 1.2 million speak Spanish.[[2]](#footnote-3) The student population in California includes students who are native speakers of Spanish and students who are learning Spanish as an additional language. California’s educational system includes instruction in Spanish in various forms. Thus, the California Spanish Assessment (CSA) was first designed and created in 2016 as a new computer-based assessment for students in grades three through eight and high school to measure students’ competency in Spanish in reading, writing mechanics, and listening. Currently, the CSA is part of the California Assessment of Student Performance and Progress System of assessments.

The purpose of this addendum is to articulate how the test design presented in the [*High-Level Test Design for the California Spanish Assessment*](https://www.caaspp-elpac.org/s/docs/CSA.high-level-test-design.docx)(hereafter referred to as the “*CSA High-Level Test Design*”), which was approved by the State Board of Education (SBE) in September 2016, has been updated to include the expansion of the writing domain and addition of a speaking domain, as approved in the *California Assessment System Scope of Work* for the 2022–27 school years. The expansion of the writing domain for all grade levels and grade bands and addition of a speaking domain for high school will allow the CSA to be used, in part, to achieve the State Seal of Biliteracy, as originally intended (pursuant to California *Education Code* Section 60640[j]).

* 1. **Key Assumptions for the Expansion**

For planning and development purposes, ETS makes the following assumptions about expanding the CSA:

1. The assessment was originally developed with a focus on reading, writing mechanics, and listening. The updated assessment will include an additional writing component for all grade levels and grade bands as well as a speaking component for high school only.
2. Field testing of the additional writing and speaking components will be handled by embedding field test items into the 2023–24 operational forms.
3. General achievement level descriptors (ALDs) will be updated as specified in [section 2](#_Revised_Achievement_Level).
4. The first operational administration of the expanded assessment will occur in the school year 2024–25.
5. A standard setting process will be designed, and an educator workshop will occur after the first operational administration of the expanded assessment.
6. Interest holders’ input will be a critical component of the development process; there will be a number of opportunities to provide input on test design by interest holders throughout the test development process.
7. **Revised General Achievement Level Descriptors**

The general ALDs are generic descriptors of student performance expectations that provide the range expected in each performance level. The descriptors provide a snapshot of student achievement in the current school year.

With the expansion of the CSA, speaking will be added to the descriptors for high school. Additionally, the word “mechanics,” a qualifier in the writing domain’s current ALD text, will be removed because the writing domain will be fully assessed after the expansion is implemented operationally.

What follows are the general ALDs for grades three through eight:

* **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 high school 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 high school 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 high school graduation.

What follows are the general ALDs for high school:

* **Level 3:** Students at Level 3 demonstrate a **high degree** of grade-appropriate Spanish literacy in reading, writing, listening, and speaking, and *are on track* for being literate in Spanish by high school graduation.
* **Level 2:** Students at Level 2 demonstrate a **moderate degree** of grade-appropriate Spanish literacy in reading, writing, listening, and speaking, but *require further development to be on track* for being literate in Spanish by high school graduation.
* **Level 1:** Students at Level 1 demonstrate a **limited degree** of grade-appropriate Spanish literacy in reading, writing, listening, and speaking, and *require substantial development* *before being considered on track* for being literate in Spanish by high school graduation.

1. **Standards and Claims**

The CSA is aligned to the *California Common Core State Standards (CCSS) en Español*, which are a translated and linguistically augmented version of the *California* *CCSS for English Language Arts & Literacy*.

The *California CCSS en Español* are organized into the following domains:

* Reading standards
* Writing standards
* Speaking and listening standards
* Language standards

Using the domains as a guide for the test design, the SBE adopted the following claims for the CSA in September 2016:

* Claim for grades three through eight: Students can demonstrate progress toward a high level of competency in attaining reading/language arts skills and practices through Spanish.
* Claim for high school: Students can demonstrate a high level of competency in attaining reading/language arts skills and practices through Spanish.

The SBE also adopted the following Spanish language arts competency claims for all grade levels and the high school grade band:

* Reading: Students can read, analyze, and interpret a variety of texts and genres through Spanish.
* Writing: Students can write texts for a range of purposes and audiences to accurately and convincingly present, describe, and explain ideas through Spanish.
* Listening: Students can comprehend spoken Spanish in a range of contexts.

