



Grade 8



Smarter Balanced Assessment Consortium:

English/Language Arts CAT Practice Test
Scoring Guide

Grade 8

05/14/2014



Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
1	8	1	8	2	RI-1	The student will support a given conclusion with evidence from the text.

2672



Click the sentence that **best** supports that Ansel Adams' approach to photography changed from a hobby to an art form.

Ansel would decide carefully on the subject of each photograph he took, then choose the angle from which to take it, sometimes hiking for miles to find the best vantage point. He studied the movement of sun and clouds, often waiting hours for the perfect light with which to "paint" his photograph. Then, as he developed the film into prints, he found that he could bring his own paintings to life.

"When I first made snapshots in and around Yosemite," he said, "I was casually making a visual diary—recording where I had been and what I had seen—and becoming intimate with the spirit of wild places. Gradually my photographs began to mean something in themselves; they became records of experiences as well as of places. People responded to them and my interest in the creative potential of photography grew."

Key: People responded to them and my interest in the creative potential of photography grew." (All text is selectable.)

Rubric: (1 point) Student selects the correct sentence.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
2	8	1	9	2	RI-2	The student will summarize the central idea in a text using supporting evidence.

2673



Which statement **best** summarizes the central idea of the text?

- (A) Ansel Adams volunteered at a film development company when he was young and developed a foundation for photography.
- (B) Ansel Adams captured the smallest of details in everyday life, and considered the use of light, shade, and angles before taking a photograph.
- (C) Ansel Adams approached photography with the desire to capture the experience within the setting or subjects taken, evoking a range of emotion from his viewers.
- (D) Ansel Adams put extensive thought and preparation into his photography by documenting the types of film, lens, and filters needed when photographing his subjects.

Key: C

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
3	8	1	10	2	RI-4, L-4.a	The student will use resources to determine the correct meaning of a word in an informational text.

2674



First, read the dictionary definition. Then, complete the task.

(n) **1.** caretaker

Click on the word in the paragraphs that **most closely** matches the definition provided.

Ansel soon had plenty of opportunities to practice his photography. Starting when he was eighteen, he spent four summers in Yosemite National Park as a custodian for the Sierra Club headquarters. He led hiking expeditions through Yosemite and captured spectacular photographs with each hike.

He created his photos carefully, as though they were paintings like those seen at the Expo. Early in the twentieth century, photography was not considered creative art, but Ansel hoped to change that. He'd seen how the use of light and shade in paintings could bring them to life, and he wanted to use his camera to paint with light. He visualized the story he wanted to tell with each photo. "The picture we make is never made for us alone," he said later. "It is, and should be, a communication—to reach as many people as possible." Photographs, he felt, could create the same strong feelings the paintings at the Expo had aroused in him.

Key: custodian (selectable distractors are: opportunities, expeditions, communication)

Rubric: (1 point) Student selects the correct word.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
4	8	1	11	3	RI-3	The student will make an inference about the text and identify evidence within the text that support that inference.

2675



What **most likely** did the author intend by mentioning Ansel Adams's apprenticeship with Frank Dittman in paragraph 2? Support your answer with evidence from the text.

Score	Rationale	Exemplar
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text <p>Responses may include (but are not limited to):</p> <ul style="list-style-type: none"> • (inference) The author wanted to show how interested and dedicated Ansel Adams was to photography. • (support) working for free • (support) how he was unhappy with the development work done on his first pictures • (support) the purpose of his apprenticeship 	<p>Snyder included Ansel Adams' apprenticeship under Frank Dittman to show his keen interest and true dedication to the art of photography. Unhappy with the results of his developed pictures of Yosemite, Adams volunteered to "work in the shop without pay, just to learn more about photography." Dittman taught Adams how to turn film into prints. From this experience, Adams learned how a photograph was created from beginning to end. This makes it clear that his dedication to learning photography was more than a passing notion.</p>

1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text <p>Responses may include those listed in the 2 point response.</p>	<p>The author mentions Adams' apprenticeship to show how much he loved photography. He worked for free.</p>
0	<p>A response:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no explanation or no relevant information from the text 	<p>Adams loved taking pictures.</p>

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
5	8	1	11	3	RI-6	The student will make an inference about the author's purpose and identify evidence within the text that supports that inference.

