

This document contains the answers to all items on the English I Practice Test, as well as alignment and [scoring information](#). Refer to the [ELA Practice Test Guidance](#) for information on how to incorporate the practice tests into instruction, as well as a scoring activity.

Although the actual test contains only three sessions and two tasks—a Research Simulation Task AND a Literary Analysis Task OR a Narrative Writing Task—the practice test includes four sessions and all three tasks so students can address Writing standards 1, 2, and 3. See the [English I Assessment Guide](#) for more information about the test’s design.

Session	Sequence	Item Type	Key	Alignment
1 Literary Analysis Task	1	EBSR	PART A: B PART B: D	RL.9-10.4, RL.9-10.1
	2	MS	PART A: A PART B: C, D	RL.9-10.3, RL.9-10.1
	3	TE	See TE Item Key	RL.9-10.2, RL.9-10.1
	4	EBSR	PART A: C PART B: D	RL.9-10.4, RL.9-10.1
	5	MS	PART A: D PART B: B, F	RL.9-10.3, RL.9-10.1
	6	TE	Part A: B Part B: See TE Item Key	RL.9-10.3, RL.9-10.5, RL.9-10.1
	7	PCR	See Scoring Table and Rubric	RL.9-10.5, 1; W.9-10.2, 4, 9; L.9-10.1, 2
1 Reading Set	8	MS	PART A: C PART B: C, F, G	RI.9-10.2, RI.9-10.1
	9	TE	See TE Item Key	RI.9-10.2, RI.9-10.3, RI.9-10.1
	10	EBSR	PART A: B PART B: D	RI.9-10.2, RI.9-10.1
	11	MS	PART A: D PART B: A, E	RI.9-10.6, RI.9-10.1

Session	Sequence	Item Type	Key	Alignment
2 Research Simulation Task	12	TE	PART A: C PART B: See TE Item Key	RI.9-10.4, RI.9-10.1
	13	EBSR	PART A: B PART B: C	RI.9-10.5, RI.9-10.6, RI.9-10.1
	14	EBSR	PART A: D PART B: B	RI.9-10.5, RI.9-10.8, RI.9-10.1
	15	EBSR	PART A: A PART B: D	RI.9-10.4, RI.9-10.1
	16	EBSR	PART A: C PART B: D	RI.9-10.2, RI.9-10.1
	17	EBSR	PART A: D PART B: C	RI.9-10.6, RI.9-10.9, RI.9-10.1
	18	EBSR	PART A: B PART B: A	RI.9-10.4, RI.9-10.1
	19	TE	See TE Item Key	RI.9-10.6, RI.9-10.1
	20	PCR	See Scoring Table and Rubric	RI.9-10.6, 1; W.9-10.2, 4, 9; L.9-10.1, 2
3 Narrative Writing Task	21	MS	PART A: C PART B: A, F	RL.9-10.3, RL.9-10.6, RL.9-10.1
	22	EBSR	PART A: C PART B: D	RL.9-10.5, RL.9-10.1
	23	EBSR	PART A: B PART B: C	RL.9-10.2, RL.9-10.3, RL.9-10.1
	24	EBSR	PART A: B PART B: D	RL.9-10.2, RL.9-10.1
	25	PCR	See Scoring Table and Rubric Sample Student Responses	W.9-10.3, 4; L.9-10.1, 2

Session	Sequence	Item Type	Key	Alignment
3 Reading Set	26	EBSR	PART A: C PART B: A	RI.9-10.2, RI.9-10.1
	27	TE	See TE Item Key	RI.9-10.2, RI.9-10.1
	28	EBSR	PART A: A PART B: B	RI.9-10.6, RI.9-10.1
	29	EBSR	PART A: A PART B: D	RI.9-10.4, RI.9-10.1
	30	TE	PART A: D PART B: See TE Item Key	RI.9-10.8, RI.9-10.1
	31	MS	PART A: B PART B: C, D	RI.9-10.9, RI.9-10.6, RI.9-10.1
4 Reading Literary and Informational Texts	32	TE	See TE Item Key	RL.9-10.2, RL.9-10.1
	33	EBSR	PART A: A PART B: B	RL.9-10.4, RL.9-10.1
	34	EBSR	PART A: C PART B: D	L.9-10.4, RL.9-10.1
	35	EBSR	PART A: C PART B: C	RL.9-10.6, RL.9-10.1
	36	EBSR	PART A: C PART B: B	RI.9-10.5, RI.9-10.2, RI.9-10.1
	37	EBSR	PART A: C PART B: D	RI.9-10.2, RI.9-10.1
	38	EBSR	PART A: D PART B: B	RI.9-10.4, RI.9-10.1
	39	TE	See TE Item Key	RI.9-10.3, RI.9-10.1
	40	MS	PART A: A PART B: D, E	RI.9-10.2, RI.9-10.1
	41	TE	See TE Item Key	RI.9-10.5, RI.9-10.6, RI.9-10.1