With the expansion of the CSA into the speaking domain for high school, ETS recommends the addition of the following claim for the high school grade band:

* Speaking: Students can speak Spanish to accurately and convincingly present, describe, and explain ideas for a range of purposes and audiences.

1. **Item Development**
   1. **New Item Development**

ETS assessment specialists will develop samples of new item types for speaking and writing for the California Department of Education’s (CDE’s) review and approval. These samples will be used to update the item specifications and training materials in collaboration with the CDE. The new item specifications will be used when ETS begins development work on items for all domains in the assessment.

All items will be aligned with the *California CCSS* *en Español* and consistent with the goals of California’s testing program. Items will be written by ETS assessment developers and trained item writers familiar with assessment development in Spanish and specifically trained for the CSA as well as California educators who have received item writer training, including updated training on new item types for speaking and writing. All items will be reviewed by ETS content and editorial staff, the CDE, and a review panel composed of California educators. ETS will leverage the current best practices developed on other California assessments that feature constructed responses (CRs) when designing CSA speaking and writing items.

* 1. **Item Types**

ETS will develop machine-scorable and human-scorable item types for computer-based administration by leveraging the most current assessment innovations conducive to assessing reading/language arts skills.

The assessment includes both stand-alone items and passage-based items; all items may contain a stimulus (e.g., a passage, video, or image). Some of the items have technology-enhanced interactions. These interactions include having a student respond by typing an answer, completing a table, selecting from a drop-down list, etc.

The expansion of the CSA will include the administration of human-scorable items for writing and speaking, which will necessitate the development of scoring rubrics. The use of artificial intelligence to score written responses will be explored, as advances in this field are well underway.

1. **Test Design** 
   1. **Test Format**

The expanded CSA will continue to be a linear test delivered online under untimed testing conditions. It will be untimed to allow students sufficient time to complete the test. Testing time estimates will be reviewed and adjusted if necessary and provided to local educational agencies (LEAs) for scheduling purposes. In view of California’s desire for a Spanish reading/language arts assessment that measures a high level of competency demonstrated by students who are on track for exiting public instruction as biliterate graduates, the high school CSA will continue to feature complex passages and tasks that can aid local decisions about eligibility for the State Seal of Biliteracy.

* 1. **Test Development Stages**

To support the 2024–25 operational launch of the expanded CSA, several activities will take place over a three-year time span:

* 2022–23: Test design, blueprint development, and item and task development
* 2023–24: Field testing of full-write and speaking items and prompts
* 2024–25: First operational administration of full-write and speaking prompts; standard setting
  1. **Field Test Design**

Forms with embedded field test items, including the new speaking and writing items, will be administered for grades three, four, five, six, seven, and eight, and for high school, during the 2023–24 school year. Table 1 shows a tentative embedded field test design for grades three through eight.

Table 1. Embedded Field Test Design, Grades Three Through Eight

| Item Type | # of Items Taken by Each Student | Estimated Testing Time for Each Student |
| --- | --- | --- |
| Speaking CR items (human-scored) | 8 items | 60–90 minutes |
| Full-write CR items (human-scored) | 1 item | 45–60 minutes |
| Writing non-CR items (machine-scored) | 1 item | 1–2 minutes |
| **Estimated Total:** | **10 items** | **106–152 minutes** |

Table 2 shows a tentative embedded field test design for high school.

**Table 2. Embedded Field Test Design, High School**

| Item Type | # of Items Taken by Each Student | Estimated Testing Time for Each Student |
| --- | --- | --- |
| Speaking CR items (human-scored) | 12 items | 60–90 minutes |
| Full-write CR items (human-scored) | 2 items | 60–80 minutes |
| Writing non-CR items (machine-scored) | 2 items | 1–2 minutes |
| **Estimated Total:** | **16 items** | **121–172 minutes** |

The field testing of CR items entails an average increase in overall testing time of two hours for grades three through eight and two and one half hours for high school, based on the estimates in table 1 and table 2. Therefore, if the CSA before the expansion took one and one half to two hours, with the expansion, the overall field testing time would potentially range from four to four and one half hours.

ETS is committed to field-testing the number of items shown in table 3.