2676



This question has two parts. First, answer part A. Then, answer part B.

Part A

Which of these inferences about the author’s purpose is supported by the text?

- (A) She wants to reveal Ansel Adams' inspiration.
- (B) She wants to promote Ansel Adams' publications.
- (C) She wants the reader to consider a career in photography.
- (D) She wants the reader to know how Ansel Adams was raised.

Part B

Which sentence from the text **best** supports your answer in part A?

- "When they arrived, Ansel's parents gave him a gift—a simple Kodak Box Brownie camera."
- "He made up a set of work sheets on which he could write down every decision he made when taking a photograph—the type of film he'd use and how it was loaded in the camera, which lens and filters he'd used, and all of the camera settings."
- "He created his photos carefully, as though they were paintings like those seen at the Expo."
- "Ansel Adams created over forty thousand photos during his lifetime."

Key:

Part A: A

Part B: "He created his photos carefully, as though they were paintings like those seen at the Expo."

Rubric: (1 point) Student selects the correct response in Part A and the correct response in Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
6	8	1	12	3	RI-3	The student will analyze the interaction between elements of the text.

2677



This question has two parts. First, answer part A. Then, answer part B.

Part A

Select the statement that **best** describes what the use of Ansel Adam's worksheets show about his dedication to photography.

- (A) The worksheets show that Adams was a very poor photographer in the beginning.
- (B) The worksheets show that Adams thought photography was a science and not an art.
- (C) The worksheets show that Adams gave serious consideration to the art of photography.
- (D) The worksheets show that Adams believed his photographs would someday be published.

Part B

Which sentence from the text **best** supports your answer in part A?

- "But when he returned home and had those photos developed, he wasn't happy with the way most of them turned out."
- "He also took notes on the amount of light available when he took each photo."
- "This helped him to improve with every photo he took, and he read every book and magazine he could find to learn more."
- "He published these pictures in a book called *Born Free and Equal* to draw attention to the unfair treatment of these U.S. citizens. Later, other Adams photographs were published in President Lyndon Johnson's report 'A More Beautiful America.'"

Key:

Part A: C

Part B: "This helped him to improve with every photo he took, and he read every book and magazine he could find to learn more."

Rubric: (1 point) Student selects the correct response in Part A and the correct response in Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
7	8	1	13	3	RI-5	The student will analyze why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

2678



Read the line from the text.

"The picture we make is never made for us alone," he said later. "It is, and should be, a communication—to reach as many people as possible."

What effect does the author's use of Adams' words have on the reader's understanding of Adams' work? Select **two** options.

- that Adams was proud about the success he would enjoy
- that Adams intended to share his photography with the public
- that Adams felt pictures are the most important way art can reach people
- that Adams thought about creating art as a way of speaking to the world
- that Adams felt strictly that art should be made for others' enjoyment rather than for oneself

Key: that Adams intended to share his photograph with the public; that Adams thought about creating art as a way of speaking to the world

Rubric: (1 point) Student selects the two correct responses.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
8	8	1	14	3	L-5	The student will interpret the meaning of figurative words and phrases used in context and its impact on meaning and tone.

2679



Read the line from the text.

He studied the movement of sun and clouds, often waiting hours for the perfect light with which to "paint" his photograph.

What effect does the author create by using the words "the perfect light with which to 'paint' his photograph"?

- (A) The phrase helps the reader see Adams as a painter.
- (B) The phrase suggests that a photograph is the same as a painting.
- (C) The phrase creates a picture of Adams capturing the best moment in which to produce art.
- (D) The phrase uses language that makes the reader think photography and painting are simple.

Key: C

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
9	8	1	1	2	RL-1	The student will identify text evidence to support a given inference based on the text.

2694



Which sentence from the text **best** reveals how Stewart feels about his abilities?

- (A) "The noise of the keyboards started to sound like a song to Stewart."
- (B) "He remembered one day when school let out early and he had taken the subway to the park zoo."
- (C) "Mustard was pretty smart, just like Stewart, so he would stop before he got too tangled up."
- (D) "I didn't want to start and be wrong."

