

## Grade 10 English Language Arts Paper-Based Practice Test Answer Key

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

Item Number	Answer Key	Total Points	Reporting Category	Standard
1	C	1	Reading	5
2	D	1	Reading	4
3	A	1	Reading	3
4	D	1	Reading	2
5	B	1	Reading	6
6	B	1	Language	4
7	Part A: B Part B: C	2*	Reading	9
8	B, E, F	2*	Reading	3
9	<i>See Rubric</i>	8	Writing Language	3,4 1,2,3
10	C	1	Reading	5
11	A	1	Reading	8
12	D	1	Reading	4
13	D	1	Reading	8
14	C	1	Reading	2
15	A	1	Language	2
16	Part A: C Part B: B	2*	Reading	2
17	B, C, B, A	2*	Reading	8
18	<i>See Rubric</i>	8	Writing Language	1,4 1,2,3
19	A	1	Reading	3
20	B	1	Reading	4
21	D	1	Reading	1
22	Part A: B Part B: B, C	2*	Reading	2

\* For two-point items, partial credit may be given.

## Scoring rubric for Grade 10 Practice Test Items #9 and #18: Essay

<b>Idea Development</b>	
<ul style="list-style-type: none"> <li>• <b>QUALITY AND DEVELOPMENT OF CENTRAL IDEA/THESIS*</b></li> <li>• <b>SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS *</b></li> <li>• <b>ORGANIZATION</b></li> <li>• <b>EXPRESSION OF IDEAS</b></li> <li>• <b>AWARENESS OF TASK AND MODE</b></li> </ul>	
<b>5</b>	<ul style="list-style-type: none"> <li>• Central idea/thesis is insightful and fully developed</li> <li>• Skillful selection and explanation of evidence and/or details</li> <li>• Skillful and/or subtle organization</li> <li>• Rich expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Central idea/thesis is clear and well-developed</li> <li>• Effective selection and explanation of evidence and/or details</li> <li>• Effective organization</li> <li>• Clear expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Central idea/thesis is general and moderately developed</li> <li>• Appropriate selection and explanation of evidence and/or details</li> <li>• Moderate organization</li> <li>• Adequate expression of ideas</li> <li>• Sufficient awareness of the task and mode</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Central idea/thesis may be present and is somewhat developed</li> <li>• Limited selection and explanation of evidence and/or details</li> <li>• Limited organization</li> <li>• Basic expression of ideas</li> <li>• Partial awareness of the task and mode</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Central idea/thesis is not developed</li> <li>• Insufficient evidence and/or details</li> <li>• Minimal organization</li> <li>• Poor expression of ideas</li> <li>• Minimal awareness of the task and mode</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.</li> </ul>

\*For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include, but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

<b>Standard English Conventions</b>	
<ul style="list-style-type: none"> <li>• <b>SENTENCE STRUCTURE</b></li> <li>• <b>GRAMMAR, USAGE, AND MECHANICS</b></li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Consistent control of a variety of sentence structures relative to length of essay</li> <li>• Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length.</li> </ul>