Item Type	Description	Scoring Information
Evidence-Based Selected Response (EBSR)	<ul style="list-style-type: none"> Two-part item Part A measures reading comprehension Part B asks for evidence to support Part A 	<ul style="list-style-type: none"> Worth up to two points (2, 1, or 0) Full credit (2 points): both parts correct Partial credit (1 point): Part A is correct; Part B is not correct No credit (0 points): only Part B is correct or neither part is correct
Multiple-Select (MS)	<ul style="list-style-type: none"> Requires more than one answer (required number of correct answers in boldface in question) Usually part of an EBSR item, MS can be in Part A and/or Part B 	<ul style="list-style-type: none"> Worth up to two points (2, 1, or 0) Full credit (2 points): All answers correct Partial credit (1 point): When MS is in Part A, 1 of 2 or 2 of 3 answers are correct; when MS is in Part B, Part A is correct, but Part B is partially or completely incorrect No credit (0 points): When MS is in Part A, 0 of 2 or only 1 of 3 answers are correct OR only Part B is correct (when MS is in Part A or Part B) OR neither part is correct
Technology-Enhanced (TE)	<ul style="list-style-type: none"> May have one part OR be part of an EBSR item Types: Drag and drop, drop-down menu, highlighting words/phrases/sentences, match interaction within a table (refer to TEI document for more information) 	<ul style="list-style-type: none"> Worth up to two points (2, 1, or 0) TE Items that are part of an EBSR follow the same general rules as EBSR items. Full credit (2 points): all correct responses—whether one or two parts—and ordered correctly, if required, OR if the item includes six or more correct responses, full credit when student chooses all or nearly all correct responses (number of correct responses minus 1) Partial credit (1 point): depends on item type <ul style="list-style-type: none"> For most one-part TE items: 1 point if student chooses at least half of the correct responses For one-part TE items that require paired responses: 1 point when student chooses at least half of the correctly paired responses For one-part TE items that require ordering (e.g., steps in a process): 1 point when a student chooses and correctly orders more than half of the correct responses For summary items that include at least two extra options (e.g., 6 summary details, but student has to choose and order 4 correctly): 1 point when student chooses all of the correct responses but does not place them in the correct order OR when student chooses and correctly orders more than half of the correct responses No credit (0 points): does not meet partial credit rules or for a two-part TE item, only Part B is correct

<p><u>Prose</u> <u>Constructed</u> <u>Response</u> <u>(PCR)</u></p>	<ul style="list-style-type: none"> • Requires student to show understanding of text(s) by writing a multi-paragraph response • Addresses more than one text depending on the task (LAT: 2 texts; RST: 3 texts) • Requires evidence from texts • Measures Reading Comprehension and Written Expression, and Knowledge of Language and Conventions (LAT and RST); measures Written Expression and Knowledge of Language and Conventions (NWT) 	<p>LAT/RST: Worth up to 19 points</p> <ul style="list-style-type: none"> • Reading Comprehension and Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 4 to provide total dimension score • Knowledge of Language and Conventions dimension (3, 2, 1, 0) <p>NWT: Worth up to 15 points</p> <ul style="list-style-type: none"> • Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 3 to provide total dimension score • Knowledge of Language and Conventions dimension (3, 2, 1, 0)
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Key for Technology-Enhanced Items

Session 1, Item 3

First	A young man revisits important places in his town before leaving.
Second	Townpeople gather to say good-bye to a young man.
Third	A young man remembers moments from his past.
Fourth	A train transports a young man from his hometown.

A young man counts his money on the train.

A train conductor is pleasant to a young man while thinking about a fishing trip.

Note: The image on the next page shows the question prior to a response being entered.

First	
Second	
Third	
Fourth	

Townspeople gather to say good-bye to a young man.

A young man counts his money on the train.

A train transports a young man from his hometown.

A young man remembers moments from his past.

A young man revisits important places in his town before leaving.

A train conductor is pleasant to a young man while thinking about a fishing trip.

