



Department  
of Education

# Ohio's State Tests

**PRACTICE TEST ANSWER KEY &  
SCORING GUIDELINES**

**GRADE 8  
ENGLISH LANGUAGE ARTS**

# Table of Contents

Questions 1 – 16: Content Summary and Answer Key.....	iii
Stimulus for Questions 1 – 7 .....	1
Question 1: Question and Scoring Guidelines .....	5
Question 1: Sample Response .....	7
Question 2: Question and Scoring Guidelines .....	9
Question 2: Sample Response .....	11
Question 3: Question and Scoring Guidelines .....	13
Question 3: Sample Responses .....	15
Question 4: Question and Scoring Guidelines .....	19
Question 4: Sample Response .....	21
Question 5: Question and Scoring Guidelines .....	23
Question 5: Sample Responses.....	25
Question 6: Question and Scoring Guidelines .....	29
Question 6: Sample Responses.....	33
Question 7: Question and Scoring Guidelines .....	41
Question 7: Sample Response .....	43
Stimulus for Questions 8 – 16 .....	45
Question 8: Question and Scoring Guidelines .....	51
Question 8: Sample Response .....	53
Question 9: Question and Scoring Guidelines .....	55
Question 9: Sample Response .....	57
Question 10: Question and Scoring Guidelines .....	59
Question 10: Sample Response .....	61
Question 11: Question and Scoring Guidelines .....	63
Question 11: Sample Responses .....	67

Question 12: Question and Scoring Guidelines .....	71
Question 12: Sample Response .....	73
Question 13: Question and Scoring Guidelines .....	75
Question 13: Sample Response .....	77
Question 14: Question and Scoring Guidelines .....	79
Question 14: Sample Responses .....	83
Question 15: Question and Scoring Guidelines .....	91
Question 15: Sample Responses .....	93
Question 16: Question and Scoring Guidelines .....	97
Question 16: Sample Responses .....	101

**Grade 8 ELA  
Practice Test  
Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Answer Key	Points
1	Multiple Choice	Literary	Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	D	1 point
2	Multiple Choice	Literary	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, mood, and tone, including analogies or allusions to other texts.	C	1 point
3	Hot Text Item	Literary	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	---	1 point
4	Multiple Choice	Literary	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.	A	1 point
5	Hot Text Item	Literary	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	---	1 point
6	Evidence-Based Selected Response	Literary	Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.	C; B	2 points

**Grade 8 ELA  
Practice Test  
Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Answer Key	Points
7	Multiple Choice	Literary	Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	C	1 point
8	Multiple Choice	Informational	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.	C	1 point
9	Multiple Choice	Informational	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, mood, and tone, including analogies or allusions to other texts.	A	1 point
10	Multiple Choice	Informational	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, mood, and tone, including analogies or allusions to other texts.	D	1 point
11	Multi-Select Item	Informational	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	C, E	1 point

**Grade 8 ELA  
Practice Test  
Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Answer Key	Points
12	Multiple Choice	Informational	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	C	1 point
13	Multiple Choice	Informational	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.	C	1 point
14	Evidence-Based Selected Response	Informational	Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text.	A; B	2 points
15	Matching Item	Informational	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.	---	1 point
16	Extended Response	Writing	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	---	10 points

**Grade 8  
English Language Arts  
Practice Test**

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**Stimulus for Questions 1 – 7**

## Stimulus for Questions 1 – 7

*In Through the Looking Glass, Lewis Carroll's sequel to Alice's Adventures in Wonderland, Alice steps through a mirror into an imaginary world on the other side. She soon finds herself in a strange, special flower garden, where she encounters the Red Queen. The Red Queen suggests Alice take the place of Lily, the white pawn, in a game of chess.*