Table 3. Number of Embedded Field Test Items

| Item Type | # of Items Field-Tested per Grade, Grades 3–8 | # of Items Field-Tested, High School |
| --- | --- | --- |
| Speaking CR items (human-scored) | 24 items | 36 items |
| Full-write CR items (human-scored) | 3 items | 6 items |
| Writing non-CR items (machine-scored) | 3 items | 6 items |
| **Estimated Total:** | **30 items** | **48 items** |

1. **Psychometric Considerations**
   1. **Embedded Field Test**

As noted in [section 5C](#_Field_Test_Design), the 2023–24 operational CSA operational forms will include an embedded field test design for the field testing of the new writing and speaking CR items. Under this design, the newly developed writing and speaking CR items are embedded in an operational form and are analyzed with other operational items in the form. Therefore, the new CR items will be linked to the operational base scale through psychometric analysis of calibration and linking. Logistically, the embedded field test is a cost-efficient way to collect data for the field test items, which does not require an additional off-season test for students and test administrators.

The spring 2024 embedded field test will feel like the operational 2025 year (window is the same, form breakdown will be similar to operational, effort will be there, good testing experience for students with new item type). ETS will have the same test-taking population. In addition, the embedded field testing of items can occur on an ongoing basis for each operational test administration to support a mutually agreed upon refresh rate. All newly developed writing and speaking CR items can be placed and spiraled at the student level to achieve random samples for analysis.

Psychometric analysis and linking procedures can be accomplished with an embedded field test design. Item response theory (IRT) calibration and linking procedures can be used to calibrate, link, and scale the new CR items to the operational base scale.

* 1. **Field Testing Sample Size and Threshold**

As an optional assessment, the key challenge for a CSA field test administration at the various grade levels and the high school grade band is the small sample size. In general, larger test samples occur in the lower grades three through five. As enrollment in Spanish instruction attenuates at the middle and upper grades, the test-taking sample size decreases as the grade level increases. In the embedded field test model, the psychometric threshold of the testing sample for item analysis is the same for each grade level and the high school grade band, (e.g., a minimum of 200 students per item and desirable 300 students per item per form, excluding the accommodated form). To receive reliable analysis results, ETS would adhere to this threshold of the sample size for item analysis for the field tests of new writing and speaking CR items.

As this threshold can be met easily in the lower grades and might be challenging in higher grades, especially in the high school grade band, it is possible to increase the number of field test items in each version of the regular forms and reduce the number of versions in high school to support the goal that items that are field-tested have sufficient student responses to be analyzed as the minimum and desirable student counts mentioned previously. For example, three versions of a regular form may be appropriate in grades three through eight, each containing one CR item for writing and speaking. In the high school grade band, two versions of a regular form could be administered, each containing two CR items in each domain.

* 1. **Psychometric Analyses**
     1. **Classical Item Analysis and Differential Item Functioning**

Classical item analysis will be conducted to evaluate the performance of all newly developed writing and speaking CR items with respect to item difficulty and item discrimination. The following flagging rules for these statistics will be used to identify items that are not performing as expected:

* A *p*-value (or mean of item score) less than 0.2 or greater than 0.95
* An item with a polyserial correlation less than 0.20
* An item with nonresponse rates greater than 5 percent
* An item that has less than 3 percent of the students at any score level (e.g., 0, 1, 2)

Differential item functioning (DIF) analyses will be performed on the newly developed writing CR items and speaking CR items. Because of the CSA sample size, only gender DIF will be analyzed and C-DIF will be flagged. If fewer than 200 students respond to a CR field test item, item analysis and DIF analysis may not be conducted.

* + 1. **Interrater Reliability Analysis**

The new writing and speaking CR items will be scored by a single rater with 10 percent back-reading, which means 10 percent of the responses to CR items will be scored independently by a second rater. Data from items with two raters will be used to evaluate interrater reliability of scoring. The statistics for interrater reliability include the percentage of perfect agreement and adjacent agreement between the two raters, and the quadratic weighted kappa statistic (QWK). QWK is a statistic used to measure the degree of association between two ratings with values ranging from 0.0 (indicating no agreement) to 1.0 (indicating perfect agreement).

CR items will be flagged if any of the following conditions occur:

* Adjacent plus exact agreement < 0.80
* QWK < 0.70
  + 1. **Dimensionality Analysis**

When writing and speaking CR items are included in the test form, it is unknown whether the unidimensional assumption can be held. Thus, ETS will conduct a dimensionality analysis to examine whether the CSA is unidimensional or multidimensional. Results of the study will inform how the items should be calibrated and scores be reported.

