

# PRACTICE TEST ALIGNMENT DOCUMENT

## Grade 8 ELA

Sequence Number	Standards
<b>Session 1</b>	
1	Passage
2	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
3	RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
4	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
5	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
6	RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
7	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
8	RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
9	Passage
10	RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Sequence Number	Standards
11	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
12	RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
13	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
14	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
15	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
16	Passage
17	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
18	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
19	RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
20	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
21	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
22	RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Sequence Number	Standards
23	RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Session 2	
1	Audio Passage
2	SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
3	SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
4	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. c) Pose questions that connect the ideas of speaker(s) and respond to others' questions and comments with relevant evidence, observations, and ideas.
5	W.8.1 Write arguments to support claims with clear reasons and relevant evidence. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
6	L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d) Recognize and correct inappropriate shifts in verb voice and mood.
7	L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).
8	W.8.1 Write arguments to support claims with clear reasons and relevant evidence. b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
9	W.8.1 Write arguments to support claims with clear reasons and relevant evidence. d) Establish and maintain a formal style.
10	W.8.1 Write arguments to support claims with clear reasons and relevant evidence. e) Provide a concluding statement or section that follows from and supports the argument presented.

11	<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b) Form and use verbs in the active and passive voice.</p>
12	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e) Establish and maintain a formal style.</p>
13	<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p>
14	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
15	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>
16	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>
17*	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

\*This is a hand-scored item. The rubric can be found at the end of this document for reference.

## Rubric

### Informative/Explanatory – Grade 8

	4	3	2	1
<b>Written Expression</b>	<p>The response clearly states a controlling idea based on the texts, and that idea is strongly supported with relevant and effective details, examples, and evidence. The response demonstrates an effective organizational structure that conveys a sense of completeness.</p> <ul style="list-style-type: none"> <li>The controlling idea is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task.</li> <li>A meaningful organizational structure, including a clear introduction, body, and conclusion, is established and maintained.</li> <li>Comprehensive evidence from the sources is integrated; references to the text are relevant and specific.</li> <li>Ideas progress logically from beginning to end; strong connections between and among ideas are present.</li> </ul>	<p>The response adequately states a controlling idea connected to the texts, and that idea is supported with details, examples, and/or evidence. The response is sufficiently organized and generally focused.</p> <ul style="list-style-type: none"> <li>The controlling idea is introduced, and the focus is adequately maintained for the purpose, audience, and task.</li> <li>An organizational structure, including an introduction, body, and conclusion, is present.</li> <li>Evidence from the sources is included; references to the text are generally appropriate.</li> <li>A progression of ideas is evident; connections between and among ideas are present.</li> </ul>	<p>The response attempts to state a controlling idea based on the texts, but that idea may be partial or limited. Some support may be present, but connections among ideas are weak or underdeveloped. An attempt at an organizational structure is present.</p> <ul style="list-style-type: none"> <li>The controlling idea is introduced but may not be clear; the focus may not be sustained.</li> <li>Some attempt at an organizational structure is present, but the effect may be inconsistent or uneven.</li> <li>Some evidence from the sources may be included but is weakly linked to the controlling idea.</li> <li>The progression of ideas is weak; connections between ideas may be missing or unclear.</li> </ul>	<p>The response may be related to a controlling idea about the texts, but details, examples, and evidence are incorrect, insufficient, or missing. Little or no discernable organizational structure contributes to a lack of focus.</p> <ul style="list-style-type: none"> <li>The controlling idea is insufficiently stated or missing, and the focus is not maintained.</li> <li>Little to no organizational structure is present.</li> <li>Evidence is irrelevant, incomplete, incorrect, or missing.</li> <li>Ideas may be confusing, randomly ordered, or have an unclear progression.</li> </ul>

<b>Conventions</b>	<p>The response demonstrates a strong command of conventions.</p> <ul style="list-style-type: none"> <li>A variety of sentence structures are well-formed and effectively controlled.</li> <li>Command of usage and grammar is strong and effective, enhancing the content of the response.</li> <li>Spelling, punctuation, and capitalization are largely correct.</li> </ul>	<p>The response demonstrates an adequate command of conventions.</p> <ul style="list-style-type: none"> <li>A variety of sentence structures are formed and adequately controlled.</li> <li>Command of usage and grammar is sufficient.</li> <li>Errors in spelling, punctuation, and capitalization do not impede clarity.</li> </ul>	<p>The response demonstrates a partial command of conventions.</p> <ul style="list-style-type: none"> <li>Sentence formation and control are limited.</li> <li>Command of usage and grammar is uneven.</li> <li>Errors in spelling, punctuation, and capitalization are obvious and impede clarity.</li> </ul>	<p>The response demonstrates little to no command of conventions.</p> <ul style="list-style-type: none"> <li>Sentence formation and control are severely limited or nonexistent.</li> <li>Errors in grammar and usage are frequent.</li> <li>Spelling, punctuation, and capitalization are mostly incorrect and unclear.</li> </ul>
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A response cannot be scored if it displays any of the following characteristics.

- Consists entirely of text that is copied from the prompt and/or passage (CP)
- Is completely off topic (OT)
- Is incoherent (IN)
- Is not written in the target language (NL)
- Is blank (BB)
- Is inadequate for scoring (IS) *\*includes refusals*