### **from *Through the Looking Glass***

by Lewis Carroll

- 1        "Where do you come from?" said the Red Queen. "And where are you going? Look up, speak nicely, and don't twiddle your fingers all the time."
- 2        Alice attended to all these directions, and explained, as well as she could, that she had lost her way.
- 3        "I don't know what you mean by YOUR way," said the Queen: "all the ways about here belong to ME—but why did you come out here at all?" she added in a kinder tone. "Curtsey<sup>1</sup> while you're thinking what to say, it saves time."
- 4        Alice wondered a little at this, but she was too much in awe of the Queen to disbelieve it. "I'll try it when I go home," she thought to herself, "the next time I'm a little late for dinner."
- 5        "It's time for you to answer now," the Queen said, looking at her watch: "open your mouth a LITTLE wider when you speak, and always say 'your Majesty.'"
- 6        "I only wanted to see what the garden was like, your Majesty—"
- 7        "That's right," said the Queen, patting her on the head, which Alice didn't like at all, "though, when you say 'garden,'—I'VE seen gardens, compared with which this would be a wilderness."
- 8        Alice didn't dare to argue the point, but went on: "—and I thought I'd try and find my way to the top of that hill—"
- 9        "When you say 'hill,'" the Queen interrupted, "I could show you hills, in comparison with which you'd call that a valley."
- 10       "No, I shouldn't," said Alice, surprised into contradicting her at last: "a hill CAN'T be a valley, you know. That would be nonsense—"
- 11       The Red Queen shook her head. "You may call it 'nonsense' if you like," she said, "but I'VE heard nonsense, compared with which that would be as sensible as a dictionary!"
- 12       Alice curtsied again, as she was afraid from the Queen's tone that she was a LITTLE offended: and they walked on in silence till they got to the top of the little hill.



- 13 For some minutes Alice stood without speaking, looking out in all directions over the country—and a most curious country it was. There were a number of tiny little brooks running straight across it from side to side, and the ground between was divided up into squares by a number of little green hedges, that reached from brook to brook.
- 14 "I declare it's marked out just like a large chessboard!" Alice said at last. "There ought to be some men moving about somewhere—and so there are!" She added in a tone of delight, and her heart began to beat quick with excitement as she went on. "It's a great huge game of chess that's being played—all over the world—if this IS the world at all, you know. Oh, what fun it is! How I WISH I was one of them! I wouldn't mind being a Pawn,<sup>2</sup> if only I might join—though of course I should LIKE to be a Queen,<sup>3</sup> best."
- 15 She glanced rather shyly at the real Queen as she said this, but her companion only smiled pleasantly, and said, "That's easily managed. You can be the White Queen's Pawn, if you like, as Lily's too young to play; and you're in the Second Square to begin with: when you get to the Eighth Square you'll be a Queen—" Just at this moment, somehow or other, they began to run.
- 16 Alice never could quite make out, in thinking it over afterwards, how it was that they began: all she remembers is, that they were running hand in hand, and the Queen went so fast that it was all she could do to keep up with her: and still the Queen kept crying "Faster! Faster!" but Alice felt she COULD NOT go faster, though she had not breath left to say so.
- 17 The most curious part of the thing was, that the trees and the other things round them never changed their places at all: however fast they went, they never seemed to pass anything. "I wonder if all the things move along with us?" thought poor puzzled Alice. And the Queen seemed to guess her thoughts, for she cried, "Faster! Don't try to talk!"
- 18 Not that Alice had any idea of doing THAT. She felt as if she would never be able to talk again, she was getting so much out of breath: and still the Queen cried "Faster! Faster!" and dragged her along. "Are we nearly there?" Alice managed to pant out at last.
- 19 "Nearly there!" the Queen repeated. "Why, we passed it ten minutes ago! Faster!" And they ran on for a time in silence, with the wind whistling in Alice's ears, and almost blowing her hair off her head, she fancied.
- 20 "Now! Now!" cried the Queen. "Faster! Faster!" And they went so fast that at last they seemed to skim through the air, hardly touching the ground with their feet, till suddenly, just as Alice was getting quite exhausted, they stopped, and she found herself sitting on the ground, breathless and giddy.
- 21 The Queen propped her up against a tree, and said kindly, "You may rest a little now."
- 22 Alice looked round her in great surprise. "Why, I do believe we've been under this tree the whole time! Everything's just as it was!"
- 23 "Of course it is," said the Queen, "what would you have it?"

24 "Well, in OUR country," said Alice, still panting a little, "you'd generally get to somewhere else—if you ran very fast for a long time, as we've been doing."

25 "A slow sort of country!" said the Queen. "Now, HERE, you see, it takes all the running YOU can do, to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!"

