**Grade 6 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.

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| **Item Number** | **Answer Key** | **Reporting Category** | **Standard** |
| 1 | Part A: APart B: D | Reading | 5 |
| 2 | Part A: CPart B: D, F | Reading  | 3 |
| 3 | *Narrative Essay - See Rubric* | WritingLanguage | 3,41,2,3 |
| 4 | C | Reading | 1 |
| 5 | B | Reading | 3 |
| 6 | A | Reading | 9 |
| 7 | D | Language | 4 |
| 8 | *Text-Based Essay - See Rubric* | ReadingWritingLanguage | 92,41,2,3 |

**Scoring rubric for Grade 6 Practice Test Item #3: Narrative Essay\***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
|  **Written** **Expression**  | The student response* 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.
 | The student response* 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. | The student response* 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.** | The student response* 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.
 | The student response* is **undeveloped and/or inappropriate** to the task;
* **lacks** organization and coherence;
* has an **inappropriate**

style. |
| **Knowledge of Language and Conventions** |  | 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 clea**r. | 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**. | 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.** | The student response to the prompt demonstrates **no command** of the conventions of standard English. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**. |

*\*This is a draft rubric and may be updated as necessary.*

**Scoring rubric for Grade 6 Practice Test Item #8: Text-Based Essay\***

|  |  |
| --- | --- |
| **Idea Development** | **Conventions** |
| * **quality and development of Central idea**
* **selection and explanation of evidence/ details**
* **organization**
* **expression of ideas**
* **awareness of task and mode**
 | * **sentence structure**
* **grammar, usage and mechanics**
 |
| **5** | * Central idea is insightful and fully developed
* Skillful selection and explanation of evidence/details
* Skillful and/or subtle organization
* Rich expression of ideas
* Full awareness of the task/mode
 | **3** | * A variety of sentence structures formed correctly relative to length of essay
* Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
 |
| **4** | * Central idea is clear and well-developed
* Effective selection and explanation of evidence/details
* Effective organization
* Clear expression of ideas
* Full awareness of the task/mode
 | **2** | * Some variety of sentence structures formed correctly relative to length of essay
* Mostly consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
 |
| **3** | * Central idea is general and moderately developed
* Appropriate selection and explanation of evidence/details
* Moderate organization
* Adequate expression of ideas
* Sufficient awareness of the task/mode
 | **1** | * Little variety in sentence structure and/or sentence structures formed incorrectly
* Little to no control of grammar, usage and mechanics relative to complexity and/or insufficient length
 |
| **2** | * Central idea may be present and is somewhat developed
* Limited selection and explanation of evidence/details
* Limited organization
* Basic expression of ideas
* Partial awareness of the task/mode
 |  |
| **1** | * Central idea is not present and/or not developed
* Insufficient evidence/details
* Minimal or no organization
* Poor expression of ideas
* Minimal or no awareness of the task/mode
 |  |

*\*This is a draft rubric and may be updated as necessary.*