Key: D

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
10	8	1	2	2	RL-2	The student will analyze the impact of word choice on reader interpretation of meaning or tone.

2688



Click on the sentence that **best** represents the theme of the text.

The noise of the keyboards started to sound like a song to Stewart. He noticed that often happened to him after lunch. After lunch he would walk out of the cafeteria straight to third block, Introduction to Digital Publishing, or Beginning On-Line Publications, he could not remember. He did not like his classes but after lunch, it got worse.

All of the students around him seemed to know exactly what they were doing. They sat down and began hammering away at their keyboards, and Stewart didn't move. He firmly believed that if he didn't know what came next he ought to just wait until it came to him. He looked at the place where his thumb and first finger met. When he looked at the angle they made he thought of the beak of a giant bird, like an eagle. He remembered one day when school let out early and he had taken the subway to the park zoo. There was a Peregrine Falcon at the zoo and when he sharpened his beak on a stone it sounded the same as the noise the students around him were making on the keyboards.

Suddenly Stewart was flying from his plastic desk chair out out out of his own head. He thought how it must be to fly like that falcon and he thought of its name again. . . Peregrine. It sounded like pair-of-grin to him and that made him smirk a little.

Pair of grins made him think of those men who dressed as clowns down near the American Museum of Natural History. One of them was always on a unicycle, even when he took a break and got some lunch. The other guy stood behind the unicycle guy and together they would juggle. They would juggle back and forth between the two of them. Sometimes they juggled oranges and sometimes they would let the bystanders toss in different things and they would juggle whatever they were given.

Key: He firmly believed that if he didn't know what came next he ought to just wait until it came to him. (selectable distractors are: After lunch he would walk out of the cafeteria straight to third block, Introduction to Digital Publishing, or Beginning On-Line Publications, he could not remember.; There was a Peregrine Falcon at the zoo and when he sharpened his beak on a stone it sounded the same as the noise the students around him were making on the keyboards.; It sounded like pair-of-grin to him and that made him smirk a little.; Sometimes they juggled oranges and sometimes they would let the bystanders toss in different things and they would juggle whatever they were given.)

Rubric: (1point) Student selects the correct sentence.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
11	8	1	3	2	RL-4, L-4.b	The student will determine the meaning of a word based on its context in a literary text.

2691



Read the sentence from the text.

Sometimes they juggled oranges and sometimes they would let the bystanders toss in different things and they would juggle whatever they were given.

What does the word bystanders **most likely** mean?

- (A) artists
- (B) cyclists
- (C) observers
- (D) performers

Key: C

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
12	8	1	4	3	RL-3	The student will form a conclusion about a literary text and identify details within the text to support that conclusion.

2693



What conclusions can be drawn about Stewart's imagination? Support your answer with details from the text.

Score	Rationale	Exemplar
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text <p>Responses may include (but are not limited to):</p> <ul style="list-style-type: none"> • (conclusion) Stewart has a vivid imagination. • (support) trip to the park zoo • (support) visions of clowns • (support) riding the subway • (support) walking a dog 	<p>Stewart has a very vivid imagination. The author reveals Stewart's imagination by following him through a series of memories that are inspired by the tapping of the keyboard in class. The placement of his fingers on the keyboard triggers an imagined story that includes a trip to the park zoo and visions of clowns down near the American Museum of Natural History. Stewart goes on to imagine himself walking a dog named Mustard down 8th Avenue on a busy Saturday. The story end when the teacher recognizes that Stewart was daydreaming in class and encourages him to use his vivid imagination to complete his class assignment.</p>
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make 	<p>Stewart's imagination helps the reader understand what he wants from other people.</p>

	<p>reference to the text</p> <ul style="list-style-type: none"> Explains inference/conclusion with vague/limited information based on the text <p>Responses may include those listed in the 2 point response.</p>	
0	<p>A response:</p> <ul style="list-style-type: none"> Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> Gives an inference/conclusion but includes no explanation or no relevant information from the text 	Stewart has a good imagination.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
13	8	1	5	3	RL-3	The student will analyze the relationships among literary elements within one text.

2689



This question has two parts. First, answer part A. Then, answer part B.

Part A

Click on the statement that **best** explains how the use of flashback affects the events in the text.

