**Grade 8 English Language Arts Computer-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: C  Part B: B | Reading | 3 |
| 2 |  | Reading | 3 |
| 3 | *Narrative Essay - See Rubric* | Writing  Language | 3,4  1,2,3 |
| 4 | D | Reading | 1 |
| 5 | C | Reading | 4 |
| 6 | D | Reading | 3 |
| 7 | D | Reading | 6 |
| 8 | *Text-Based Essay - See Rubric* | Reading  Writing  Language | 2  2,4  1,2,3 |

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

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| --- | --- | --- | --- |
| **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.*