Session 1, Item 6

- 37 As he waited, he could hear a woman's fretful voice and the impatient jerk and jar of kitchen things, indicative of ill-temper or worry. The longer he stood absorbing this farm-scene, with all its sordidness, dullness, triviality, and its endless drudgeries, the lower his heart sank. All the joy of the home-coming was gone, when the figure arose from the cow and approached the gate, and put the pail of milk down on the platform by the pump.
- 38 "Good-evening," said Howard, out of the dusk.
- 39 Grant stared a moment. "Good-evening."
- 40 Howard knew the voice, though it was older and deeper and more sullen. "Don't you know me, Grant? I am Howard."
- 41 The man approached him, gazing intently at his face. "You are?" after a pause. "Well, I'm glad to see you, but I can't shake hands. That damned cow had laid down in the mud."
- 42 They stood and looked at each other. Howard's cuffs, collar, and shirt, alien in their elegance, showed through the dusk, and a glint of light shot out from the jewel of his necktie, as the light from the house caught it at the right angle. As they gazed in silence at each other, Howard divined something of the hard, bitter feeling that came into Grant's heart, as he stood there, ragged, ankle-deep in muck, his sleeves rolled up, a shapeless old straw hat on his head.

Session 1, Item 9

Event	Effects
Seventy years ago, breeders engineered a tomato that ripened uniformly.	Producers found it easier to determine when to harvest the tomatoes. Consumers found the tomatoes more appealing visually.
Ten years ago, scientists introduced weed genes into tomato plants.	The fruit of the tomato was able to manufacture some of its own sugar. The tomatoes turned dark green before they ripened.

Possible Effects:

The new tomato was proven to be more flavorful.

The ripe tomato lacked any carotenoids.

Note: The image on the next page shows the question prior to a response being entered.

Event	Effects
Seventy years ago, breeders engineered a tomato that ripened uniformly.	
Ten years ago, scientists introduced weed genes into tomato plants.	

Possible Effects: **Producers found it easier to determine when to harvest the tomatoes.**

The new tomato was proven to be more flavorful.

The tomatoes turned dark green before they ripened.

The ripe tomato lacked any carotenoids.

The fruit of the tomato was able to manufacture some of its own sugar.

Consumers found the tomatoes more appealing visually.

Session 2, Item 12

I am grateful to the Executive Committee for this chance to talk to you. I should like to talk tonight—if some of you have long memories perhaps you will regard it as justified—as a fellow scientist, and at least as a fellow worrier about the fix we are in. I do not have anything very radical to say, or anything that will strike most of you with a great flash of enlightenment. I don't have anything to say that will be of an immense encouragement. In some ways I would have liked to talk to you at an earlier date—but I couldn't talk to you as a Director. I could not talk, and will not tonight talk, too much about the practical political problems which are involved. There is one good reason for that—I don't know very much about practical politics. And there is another reason, which has to some extent restrained me in the past. As you know, some of us have been asked to be technical advisors to the Secretary of War, and through him to the President. In the course of this we have naturally discussed things that were on our minds and have been made, often very willingly, the recipient of confidences; it is not possible to speak in detail about what Mr. A thinks and Mr. B doesn't think, or what is going to happen next week, without violating these confidences. I don't think that's important. I think there are issues which are quite simple and quite deep, and which involve us as a group of scientists—involve us more, perhaps than any other group in the world. I think that it can only help to look a little at what our situation is—at what has happened to us—and that this must give us some honesty, some insight, which will be a source of strength in what may be the not-too-easy days ahead. I would like to take it as deep and serious as I know how, and then perhaps come to more immediate questions in the course of the discussion later. I want anyone who feels like it to ask me a question and if I can't answer it, as will often be the case, I will just have to say so.

Session 2, Item 19*

Robert Oppenheimer Speech	Petition to the President	Decision to Drop the Bomb
disconnect between scientific theory and real-world application	defeat of German forces relieving immediate danger to United States	reasons atomic bomb was used
suddenness of important scientific discovery	necessity of public statement to Japanese people	misunderstandings about effects of atomic bomb
creation of atomic bomb in context of other scientific work	moral responsibility of United States	long-term political implications of decision to use atomic bomb

*The phrases within a column do not need to be in a particular order.

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Robert Oppenheimer Speech	Petition to the President	Decision to Drop the Bomb

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long-term political implications of decision to use atomic bomb

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Session 3, Item 27*

How the Native Americans Viewed Sitting Bull	How the White Men Viewed Sitting Bull
<p>thought to have magical powers</p> <p>a leader in uniting the Sioux</p> <p>known as a great warrior</p> <p>believed to be a man of great vision</p> <p>helped the Sioux in their struggle for survival</p>	<p>worked consistently against the government</p> <p>refused to stop the Ghost Dance movement</p> <p>would not settle peacefully on a reservation</p> <p>shared responsibility for Custer's defeat</p>

*The ideas within a column do not need to be in a particular order.