- A. The flashback shows that Stewart avoids doing his homework because he does not like his class.
- B. The flashback shows that Stewart's memories spark images, causing ideas to develop from other ideas.
- C. The flashback shows that memories from the past are more important than what is currently happening.
- D. The flashback shows that Stewart has difficulty concentrating, impacting his ability to complete the assignment.

Part B

Click on the sentence from the text that **best** supports your answer in part A.

He looked at the place where his thumb and first finger met. When he looked at the angle they made he thought of the beak of a giant bird, like an eagle. He remembered one day when school let out early and he had taken the subway to the park zoo. There was a Peregrine Falcon at the zoo and when he sharpened his beak on a stone it sounded the same as the noise the students around him were making on the keyboards.

Suddenly Stewart was flying from his plastic desk chair out out out of his own head. He thought how it must be to fly like that falcon and he thought of its name again. . . Peregrine. It sounded like pair-of-grin to him and that made him smirk a little.

Key:

Part A: B

Part B: Suddenly Stewart was flying from his plastic desk chair out out out of his own head. (All text is selectable.)

Rubric: (1 point) Student selects the correct response in Part A and the correct sentence in Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
14	8	1	6	2	RL-5	The student will determine how the overall structure of the text impacts its meaning.

2681



What effect does the description of Stewart's relationship with Mustard have on the reader's understanding of Stewart?

- Ⓐ It helps the reader to see Stewart's lack of focus.
- Ⓑ It helps the reader feel sympathetic toward Stewart.
- Ⓒ It helps the reader understand that Stewart feels lonely.
- Ⓓ It helps the reader appreciate Stewart's active imagination.

Key: D

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
15	8	1	7	3	RL-4, L-5.a	The student will interpret the intent and use of a literary device and analyze its impact on meaning or tone.

2687



Read the sentences from the text.

"Stewart, what is going on with you? All I am asking of you is a simple brochure! This should be fun—your favorite trip around the city. Don't you have any imagination?"

What effect does the author create by using this quotation? Select **two** options.

- The author characterizes Stewart as a lazy and uninterested student.
- The author uses irony to help the reader understand Stewart's conflict.
- The author uses flashback to show how hard the students in Stewart's class work.
- The author shows the reader how other characters in the story view Stewart.
- The author defines the lines between reality and Stewart's over-active imagination.

Key: The author uses irony to help the reader understand Stewart's conflict.; The author shows the reader how other characters in the story view Stewart.

Rubric: (1 point) Student selects the two correct responses.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
16	8	2	3b	2	W-2.f	The student will provide a conclusion that is related to and supports the information or explanation presented

2515



A student is writing a report for English class about famous Chicago landmarks. Read the paragraph from the draft and complete the task that follows.

The home of the Chicago Cubs baseball team is one of the many famous landmarks in Chicago. Fans notice Wrigley Field's one-of-a-kind feature, the ivy-covered outfield walls, as soon as they enter through the ramps of the ballpark. Phillip K. Wrigley, owner of the team, wanted to beautify the stadium during a renovation of the bleachers in 1937. He hired Bill Veeck, General Manager of the Cubs, to lead the project. Veeck arranged for Boston ivy to be grown on the walls of Wrigley Field. The lush ivy would be a soft landing spot for an outfielder catching a high fly ball. However, the brick wall standing behind the ivy is not something any ballplayer wants to hit with his head.

The student thinks the paragraph needs an ending that is more appropriate for the audience. Choose the sentence that would **best** replace the underlined sentence.

- (A) Baseballs have been known to get lost in the ivy.
- (B) Bill Veeck deserves credit for the beauty of the ivy at Wrigley Field.
- (C) To this day, Wrigley is the only ballpark with an ivy-covered outfield wall.
- (D) Fans flocking to the cozy confines of Wrigley Field would love to have a piece of the vines as a souvenir.

Key: C

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
17	8	2	3b	2	W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f	1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as g. providing a conclusion that is related to and supports the information or explanation presented.

885



A student is writing a research report about the volcanic island, Surtsey, for a class assignment. Read the paragraph from a draft of the report and answer the question that follows.

