

NM-MSSA ELA

PRACTICE TEST ANSWER KEY

Grade 8

Item Number	Key	Standards
Session 1 READING		
1	D	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.
2	B; C	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.
3	A	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.
4	A	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
5	B	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.
6	D	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.
7	C	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.
8	B	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.
9	D; C	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.
10	B	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.

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Item Number	Key	Standards
11	B, D	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.
12	C	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.
13	C	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.
14	B	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.
15	D	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.
16	B; C	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.
17	C	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.
18	A	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.
19	D	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.
20	D	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 WRITING AND LANGUAGE		
21	D	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.

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Item Number	Key	Standards
22	B	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.
23	D	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>).
24	D	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.
25	A	W.8.1 Write arguments to support claims with clear reasons and relevant evidence. d) Establish and maintain a formal style.
26	B; C	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.
27	A	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.
28	B	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.
29	B	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>).
30	A	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.

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Item Number	Key	Standards
31	B	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.
32	D; C	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.
33	NA	W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

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

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 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