

NM-MSSA ELA

PRACTICE TEST ANSWER KEY

Grade 6

Item Number	Key	Standards
Session 1 READING		
1	B	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
2	C	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
3	A	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
4	D	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
5	C; A	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6	A	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
7	D	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
8	D	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9	B	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
10	C	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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Item Number	Key	Standards
11	A	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
12	B	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
13	C; D	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
14	D	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
15	B	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
16	A	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
17	D	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
18	A	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
19	B; C	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
20	D	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Session 2 WRITING AND LANGUAGE		
21	C	W.6.2 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.

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Item Number	Key	Standards
22	C	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
23	B	W.6.2 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 facts, definitions, concrete details, quotations, or other information and examples.
24	B	W.6.2 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.
25	D	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c) Recognize and correct inappropriate shifts in pronoun number and person.
26	B; D	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f) Provide a concluding statement or section that follows from the information or explanation presented.
27	C	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Ensure that pronouns are in the proper case (subjective, objective, possessive).
28	C; B	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s) and organize the reasons and evidence clearly.
29	D	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
30	A	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

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Item Number	Key	Standards
31	C, D	<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>
32	C	<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>
33	NA	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>

Production of Writing: NM-MSSA Narrative Writing Rubric (Grades 6–8)

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> Presents a narrative that develops real or imagined experiences or events that consistently address the task. Uses consistently effective and varied narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Substantially develops the narrative using consistently relevant descriptive details. 	<ul style="list-style-type: none"> Presents a narrative that develops real or imagined experiences or events that generally address the task. Uses generally effective and somewhat varied narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Generally develops the narrative using mostly relevant descriptive details. 	<ul style="list-style-type: none"> Presents a narrative that develops real or imagined experiences or events that partially address the task. Uses partially effective and/or varied narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Partially develops the narrative using some relevant descriptive details. 	<ul style="list-style-type: none"> Presents a narrative that develops real or imagined experiences or events that minimally address the task. Rarely uses/does not use effective and/or varied narrative techniques such as dialogue, pacing, or description to develop experiences, events, and/or characters. Minimally develops the narrative using few, if any, relevant descriptive details.
Organization/ Focus	<ul style="list-style-type: none"> Engages and effectively orients the reader by clearly establishing a context and point of view*and clearly introducing a narrator and/or character(s). Establishes and consistently maintains an event sequence that unfolds naturally and logically. Provides a conclusion that clearly follows from and reflects on the narrated experiences or events. Consistently demonstrates effective use of a wide variety of transition words, phrases, and clauses to convey sequence and signal shifts in time frame or setting. 	<ul style="list-style-type: none"> Adequately engages and orients the reader by generally establishing a context and point of view* and adequately introducing a narrator and/or character(s). Establishes and generally maintains an event sequence that unfolds naturally and logically. Provides a conclusion that generally follows from and reflects on the narrated experiences or events. Generally demonstrates effective use of a variety of transition words, phrases, and clauses to convey sequence and signal shifts in time frame or setting. 	<ul style="list-style-type: none"> Attempts to engage and orient the reader but does not clearly establish a context and point of view* and/or clearly introduce a narrator and/or character(s). Attempts to establish and partially maintains an event sequence that unfolds naturally and logically. Provides a conclusion that partially follows from and reflects on the narrated experiences of events. Sometimes demonstrates varied and effective use of transition words, phrases, and/or clauses to convey sequence and signal shifts in time frame or setting. 	<ul style="list-style-type: none"> May attempt to engage and/or orient the reader by establishing a context and point of view* and/or introduce a narrator and/or character(s). May attempt to establish but does not maintain an event sequence that unfolds naturally and logically. Provides a conclusion that minimally follows from and reflects on the narrated experiences or events or does not follow from them. Rarely demonstrates/does not demonstrate varied or effective use of transition words, phrases, and/or clauses to convey sequence and signal shifts in time frame or setting.
Language	<ul style="list-style-type: none"> Consistently uses precise words and phrases, vivid descriptive details, and sensory language to capture the action and convey experiences and events. Includes language choices that establish and consistently maintain a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Often uses precise words and phrases, vivid descriptive details, and sensory language to capture the action and convey experiences and events. Includes language choices that generally contribute to a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Sometimes uses precise words and phrases, vivid descriptive details, and/or sensory language to capture the action and convey experiences and events. Includes language choices that sometimes contribute to a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Rarely uses/does not use precise words and phrases, vivid descriptive details, and/or sensory language to capture the action and convey experiences and events. Rarely includes/does not include language choices that contribute to a style and tone appropriate to the task and/or includes language that is inappropriate to the task.

Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)

	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> Demonstrates general command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates little command of standard English grammar and usage.
Mechanics	<ul style="list-style-type: none"> Demonstrates general command of standard English conventions relative to the length and complexity of the text. May have minor or infrequent errors that do not interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English conventions relative to the length and complexity of the text. May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates little command of standard English conventions relative to the length and complexity of the text. May have errors that interfere with meaning or confuse the reader.