Surtsey is a volcanic island that is located off the coast of Iceland. This island is unique because it was formed by volcanic activity and only rose above the ocean's surface in the 1960s. When the island appeared, it was a barren rock with no animal or plant life. Scientists studied Surtsey because they wanted to see if and how life would develop on Surtsey. The first signs of life on the island were the results of seeds that were carried by the wind and waves. Eventually, birds nested on Surtsey. Today Surtsey has a number of plants and other organisms living on it.

Which sentence **best** concludes the paragraph?

- (A) The number and types of island plants and animals is not expected to keep increasing.
- (B) The ocean someday could rise to levels that would cause the island to disappear again.
- (C) The island has nesting grounds for many species of sea birds, including puffins and gulls.
- (D) This island is important because it has been a valuable tool for scientists studying plant and animal life.

Key: D

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
18	8	2	6a	3	W-1.a	(Organization) The student will use information provided in a stimulus to write organized arguments by establishing and introducing a clear claim

2552



A student is writing an editorial for the local newspaper about cell phones in schools. Read the draft of the editorial and complete the task that follows.

Needing to Communicate

Many parents want to be able to have access to their children via cell phones during the school day. However, with the regulations that are present at most schools, contacting their children can seem impossible to parents. While it is true that cell phones can be used improperly in a classroom, this problem can be avoided by establishing a clear set of rules. Instead of banning cell phones completely in schools, school districts should impose limits. These limits would help ensure that mobile devices are used for the right circumstances. For example, students would not be able to use phones during classes. They would, however, be able to use phones during breaks, such as lunch, and after school. This limit would eliminate disruptive phone alerts during lessons but still enable appropriate use for students who are able to follow the rules and thus earn the privilege of carrying a phone.

Write an introduction to the editorial that establishes and introduces a clear claim that supports the use of cell phones in schools.

Score	Rationale	Exemplar
2	<p>The response:</p> <ul style="list-style-type: none"> establishes an appropriate claim that adequately articulates the argument (s) presented in the stimulus provides adequate information to put the claim about the school board's plan to frame the argument /put it into context does more than list arguments to support the claim—not formulaic provides an adequate connection to the body paragraph 2 point sample answer 	<p>Cell phones should be allowed in schools. The reality is that a greater number of students and their parents are acquiring cell phones. As a result, we are increasingly becoming a generation that is dependent on mobile technology. Schools already have rules for the use of technology, such as school computers. Therefore, why not create a policy for cell phones as well? Rules would be better than a ban.</p> <p>Annotation: The writer's introduction does reflect the argument as a whole and sets the context. The suggested solution moves the reader to the next body paragraph. This "adequate" response meets all criteria for a 2, although other "2" responses may not hit all 4 bullets, or might utilize other approaches.</p>
1	The response:	Schools should allow students to have cell phones.

	<ul style="list-style-type: none"> provides a claim that partially reflects the argument(s) presented in the stimulus provides general information that attempts to frame the argument/put the claim into context may list arguments—formulaic provides a weak connection to the body paragraph <p>1 point sample answer</p>	<p>Currently, we depend on cell phones to stay in touch with others and to get updated information. School is about gathering information; therefore, cell phones will help.</p> <p>Annotation: The claim is appropriate for the argument, but there is little context provided, and the information provided is mostly general (“stay in touch”) or irrelevant to the stimulus (“gathering information”). The connection to the body paragraph is weak. Other “1” responses may have different strengths, weaknesses, approaches and still receive an overall score of “1.”</p>
0	<p>The response:</p> <ul style="list-style-type: none"> provides no claim OR provides a claim that is not adequate/appropriate for the stimulus provides irrelevant or no information to frame the argument or put the claim into context provides no appropriate connection to the body paragraph 	<p>I have a cell phone that my mom gave to me to use to keep in contact with her. It’s great for school. It has Internet access on it, so that I can check email and look up information as well.</p> <p>Annotation: There is an implicit claim (“it’s great for school” [therefore they shouldn’t be banned]), but the information provided to frame the argument is irrelevant to the stimulus (“my mom,” “email,” etc.). There is no attempt to connect to the body of the paragraph. See other grade levels for different types of “0” responses.</p>

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
19	8	2	8	2	W-2, L-6	The student will identify and use the best academic or grade-level or below domain-specific (but not scientific or social studies construct-relevant word(s)/phrases) to convey the precise or intended meaning of a text especially with informational/explanatory writing.

