

Grade 8 English Language Arts Practice Test
Scoring Guide (computer-based form)

Session	Sequence	Item Type	Key	Alignment
1 Research Simulation Task	1	MC	A	RI.8.4, RI.8.1
		MC	C	
	2	MC	B	RI.8.2, RI.8.1
		MS	A, C	
	3	MC	B	RI.8.5, RI.8.1
		MC	C	
	4	MC	B	RI.8.4, RI.8.1
		MC	A	
	5	MC	C	RI.8.3, RI.8.1
		MC	C	
6	MC	B	RI. 8.5, RI.8.1	
	MC	B		
7	MC	A	RI.8.2, RI.8.1	
	MC	A		
8	PCR	see rubric	RI.8.1, RI.8.3, RI.8.9, W.8.2, W.8.4—W.8.10, L.8.1, L.8.2	
2 Literary Analysis Task*	9	MC	A	RL.8.4, RL.8.1
		MC	C	
	10	MC	C	RL.8.3, RL.8.1
		MS	A, E	
	11	MC	D	RL.8.3, RL.8.1
		MC	B	
	12	MC	C	RL.8.4, RL.8.3, RL.8.1
		MC	B	
	13	MC	C	RL.8.3, RL.8.1
		MS	B, F	
14	PCR	see rubric	RL.8.3, RL.8.1, W.8.2, W.8.4—W.8.10, L.8.1, L.8.2	
2 Narrative Writing Task and	15	MC	B	RL.8.3, RL.8.2, RI.8.1
		MC	A	
	16	MC	A	RL.8.3, RL.8.1
		MC	B	
	17	MS	A, C	RL.8.2, RL.8.1
		MS	C, D	
	18	MC	D	RL.8.2, RL.8.1
		MC	C	
	19	PCR	see rubric	W.8.3, W.8.4—W.8.10, L.8.1, L.8.2

*Since Session 2 on the actual test may be a Literary Analysis Task OR a Narrative Writing Task and 1-2 passage sets, the practice test includes both. This allows students and teachers to prepare for either possibility.

Grade 8 English Language Arts Practice Test
Scoring Guide (computer-based form)

Session	Sequence	Item Type	Key	Alignment
2 Reading Literary and Informational Text Set*	20	TE	see TE [†] item image at end of scoring guide	RI.8.2, RI.8.1
	21	MC	C	RI.8.3
	22	MC	D	L.8.4
	23	MC	D	RI.8.6
	24	MC	B	RI.8.4
	25	MC	A	RI.8.3, RI.8.4, RI.8.1
	MC	C		
3 Reading Literary and Informational Texts	26	MC	A	RI.8.6, RI.8.1
		MC	C	
	27	MC	A	L.8.4
	28	MC	D	RI.8.4
	29	MC	D	RI.8.3
	30	MC	B	RI.8.2
	31	TE	see TE [†] item image at end of scoring guide	RL.8.4, L.8.5
	32	MC	B	RL.8.2
	33	MC	D	RL.8.4
	34	MC	C	RL.8.2, RL.8.1
		MC	D	
	35	MC	B	RL.8.5
	36	TE	see TE [†] item image at end of scoring guide	RI.8.5, RI.8.8
	37	MC	C	RI.8.2
	38	MC	D	RI.8.4
39	MC	C	RI.8.2, RI.8.1	
	MC	C		
40	MS	C, F	RI.8.6	

[†]Technology Enhanced

***Since Session 2 on the actual test may be a Literary Analysis Task OR a Narrative Writing Task and 1-2 passage sets, the practice test includes both. This allows students and teachers to prepare for either possibility.**

SCORING INFORMATION: GRADE 8

The table below summarizes the scoring of the 2016 ELA Tasks at grade 8.