*Only assessed at grades 7 & 8

Production of Writing: NM-MSSA Informative Writing Rubric (Grades 6–8)

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> Presents ideas that thoroughly address the task. Substantially develops the topic with consistently pertinent facts, definitions, details, examples, and other information from relevant sources. 	<ul style="list-style-type: none"> Presents ideas that generally address the task. Generally develops the topic with mostly pertinent facts, definitions, details, examples, and other information from relevant sources. 	<ul style="list-style-type: none"> Presents ideas that partially address the task. Partially develops the topic with some pertinent facts, definitions, details, examples, and other information from relevant sources. 	<ul style="list-style-type: none"> Presents ideas that minimally address the task. Minimally develops the topic with few pertinent facts, definitions, details, examples, and other information from relevant sources.
Organization/ Focus	<ul style="list-style-type: none"> Establishes and consistently maintains an organizational plan focused on a controlling or central idea. Provides a thoroughly clear and engaging introduction and a concluding statement or section that clearly follows from and supports the preceding ideas/information. Consistently demonstrates effective use of transitions to create cohesion. 	<ul style="list-style-type: none"> Establishes and generally maintains an organizational plan focused on a controlling or central idea. Provides a generally clear introduction and a concluding statement or section that generally follows from and supports the preceding ideas/information. Generally demonstrates effective use of transitions to create cohesion. 	<ul style="list-style-type: none"> Attempts to establish and partially maintains an organizational plan focused on a controlling or central idea. Provides a partially clear introduction and a concluding statement or section that loosely follows from and supports the preceding ideas/information. Sometimes demonstrates effective use of transitions to create cohesion. 	<ul style="list-style-type: none"> May attempt to establish but does not maintain an organizational plan focused on a controlling or central idea. May lack an introduction; a concluding statement, if provided, may not follow from or support preceding ideas/information. Rarely demonstrates/does not demonstrate any effective use of transitions to create cohesion.
Language	<ul style="list-style-type: none"> Consistently uses precise language to inform or explain the topic. Includes language choices that establish and consistently maintain a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Often uses precise language to inform or explain the topic. Includes language choices that generally contribute to a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Sometimes uses precise language to inform or explain the topic. Includes language choices that sometimes contribute to a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Rarely uses/does not use precise language to inform or explain the topic. Rarely includes/does not include language choices that contribute to a style and tone appropriate to the task and/or includes language that is inappropriate to the task.

Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)

	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> Demonstrates general command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates little command of standard English grammar and usage.
Mechanics	<ul style="list-style-type: none"> Demonstrates general command of standard English conventions relative to the length and complexity of the text. May have minor or infrequent errors that do not interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English conventions relative to the length and complexity of the text. May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates little command of standard English conventions relative to the length and complexity of the text. Has errors or patterns of errors that interfere with meaning or confuse the reader.

Production of Writing: NM-MSSA Argumentative Writing Rubric (Grades 6–8)

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> Makes a claim that fully addresses the topic. Develops the argument with consistently logical reasons and consistently relevant evidence. Uses consistently accurate and credible sources and demonstrates substantial understanding of the topic. 	<ul style="list-style-type: none"> Makes a claim that generally addresses the topic. Develops the argument with generally logical reasons and generally relevant evidence. Uses generally accurate and credible sources and demonstrates general understanding of the topic. 	<ul style="list-style-type: none"> Makes a claim that partially addresses the topic. Develops the argument with only some logical reasons and partially relevant evidence. Uses partially accurate and/or credible sources and demonstrates limited understanding of the topic. 	<ul style="list-style-type: none"> Makes a claim that minimally addresses the topic or does not explicitly make a claim. Attempts to develop the argument but includes few, if any, logical reasons and/or relevant evidence. Uses few accurate and/or credible sources and demonstrates little/no understanding of the topic.
Organization/ Focus	<ul style="list-style-type: none"> Provides a clear and engaging introduction of the claim(s) and a concluding statement or section that logically follows from and supports the argument presented. Consistently organizes reasons and evidence logically. Substantially acknowledges alternate or opposing claims.* Consistently demonstrates effective use of words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence. 	<ul style="list-style-type: none"> Provides a generally clear introduction of the claim(s) and a concluding statement or section that adequately follows from and supports the argument presented. Generally organizes reasons and evidence logically. Generally acknowledges alternate or opposing claims.* Generally demonstrates effective use of words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence. 	<ul style="list-style-type: none"> Provides a partially clear introduction of the claim(s) and a concluding statement or section that partially follows from and supports the argument presented. Sometimes organizes reasons and evidence logically. Sometimes acknowledges alternate or opposing claims.* Sometimes demonstrates effective use of words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence. 	<ul style="list-style-type: none"> May be missing an introduction of the claim(s) and/or a concluding statement or section that follows from or supports the argument presented. May attempt to organize reasons and evidence logically. May not acknowledge alternate or opposing claims.* Rarely demonstrates/does not demonstrate effective use of words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.
Language	<ul style="list-style-type: none"> Includes language choices that establish and consistently maintain a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Includes language choices that generally contribute to a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Includes language choices that sometimes contribute to a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Rarely includes/does not include language choices that contribute to a style and tone appropriate to the task and/or includes language that is inappropriate to the task.

Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)

	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> Demonstrates general command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates little command of standard English grammar and usage.
Mechanics	<ul style="list-style-type: none"> Demonstrates general command of standard English conventions relative to the length and complexity of the text. May have minor or infrequent errors that do not interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English conventions relative to the length and complexity of the text. May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates little command of standard English conventions relative to the length and complexity of the text. May have errors that interfere with meaning or confuse the reader.

*Only assessed at grades 7 & 8