2592



A student is writing a school newspaper article about photic sneezers. Read the draft of the article and answer the question that follows.

Some people sneeze when they are hit with direct sunlight. We refer to these people as photic (light) sneezers. About one of every three people sneezes when exposed to strong light. Photic sneezes occur when nerves leading to the brain from the eye and nose become intertwined. When this happens, suddenly seeing bright light sends electrical signals to the brain that are mistaken as signals from the nose. The nose and eye nerves crossing fools the brain causing the nose to tickle, which, in turn, leads to the photic sneeze. There is some evidence that the photic sneeze reflex is something people are born with.

The student wants to replace the underlined words with ones that are more specific. Which **two** pairs of words would best replace the underlined words?

- sturdy, natural
- brilliant, genetic
- tough, fortunate
- harsh, traditional
- intense, hereditary
- dangerous, ancestral

Key: brilliant, genetic; intense, hereditary

Rubric: (1 point) Student selects the two correct responses.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
20	8	2	9	1	L-1.b	The student will identify and/or edit for correct use of verb tense, conditional mood.

2511



Choose the sentence that does **not** contain errors in grammar usage.

- (A) "Rufus, come, Rufus," I bellow to my dog as I chased him down the street.
- (B) Mr. Smith comes out of his house and caught my dog before it ran into the street.
- (C) "Thanks for your help," I shout across the street to Mr. Smith, who shrugs as if it was nothing.
- (D) Once Rufus and I were safely home, I gave him a bowl of water, which he drank as if he were dehydrated.

Key: D

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
21	8	2	9	1	L-1, L-2, L-3	To answer the question, students must recognize misplaced modifiers and an inappropriate shift in verb voice.

1054



Choose the sentence that does **not** contain any errors in grammar usage or punctuation.

- Ⓐ John brought a bagged lunch, but he did not have time to eat it.
- Ⓑ Every Friday, the cafeteria serves pizza to students on paper plates.
- Ⓒ I bought pizza, and it was eaten by me for lunch.
- Ⓓ Topped with hot fudge sauce, John could not believe I ate the entire sundae.

Key: A

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
22	8	3	4	2	SL-2, SL-3	2. The student will analyze how information is presented and/or the effects of the delivery.

2460



What is the **most likely** reason the speaker mentions the research studies about children’s hand-eye coordination and their ability to imagine three-dimensional objects?

- Ⓐ to illustrate that he is not completely against all video games
- Ⓑ to defend video games against what he thinks are unfair attacks
- Ⓒ to propose that video games should be used as an educational tool
- Ⓓ to explain that educational video games should not be given mature ratings

Key: A

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
23	8	3	4	3	SL-3, SL-2	3. The student will analyze a quality (soundness of reasoning, relevance or sufficiency of evidence) of a presentation.

2583



Which claim from the presentation is **not** fully supported?

- (A) Playing video games may increase a child’s abilities.
- (B) Increasing childhood obesity has been linked to playing video games.
- (C) Some adults think video games can negatively affect a child's behavior.
- (D) The potential positive effects of video games have little impact in the real world.

Key: D

Rubric: (1 point) Student selects the correct response.

Item #					Grade	Claim	Target	DO K	Item: Standards	Evidence Statement
24	8	3	4	2	SL-3, SL-2				3. The student will analyze a quality (soundness of reasoning, relevance or sufficiency of evidence) of a presentation.	

2456



The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read the sentence from the presentation and the directions that follow.

"People have said the same thing about movies, television, and music."

Based on the presentation, which of the following **best** describes the speaker's error with using the information in the sentence?

- (A) The information lacks sufficient evidence to show that video games may be harmful.
- (B) The information lacks sufficient evidence to show that video games are sometimes beneficial.
- (C) The information is not related to the idea that video games with a mature rating are intended for adults.
- (D) The information is not related to the idea that video games are increasingly popular with very young children.

Part B

Which of the following is the **best** way to revise the sentence to correct the error?