* + 1. **Item Response Model Analysis**

IRT models will be continuously used to analyze writing and speaking CR items and the CSA forms. The selection of the specific IRT models will be based on the results of the aforementioned dimensionality analysis. Furthermore, even if the dimensionality analysis confirms unidimensional features of the CSA scale, the continuity of the current scale established in 2019 will be investigated carefully. Scale scores and achievement levels will be produced and reported.

**Appendix A:** **High-Level Test Development Timeline**

**Table 4. High-Level Test Development Timeline**

|  |  |
| --- | --- |
| **Activity** | **Date** |
| SBE action on the *Addendum to the* *High-Level Test Design for the California Spanish Assessment*, revised test blueprints, and general ALDs | September 2022 |
| Administration of the embedded field test | 2023–24 administration |
| Administration of the operational test of the newly expanded CSA | 2024–25 administration |
| Dimensionality study | Spring and summer 2025 |
| Standard setting | Summer 2025 |
| SBE action on the threshold scores and reporting ALDs | September 2025 |



**2024 California Spanish Assessment Revised Test Blueprint**

**Contract #CN220002**

**Prepared for the California Department of Education by ETS**

**August 16, 2024**



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**Introduction to the Revised Test Blueprint for the California Spanish Assessment**

The revised test blueprint for the California Spanish Assessment (CSA) updates the CSA test blueprint that was originally approved in November 2017 and revised in July 2022. This revised test blueprint for the CSA provides the numbers of items and points to be included in an operational assessment for each of the four language-arts domains assessed in grades three through eight and high school. Note, however, that the numbers of items and points are subject to revision in response to statistical analyses of the new writing constructed-response (CR) item types in grades three through eight; and the new writing and speaking CR item types in high school after their first field test and first operational uses.

All items are aligned with the [*California Common Core State Standards en Español*](https://commoncore-espanol.sdcoe.net/CaCCSS-en-Espanol/SLA-Literacy)*,* which is a translated and linguistically augmented version of the *Common Core State Standards for English Language Arts and Literacy*.

The revised test blueprint is represented in the tables presented in this document. [Table 1](#Table_1) and [table 2](#Table_2) provide an overview to clarify the proportions of the blueprint assigned to each domain. After these overview tables, [table 3](#Table_3) through [table 6](#Table_6) provide specifics enumerating further content categories and subcategories of the domains.

Table 1 and [table 2](#Table_2) are organized by the four domains assessed: reading, writing, listening, and, for high school only, speaking. For each domain, a corresponding claim is provided in the first column. Other columns in the overview table are as follows:

* Second column: *Total Items by Claim*
* Third column: *Percent of Items by Claim*
* Fourth column: *Total Score Points by Claim*
* Fifth column: *Percent of Score Points by Claim*

[Table 3](#Table_3) through [table 6](#Table_6) of the revised test blueprint take the same information to a granular level, providing the proportions of testing standards that cover the content categories and subcategories on an operational assessment. The columns in [table 3](#Table_3) through [table 6](#Table_6) are as follows:

* First column: *Claim and Content Categories*
* Second column: *Total Items by Content Category* (*Subcategory for* [table 6](#Table_6))
* Third column: *Selected Response (SR) or CR*
* Fourth column: *Total Score Points by Content Category* (*Subcategory for* [table 6](#Table_6))

Note that SR items are machine-scored and CR items elicit student responses, which are human-scored.

Each grade-level assessment has more than 50 testable standards at its disposal, so [table 7](#Table_7) through [table 9](#Table_9) delineate specific groups of testing standards to be used for each content category and subcategory. Each table summarizes a different grade span.

Keep in mind that the CSA tests high school grade levels together in one assessment. The high school CSA uses two sets of the *California Common Core State Standards en Español*: the standards designated as “9–10,” for grades nine and ten, as well as the standards designated “11–12,” for grades eleven and twelve. Both sets of standards are eligible for use on the high school CSA. The columns in the testing standards tables are as follows:

* First column: *Claim and Content Categories and Subcategories*
* Other columns: Grade levels or grade band tested

**Revised Test Blueprint for the CSA**

**Blueprint Overview**

Note that the original wording of the writing claim was amended to acknowledge that the CSA test blueprint did not feature CR items. With the recent addition of full-writes to the test blueprint, the interim wording—“**Writing Mechanics Claim: Students can revise** writing products…”—has reverted to its original text and is restored in table 1 and [table 2](#Table_2).