Note: The image on the next page shows the question prior to a response being entered.

How the Native Americans Viewed Sitting Bull	How the White Men Viewed Sitting Bull

worked consistently against the government

thought to have magical powers

a leader in uniting the Sioux

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helped the Sioux in their struggle for survival

Session 3, Item 30

We know that you highly esteem the kind of learning taught in Colleges, and that the Maintenance of our young Men, while with you, would be very expensive to you. We are convinc'd, therefore, that you mean to do us Good by your Proposal; and we thank you heartily. But you, who are wise, must know that different Nations have different Conceptions of things; and you will therefore not take it amiss, if our Ideas of this kind of Education happen not to be the same with yours. We have had some Experience of it. Several of our Young People were formerly brought up at the Colleges of the Northern Provinces; they were instructed in all your Sciences; but, when they came back to us, they were bad Runners, ignorant of every means of living in the Woods, unable to bear either Cold or Hunger, knew neither how to build a Cabin, take a Deer, or kill an Enemy, spoke our Language imperfectly, were therefore neither fit for Hunters, Warriors, nor Counsellors; they were totally good for nothing. We are, however, not the less oblig'd by your kind Offer, tho' we decline accepting it; and, to show our grateful Sense of it, if the Gentlemen of Virginia will send us a Dozen of their Sons, we will take care of their Education; instruct them in all we know, and make Men of them.

Session 4, Item 32

Voldyrev goes to check on the status of a lawsuit.

Voldyrev is sent to a certain clerk in the office.

Voldyrev can't get the clerk's attention.

The porter tells Voldyrev about the three roubles.

The clerk watches the fly and then flicks it away.

The clerk calls out to another person in the office.

Voldyrev stands helplessly in the middle of the room.

The clerk takes care of everything for Voldyrev.

Voldyrev mentions the heirs of Princess Gugulin.

The clerk dips his pen into the ink and checks it.

Note: The image on the next page shows the question prior to a response being entered.

Voldyrev goes to check on the status of a lawsuit.

The clerk calls out to another person in the office.

Voldyrev can't get the clerk's attention.

Voldyrev stands helplessly in the middle of the room.

The clerk takes care of everything for Voldyrev.

The clerk watches the fly and then flicks it away.

The porter tells Voldyrev about the three roubles.

Voldyrev mentions the heirs of Princess Gugulin.

The clerk dips his pen into the ink and checks it.

Voldyrev is sent to a certain clerk in the office.

Session 4, Item 39

Causes	Effects
French and Indian War	increased British taxes on colonies
Redcoat presence in the Colonies after the expulsion of the French	Colonists' fear of a British conspiracy
violent protests	dissolution of certain colonial assemblies
closing of the port of Boston	first Continental Congress

local committees of safety

revolutionary provincial assembly

Note: The image on the next page shows the question prior to a response being entered.

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local committees of safety

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Colonists' fear of a British conspiracy

revolutionary provincial assembly

increased British taxes on colonies

Session 4, Item 41

to criticize the American behavior that led to English hostilities

to exhibit the shrewd and political cunning of America's early leaders

to set the atmosphere for the signing of the U.S. Constitution

Introduction

to establish the Declaration of Independence as a symbol of freedom

Body

to highlight growing tension between the colonies and the English monarchy

Conclusion

to present a climactic event that set the stage for the American Revolution

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Introduction

Body

Conclusion

Scoring of English I PCRs				
Task	Dimensions	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	LAT/RST Rubric
	Conventions	3 points		
Narrative Writing	Written Expression	12 points (3 times holistic score)	15	NWT Rubric
	Conventions	3 points		

*When scoring the Reading Comprehension and 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 Comprehension and 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 and the LAT.

Grades 6–10 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

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 the 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 the claim or topic that is mostly appropriate to the 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 the claim or topic that is somewhat appropriate to the 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 the claim or topic that is limited in its appropriateness to the 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 the 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 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 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 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 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 6–10 Narrative Writing Task (NWT) Scoring Rubric

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 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 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 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 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>

NOTES:

- 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 W1-W4.
- Tone is not assessed in grade 6.
- Per the [Louisiana Student Standards](#), in grades 9 and 10, narrative elements may include creating one or more points of view and constructing event models of what happened, in addition to the grades 3-8 elements: establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives, establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate. The elements to be assessed are expressed in the grade-level standard W3.