- Parents have seen their children react negatively to video games, movies, television, and music.
- Studies have already shown that movies, television, and music can have a negative effect on children.
- However, the benefits of playing video games outweigh the negative effects of movies, television, and music.
- In fact, scientists have studied the possible negative effects of movies, television, and music on people's personalities.

Key:

Part A: A

Part B: Studies have already shown that movies, television, and music can have a negative effect on children.

Rubric: (1 point) Student selects the correct response in Part A and the correct response in Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
25	8	3	4	2	SL-2, SL-3	1. The student will identify, interpret, or analyze the point of view, purpose, motive, central idea, or key points of a presentation.

2457



The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which of the following statements **best** describes the central idea of the presentation?

- (A) John D. Rockefeller was a very successful man.
- (B) John D. Rockefeller, Maurice Clark, and Samuel Andrews were very determined businessmen.
- (C) The oil industry was built in large part by the efforts of John D. Rockefeller, Maurice Clark, and Samuel Andrews.
- (D) The success of Excelsior Oil Works was primarily based on John D. Rockefeller's broad knowledge for business.

Part B

Which sentence from the presentation **best** supports your answer in part A?

- "Clark's friend, chemist Samuel Andrews, approached Clark and Rockefeller, gushing about kerosene."
- "Despite Rockefeller's young age, he quickly took over the day-to-day business operations."
- "By 1865, the company turned out 500 barrels of refined oil a day, making it one of the largest refineries in the country."
- "And with Rockefeller's attention to money, it was consistently profitable."

Key:

Part A: D

Part B: "Despite Rockefeller's young age, he quickly took over the day-to-day business operations."

Rubric: (1 point) Student selects the correct response in Part A and the correct response in Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
26	8	3	4	2	SL-3, SL-2	3. The student will analyze a quality (soundness of reasoning, relevance or sufficiency of evidence) of a presentation.

2465



Which central idea from the presentation is unclear?

- Ⓐ how Excelsior Oil Works succeeded so quickly
- Ⓑ the roles of Maurice Clark and Samuel Andrews in Excelsior Oil Works
- Ⓒ which other large refineries were major competitors of Excelsior Oil Works
- Ⓓ how John D. Rockefeller acquired the business knowledge to successfully manage Excelsior Oil Works

Key: B

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
27	8	3	4	2	SL-2, SL-3	4. The student will draw and/or support a conclusion based on content in a presentation.

2587



Based on the presentation, which statements are suggested about Rockefeller, Clark, and Andrews' business venture? Select **two** options.

- It made the three men very wealthy.
- It helped establish a close friendship between the three men.
- It provides a business model that is still used by modern oil companies.
- It shows that anyone can be successful in business if they are determined.
- It demonstrates that a successful business requires advantageous circumstances and relationships.

Key: It made the three men very wealthy.; It demonstrates that a successful business requires advantageous circumstances and relationships.

Rubric: (1 point) Student selects the two correct responses.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
28	8	4	2	2	RI-9, RI-1	The student will analyze information within and among sources of information.

2568



A student is writing a research report for science class about how rainfall affects crop production. Read **Source 1** and the directions that follow.

Source 1: Missouri Corn Yield and Rainfall Comparison

County	Corn Yield (bushels per acre)		Rainfall (inches)	
	2011	2012	2011	2012
Atchison	149	106	34	23
Bollinger	105	107	68	37
Gasconade	82	64	45	38
Linn	116	51	30	29
New Madrid	171	159	74	32

The student found another source. Read **Source 2**. Click on **two** sentences that have information that conflicts with the information in **Source 1**.

Source 2: "Corn Crop Production for 2012" by Lorna Schulman

Overall, Missouri experienced a drier year in 2012 than in 2011, and it seems to have affected the corn crop. Rainfall in all counties was lower in 2012 than in 2011. In addition, every county in the state also had a lower corn yield in 2012 than in 2011. Even though there was less rain in 2012, the largest corn yield for any county was in 2012. If 2013 rainfall levels are similar to those of 2012, we can expect similar low corn yields. Perhaps it would benefit the farmers in these counties to purchase an irrigation system in order to gain higher corn yields next season.