Note, also, the following about [table 1](#Table_1):

Score Point Range by Claim column—The ranges of score points by claim provide the minimum and maximum number of score points allowed at each claim. Different combinations of score points across claims are possible. The combined total number of score points must fall within the range of 61–66 points, which is the approved range for the entire form.

**Table 1. Blueprint Overview—California Spanish Assessment, Grade Span Three Through Eight, Operational Forms, 2024–25**

| **Claim and Domain** | **Total Items by Claim** | **Percent of Items by Claim** | **Score Point Range by Claim** |
| --- | --- | --- | --- |
| **Reading Claim:** Students can read, analyze, and interpret a variety of texts and genres through Spanish. | 24 | 50% | 27–35 |
| **Writing Claim:** Students can write texts for a range of purposes and audiences in order to accurately and convincingly present, describe, and explain ideas through Spanish. | 12 | 25% | 19–22 |
| **Listening Claim:** Students can comprehend spoken Spanish in a range of contexts. | 12 | 25% | 15–17 |
| **TOTAL:** | **48** | **100%** | **61–66** |

Note the following about [table 2](#Table_2):

Score Point Range by Claim column—The ranges of score points by claim provide the minimum and maximum number of score points allowed at each claim. Different combinations of score points across claims are possible. The combined total number of score points must fall within the range of 76–82 points, which is the approved range for the entire form.

**Table 2. Blueprint Overview—California Spanish Assessment, High School, Operational Forms, 2024–25**

| **Claim and Domain** | **Total Items by Claim** | **Percent of Items by Claim** | **Score Point Range by Claim** |
| --- | --- | --- | --- |
| **Reading Claim:** Students can read, analyze, and interpret a variety of texts and genres through Spanish. | 24 | 42.9% | 27–35 |
| **Writing Claim:** Students can write texts for a range of purposes and audiences in order to accurately and convincingly present, describe, and explain ideas through Spanish. | 12 | 21.4% | 19–22 |
| **Listening Claim:** Students can comprehend spoken Spanish in a range of contexts. | 12 | 21.4% | 15–17 |
| **Speaking Claim:** Students can speak Spanish to accurately and convincingly present, describe, and explain ideas for a range of purposes and audiences. | 8 | 14.3% | 15–16 |
| **TOTAL:** | **56** | **100%** | **76–82** |

**Grade Span: Three Through Five**

Note the following about [table 3](#Table_3):

* SR items are machine-scored.
* CR items elicit student responses and are human-scored.
* In the Score Point Range by Content Category column, the ranges of score points by content category provide the minimum and maximum number of score points allowed at each content category. Different combinations of score points across content categories are possible. The combined total number of score points must fall within the range of 61–66 points, which is the approved range for the entire form.
* The Item Range by Content Category will total 48 items, of which 47 are SR and 1 is CR, and the Score Point Range by Content Category will total between 61–66 points.

**Table 3. Blueprint Table—Content Categories, California Spanish Assessment, Grade Span Three Through Five, Operational Forms, 2024–25**

| **Claim and Content Categories** | **Item Range by Content Category** | **SR or CR** | **Score Point Range by Content Category** |
| --- | --- | --- | --- |
| Reading: Literary (subcategories in [table 6](#Table_6)) | 6–9 | SR | 7–11 |
| Reading: Informational (subcategories in [table 6](#Table_6)) | 6–9 | SR | 7–11 |
| Reading: Vocabulary and Meaning | 8–10 | SR | 10–13 |
| Writing: Foundational Mechanics and Conventions | 6–8 | SR | 7–10 |
| Writing: Revising and Editing | 3–5 | SR | 4–8 |
| Writing: Written Expression | 1 | CR | 4 |
| Listening: Listening Comprehension | 12 | SR | 15–17 |

**Grade Span: Six Through Eight**

Note the following about [table 4](#Table_4):

* SR items are machine-scored.
* CR items elicit student responses and are human-scored.
* In the Score Point Range by Content Category column, the ranges of score points by content category provide the minimum and maximum number of score points allowed at each content category. Different combinations of score points across content categories are possible. The combined total number of score points must fall within the range of 61–66 points, which is the approved range for the entire form.
* The Item Range by Content Category will total 48 items, of which 47 are SR and 1 is CR, and the Score Point Range by Content Category will total between 61–66 points.