Scoring of Tasks on the 2016 ELA Tests: Grade 8					
Task	Dimensions	Points by Dimension	Total Points	Change from 2015 Scoring Rubrics	Rubrics
Research Simulation	Reading/Written Expression*	16 points (4 times holistic score)	19	Reading and Written Expression combined into one dimension (same total score points as 2015)	<u>2016 Grade 8 Scoring Rubrics</u>
	Conventions	3 points			
Literary Analysis	Reading/Written Expression*	16 points (4 times holistic score)	19	Reading and Written Expression combined into one dimension (same total score points as 2015)	
	Conventions	3 points			
Narrative Writing	Written Expression	12 points (3 times holistic score)	15	No change	
	Conventions	3 points			

*When scoring the Reading/Written Expression dimension, the holistic score (4, 3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading/Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST or the LAT.

GRADES 6-8
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

#8 Research Simulation Task (RST) and #14 Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; • addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; • uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; • is effectively organized with clear and coherent writing; • establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; • addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; • uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; • is organized with mostly clear and coherent writing; • establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; • addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience; • uses some reasoning and text-based evidence in the development of the claim or topic; • demonstrates some organization with somewhat coherent writing; • has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; • addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • has a style that is minimally effective. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates no comprehension of ideas by providing an inaccurate or no analysis; • is undeveloped and/or inappropriate to task, purpose, and audience; • includes little to no text-based evidence • lacks organization and coherence; • has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

GRADES 6-8
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

#19 Narrative Writing Task (NWT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is mostly effectively developed with narrative elements and is mostly appropriate to the task; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; has a style that has limited effectiveness. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.

A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied.

Coded Responses:

- A=No response
- B=Response is unintelligible or undecipherable
- C=Response is not written in English
- D=Off-topic
- E=Refusal to respond
- F=Don't understand/know

Technology Enhanced Item Images/Keys
#20

Before Response

 ?

Central Idea

list of central ideas

Training for the Iditarod requires that dogs must run thousands of miles.

The Iditarod is a life-altering experience.

Training for the Iditarod requires that a person become part of a team.

The Iditarod is a challenging race.

Correct Response

 ?

Central Idea

The Iditarod is a life-altering experience.

list of central ideas

Training for the Iditarod requires that dogs must run thousands of miles.

Training for the Iditarod requires that a person become part of a team.

The Iditarod is a challenging race.

 ?

Evidence

list of evidence

... everyone who does it is changed permanently and misses it, misses the dogs and the run for the rest of his or her life ...

Training and the race mean you must run them four, five thousand miles.

... when they ran again I stood on the step without sleep, again and again for twenty-nine hours.

... had become closer to me in many ways than my family ...

... before coming to our cabin I saw that there were lights on and that there was company.

I have, really, never come back.

 ?

Evidence

... everyone who does it is changed permanently and misses it, misses the dogs and the run for the rest of his or her life ...

I have, really, never come back.

list of evidence

Training and the race mean you must run them four, five thousand miles.

... when they ran again I stood on the step without sleep, again and again for twenty-nine hours.

... had become closer to me in many ways than my family ...

... before coming to our cabin I saw that there were lights on and that there was company.

Technology Enhanced Item Images/Keys

#31

Before Response

   

the red fox asleep under the green branches of the pine. It flared up in the sweet order of its being, the tail that was over the muzzle lifting in airy amazement and the fire of the eyes followed and the pricked ears and the thin barrel body and the four athletic legs in their black stockings . . .

Correct Response

   

the red fox asleep under the green branches of the pine. It **flared up** in the sweet order of its being, the tail that was over the muzzle lifting in airy amazement and **the fire of the eyes followed** and the **pricked ears** and the thin barrel body and the four athletic legs in their black stockings . . .

Technology Enhanced Item Images/Keys
#36

Before Response

... the white resolves into grave, graceful birds, heavy-billed hunters of the heron family, dressed entirely in a white as luminous as the layers of a wedding gown.

They roost together, they nest together, and when they are not hunting they spend a large part of their time trying to impress one another.

Hunters found them numerous and approachable, women considered their delicate plumes particularly appealing.

... turning aerial somersaults to attract favorable attention and, above all, fanning those magnificent plumes for anyone who will watch.

Supports the description

Contradicts the description

Correct Response

... the white resolves into grave, graceful birds, heavy-billed hunters of the heron family, dressed entirely in a white as luminous as the layers of a wedding gown.

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