Key: In addition, every county in the state also had a lower corn yield in 2012 than in 2011.; Even though there was less rain in 2012, the largest corn yield for any county was in 2012. (All text is selectable.)

Rubric: (1 point) Student selects the two correct sentences.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
29	8	4	2	2	WLiteracy-8, W-9	The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.

2584



A student is writing a research report about the Great Barrier Reef. Read both sources and the directions that follow.

Source 1: An official government pamphlet about the Great Barrier Reef

The Great Barrier Reef is made up of large, hard coral reefs that create a visible barrier. It is located between the coast of northern Australia and the Pacific Ocean. There are more types of coral in the Great Barrier Reef than anywhere else in the world. The reef is so big that it can be seen from satellites in outer space. It has become one of Australia's greatest tourist attractions. Visitors to the Great Barrier Reef spend about five billion dollars and create about 60,000 employment opportunities.

Source 2: A report by a marine biologist

Located off of the continent of Australia, the Great Barrier Reef connects to the Pacific Ocean. It is an area known as the Indo-Pacific Ocean. Approximately 1250 miles long, the Great Barrier Reef is made of different species of coral. The wide variety and colors of fish and coral make it a favorite destination for visitors. Although coral can be found off the shores of many Caribbean islands, the coral in the Great Barrier Reef is stronger than other types of coral because it can heal itself when damaged by boats. Yet the Australian government has still created rules about swimming and fishing in the area to protect the coral.

The student took notes about information in the sources. Select **two** notes that correctly paraphrase, or restate, information from both sources.

- When boats damage Australia's Great Barrier Reef, it hurts the tourism industry.
- The Great Barrier Reef is home to many colorful fish and the greatest variety of coral.
- The astonishing size of the Great Barrier Reef makes it preferable to the Caribbean shores.
- There are types of fish and coral living in the Great Barrier Reef that cannot be found anywhere else.
- Australia benefits from tourists' desire to explore the unique and hearty coral found in the Great Barrier Reef.
- By creating swimming and fishing limitations in the Great Barrier Reef, the government is protecting many jobs.

Key: The Great Barrier Reef is home to many colorful fish and the greatest variety of coral.; Australia benefits from tourists' desire to explore the unique and hearty coral found in the Great Barrier Reef.

Rubric: (1 point) Student selects the two correct responses.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
30	8	4	4	2	RLiteracy-1(History), W-9	The student will cite evidence to support arguments or conjectures.

2563



A student is writing an argumentative research report for history class about choosing presidents' names for places or structures. Read the paragraph from the student's report and the directions that follow.

The Hoover Dam stands as a lasting memorial for the 31st President of the United States, Herbert Hoover. Completed in 1936, it was originally called the Boulder Dam but was later renamed for Hoover who was instrumental in having the dam built. The dam is located in the Colorado River and sits on the border of the states of Arizona and Nevada. The Hoover Dam is not the only structure or building to be named for a president. Many monuments, airports, federal buildings, schools, and streets are named after presidents. Some have suggested that this has led to a form of bias where some presidents are celebrated and others are easily forgotten. What these critics fail to realize is that the presidents who are honored are chosen based upon their contributions to the United States, including their political and charitable work. Without the support of presidents like Hoover, dams and other structures and projects that help people would not have been built. Naming places and structures after these presidents is the most appropriate way to honor their legacy and memory.

The student found a source. Read the source and click on **two** pieces of evidence that support the student's claim in her report.

“What Is in a Name: Understanding America’s History” by Neva Chadston

National landmarks named after people, like the Hoover Dam, are important reminders of people's contributions to society. These structures may be owned by public entities like the government, or belong to private groups or organizations who are responsible for taking care of, and managing, a building, a structure, land, and/or property. Honoring someone by naming a landmark after that person reflects the work and contributions that person made during his or her lifetime. However, not everyone who has a structure named after him or her is famous or well-known. Some communities are known for honoring local people and families. Regardless of the reason why they were created, national landmarks are enjoyed by many people.

Key: National landmarks named after people, like the Hoover Dam, are important reminders of people's contributions to society.; Honoring someone by naming a landmark after that person reflects the work and contributions that person made during his or her lifetime. (All text is selectable.)

Rubric: (1 point) Student selects the two correct sentences.