**Table 4. Blueprint Table—Content Categories, California Spanish Assessment, Grade Span Six Through Eight, Operational Forms, 2024–25**

| **Claim and Content Categories** | **Item Range by Content Category** | **SR or CR** | **Score Point Range by Content Category** |
| --- | --- | --- | --- |
| Reading: Literary (subcategories in [table 6](#Table_6)) | 6–9 | SR | 7–11 |
| Reading: Informational (subcategories in [table 6](#Table_6)) | 6–9 | SR | 7–11 |
| Reading: Vocabulary and Meaning | 8–10 | SR | 10–13 |
| Writing: Mechanics and Conventions | 4–7 | SR | 5–9 |
| Writing: Revising and Editing | 4–7 | SR | 5–9 |
| Writing: Written Expression | 1 | CR | 4 |
| Listening: Listening Comprehension | 12 | SR | 15–17 |

**Grade Span: High School**

Note the following about [table 5](#Table_5):

* SR items are machine-scored.
* CR items elicit student responses and are human-scored.
* In the Score Point Range by Content Category column, the ranges of score points by content category provide the minimum and maximum number of score points allowed at each content category. Different combinations of score points across content categories are possible. The combined total number of score points must fall within the range of 76–82 points, which is the approved range for the entire form.
* The Item Range by Content Category will total 56 items, of which 47 are SR and 9 are CR, and the Score Point Range by Content Category will total between 76–82 points.

**Table 5. Blueprint Table—Content Categories, California Spanish Assessment, High School, Operational Forms,   
2024–25**

| **Claim and Content Categories** | **Item Range by Content Category** | **SR or CR** | **Score Point Range by Content Category** |
| --- | --- | --- | --- |
| Reading: Literary (subcategories in [table 6](#Table_6)) | 6–9 | SR | 7–11 |
| Reading: Informational (subcategories in [table 6](#Table_6)) | 6–9 | SR | 7–11 |
| Reading: Vocabulary and Meaning | 8–10 | SR | 10–13 |
| Writing: Mechanics and Conventions | 4–7 | SR | 5–9 |
| Writing: Revising and Editing | 4–7 | SR | 5–9 |
| Writing: Written Expression | 1 | CR | 4 |
| Listening: Listening Comprehension | 12 | SR | 15–17 |
| Speaking: Spoken Expression | 8 | CR | 15–16 |

**Reading Subcategories**

Note the following about [table 6](#Table_6):

* SR items are machine-scored.
* In the Score Point Range by Content Subcategory column, the ranges of score points by content subcategory provide the minimum and maximum number of score points allowed at each content subcategory. Different combinations of score points across content subcategories are possible. The combined total number of score points must fall within the range of 27–35 points, which is the approved range for the entire reading claim.
* The Item Range by Content Subcategory will total 24 items, all of which are SR, and the Total Score Points by Content Subcategory will total between 27–35 points.

**Table 6. Blueprint Table—Reading Subcategories, California Spanish Assessment, All Grade Levels, Operational Forms, 2024–25**

| **Claim and Content Subcategories** | **Item Range by Content Subcategory** | **SR or CR** | **Score Point Range by Content Subcategory** |
| --- | --- | --- | --- |
| Reading: Literary—Key Ideas and Details | 4–6 | SR | 5–7 |
| Reading: Literary—Craft and Structure | 1–2 | SR | 1–3 |
| Reading: Literary—Integration of Knowledge and Ideas | 1–2 | SR | 1–3 |
| Reading: Informational—Key Ideas and Details | 4–6 | SR | 5–7 |
| Reading: Informational—Craft and Structure | 1–2 | SR | 1–3 |
| Reading: Informational—Integration of Knowledge and Ideas | 1–2 | SR | 1–3 |
| Reading: Vocabulary and Meaning | 8–10 | SR | 10–13 |

**California Common Core State Standards en Español Sampling**

**Grade Span: Three Through Five**

Note that many standards have contributory standards. For instance, in grade four, Language Standard 4.L.2 deals with conventions and Standard 4.L.2a deals specifically with capitalization. While Standard 4.L.2a is not mentioned in [table 7](#Table_7), it is incorporated under 4.L.2.

**Table 7. *California Common Core State Standards en Español* Sampling by Content Categories and Subcategories, California Spanish Assessment, Grade Span Three Through Five**

| **Claim and Content Categories and Subcategories** | **Grade Three** | **Grade Four** | **Grade Five** |
| --- | --- | --- | --- |
| Reading: Literary—Key Ideas and Details | 3.RL.1, 3.RL.2, 3.RL.3 | 4.RL.1, 4.RL.2, 4.RL.3 | 5.RL.1, 5.RL.2, 5.RL.3 |
| Reading: Literary—Craft and Structure | 3.RL.5, 3.RL.6 | 4.RL.5, 4.RL.6 | 5.RL.5, 5.RL.6 |
| Reading: Literary—Integration of Knowledge and Ideas | 3.RL.7, 3.RL.9 | 4.RL.7, 4.RL.9 | 5.RL.7, 5.RL.9 |
| Reading: Informational—Key Ideas and Details | 3.RI.1, 3.RI.2, 3.RI.3 | 4.RI.1, 4.RI.2, 4.RI.3 | 5.RI.1, 5.RI.2, 5.RI.3 |
| Reading: Informational—Craft and Structure | 3.RI.5, 3.RI.6 | 4.RI.5, 4.RI.6 | 5.RI.5, 5.RI.6 |
| Reading: Informational—Integration of Knowledge and Ideas | 3.RI.7, 3.RI.8, 3.RI.9 | 4.RI.7, 4.RI.8, 4.RI.9 | 5.RI.7, 5.RI.8, 5.RI.9 |
| Reading: Vocabulary and Meaning | 3.RL.4, 3.RI.4 3.L.4, 3.L.5, 3.L.6 | 4.RL.4, 4.RI.4 4.L.4, 4.L.5, 4.L.6 | 5.RL.4, 5.RI.4 5.L.4, 5.L.5, 5.L.6 |
| Writing: Foundational Mechanics and Conventions | 3.RF.3 3.L.1, 3.L.2, 3.L.3 | 4.RF.3  4.L.1, 4.L.2, 4.L.3 | 5.RF.3 5.L.1, 5.L.2, 5.L.3 |
| Writing: Revising and Editing | 3.W.1, 3.W.2, 3.W.3 | 4.W.1, 4.W.2, 4.W.3 | 5.W.1, 5.W.2, 5.W.3 |
| Writing: Written Expression | 3.W standards | 4.W standards | 5.W standards |
| Listening: Listening Comprehension | 3.SL.2, 3.SL.3 | 4.SL.2, 4.SL.3 | 5.SL.2, 5.SL.3 |

**Grade Span: Six Through Eight**

Note that many standards have contributory standards. For instance, in grade eight, Language Standard 8.L.2 deals with conventions and Standard 8.L.2a deals specifically with punctuation indicating a pause or break. While Standard 8.L.2a is not mentioned in [table 8](#Table_8), it is incorporated under 8.L.2.

**Table 8. *California Common Core State Standards en Español* Sampling by Content Categories and Subcategories, California Spanish Assessment, Grade Span Six Through Eight**

| **Claim and Content Categories and Subcategories** | **Grade Six** | **Grade Seven** | **Grade Eight** |
| --- | --- | --- | --- |
| Reading: Literary—Key Ideas and Details | 6.RL.1, 6.RL.2, 6.RL.3 | 7.RL.1, 7.RL.2, 7.RL.3 | 8.RL.1, 8.RL.2, 8.RL.3 |
| Reading: Literary—Craft and Structure | 6.RL.5, 6.RL.6 | 7.RL.5, 7.RL.6 | 8.RL.5, 8.RL.6 |
| Reading: Literary—Integration of Knowledge and Ideas | 6.RL.7, 6.RL.9 | 7.RL.7, 7.RL.9 | 8.RL.7, 8.RL.9 |
| Reading: Informational—Key Ideas and Details | 6.RI.1, 6.RI.2, 6.RI.3 | 7.RI.1, 7.RI.2, 7.RI.3 | 8.RI.1, 8.RI.2, 8.RI.3 |
| Reading: Informational—Craft and Structure | 6.RI.5, 6.RI.5a, 6.RI.6 | 7.RI.5, 7.RI.5a, 7.RI.6 | 8.RI.5, 8.RI.5a, 8.RI.6 |
| Reading: Informational—Integration of Knowledge and Ideas | 6.RI.7, 6.RI.8, 6.RI.9 | 7.RI.7, 7.RI.8, 7.RI.9 | 8.RI.7, 8.RI.8, 8.RI.9 |
| Reading: Vocabulary and Meaning | 6.RL.4, 6.RI.4 6.L.4, 6.L.5, 6.L.6 | 7.RL.4, 7.RI.4 7.L.4, 7.L.5, 7.L.6 | 8.RL.4, 8.RI.4 8.L.4, 8.L.5, 8.L.6 |
| Writing: Mechanics and Conventions | 6.L.1, 6.L.2, 6.L.3 | 7.L.1, 7.L.2, 7.L.3 | 8.L.1, 8.L.2, 8.L.3 |
| Writing: Revising and Editing | 6.W.1, 6.W.2, 6.W.3 | 7.W.1, 7.W.2, 7.W.3 | 8.W.1, 8.W.2, 8.W.3 |
| Writing: Written Expression | 6.W standards | 7.W standards | 8.W standards |
| Listening: Listening Comprehension | 6.SL.2, 6.SL.3 | 7.SL.2, 7.SL.3 | 8.SL.2, 8.SL.3 |

**Grade Band: High School**

Note that many standards have contributory standards. For instance, Language Standard 9–10.L.2 deals with conventions and Standard 9–10.L.2a deals specifically with parallel structure. While Standard 9–10.L.2a is not mentioned in [table 9](#Table_9), it is incorporated under 9–10.L.2.

**Table 9. *California Common Core State Standards en Español* Sampling by Content Categories and Subcategories, California Spanish Assessment, High School**

| **Claim and Content Categories and Subcategories** | **High School** |
| --- | --- |
| Reading: Literary—Key Ideas and Details | 9–10.RL.1, 9–10.RL.2, 9–10.RL.3  11–12.RL.1, 11–12.RL.2, 11–12.RL.3 |
| Reading: Literary—Craft and Structure | 9–10.RL.5, 9–10.RL.6 11–12.RL.5, 11–12.RL.6 |
| Reading: Literary—Integration of Knowledge and Ideas | 9–10.RL.7, 9–10.RL.9  11–12.RL.7, 11–12.RL.9 |
| Reading: Informational—Key Ideas and Details | 9–10.RI.1, 9–10.RI.2, 9–10.RI.3 11–12.RI.1, 11–12.RI.2, 11–12.RI.3 |
| Reading: Informational—Craft and Structure | 9–10.RI.5, 9–10.RI.5a, 9–10.RI.6  11–12.RI.5, 11–12.RI.5a, 11–12.RI.6 |
| Reading: Informational—Integration of Knowledge and Ideas | 9–10.RI.7, 9–10.RI.8, 9–10.RI.9  11–12.RI.7, 11–12.RI.8, 11–12.RI.9 |
| Reading: Vocabulary and Meaning | 9–10.RL.4, 9–10.RI.4, 9–10.L.4, 9–10.L.5, 9–10.L.6 11–12.RL.4, 11–12.RI.4, 11–12.L.4, 11–12.L.5, 11–12.L.6 |
| Writing: Mechanics and Conventions | 9–10.L.1, 9–10.L.2, 9–10.L.3  11–12.L.1, 11–12.L.2, 11–12.L.3 |
| Writing: Revising and Editing | 9–10.W.1, 9–10.W.2, 9–10.W.3   11–12.W.1, 11–12.W.2, 11–12.W.3 |
| Writing: Written Expression | 9–10.W standards  11–12.W standards |
| Listening: Listening Comprehension | 9–10.SL.2, 9–10.SL.3  11–12.SL.2, 11–12.SL.3 |
| Speaking: Spoken Expression | 9–10.SL standards  11–12.SL standards |

1. California Department of Education, DataQuest, Language Census Data for 2012–13 [↑](#footnote-ref-2)
2. EDFacts/California Consolidated State Performance Report, 2012–13 and 2013–14 [↑](#footnote-ref-3)