<sup>1</sup>Curtsey: a formal greeting made by bending one's knees and bowing slightly

<sup>2</sup>Pawn: the least powerful piece on a chessboard that can only move forward one square at a time

<sup>3</sup>Queen: the most powerful piece on a chessboard that can move any number of squares in all directions

Excerpt from *Through the Looking Glass* by Lewis Carroll. In the public domain.

**Grade 8  
English Language Arts  
Practice Test**

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**Question 1**

**Question and Scoring Guidelines**

## Question 1

What is emphasized by Alice's and the Queen's differing perspectives?

- Ⓐ The garden is a dangerous environment.
- Ⓑ Alice must follow the Queen's leadership.
- Ⓒ Alice is overwhelmed by the scenery in the garden.
- Ⓓ The garden is a place that follows a different type of logic.

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.

## Scoring Guidelines

Rationale for Option A: This is incorrect. Although Alice is sometimes unsure of how the Queen will react to her, there is not a sense of fear in the passage.

Rationale for Option B: This is incorrect. Although the Queen presents herself as a domineering, commanding presence, the passage does not suggest that Alice should follow the Queen.

Rationale for Option C: This is incorrect. Alice is overwhelmed by the scenery in the garden, but this is not revealed through the Queen's perspective. It is revealed through Alice's perspective.

Rationale for Option D: **Key** – It is through the Queen's perspective that the reader (and Alice) realizes that the garden follows a very different set of rules than the normal world.

### Sample Response: 1 point

What is emphasized by Alice's and the Queen's differing perspectives?

- ☐ Ⓐ The garden is a dangerous environment.
- ☐ Ⓑ Alice must follow the Queen's leadership.
- ☐ Ⓒ Alice is overwhelmed by the scenery in the garden.
- ☒ Ⓓ The garden is a place that follows a different type of logic.



**Grade 8  
English Language Arts  
Practice Test**

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**Question 2**

**Question and Scoring Guidelines**

## Question 2

Read this sentence from paragraph 4.

"Alice wondered a little at this, but she was too much in awe of the Queen to disbelieve it."

What is the effect of the author's word choice in this sentence?

- Ⓐ It shows Alice's ability to adapt to a new environment.
- Ⓑ It highlights Alice's excitement about speaking with the Queen.
- Ⓒ It emphasizes the confusion that Alice feels about the Queen's words.
- Ⓓ It creates a sense of surprise because of Alice's reaction to the Queen.

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** 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, mood, and tone, including analogies or allusions to other texts.



## Scoring Guidelines

Rationale for Option A: This is incorrect. Although Alice spends the entire passage trying to adapt to a new environment, this sentence does not show her adapting.

Rationale for Option B: This is incorrect. Alice seems a little on edge in the Queen's presence, but she doesn't seem excited, and the word choice does not highlight any excitement in paragraph 4.

Rationale for Option C: **Key** – Alice seems hesitant about the Queen's words, but is unsure whether to trust herself on this feeling. Words like "wondered" and "awe" and "disbelieve" help to show the confusion of her thoughts.

Rationale for Option D: This is incorrect. While the Queen's statements are nonsensical, nothing in this sentence shows that Alice's reaction to them is surprising.

### Sample Response: 1 point

Read this sentence from paragraph 4.

"Alice wondered a little at this, but she was too much in awe of the Queen to disbelieve it."

What is the effect of the author's word choice in this sentence?

- ☐ Ⓐ It shows Alice's ability to adapt to a new environment.
- ☐ Ⓑ It highlights Alice's excitement about speaking with the Queen.
- ☒ Ⓒ It emphasizes the confusion that Alice feels about the Queen's words.
- ☐ Ⓓ It creates a sense of surprise because of Alice's reaction to the Queen.



**Grade 8  
English Language Arts  
Practice Test**

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**Question 3**

**Question and Scoring Guidelines**

## Question 3

Select the detail that shows that Alice prefers to avoid conflict with the Queen.

- 6 "I only wanted to see what the garden was like, your Majesty—"
- 7 "That's right," said the Queen, patting her on the head, which Alice didn't like at all, "though, when you say 'garden,'—I'VE seen gardens, compared with which this would be a wilderness."
- 8 Alice didn't dare to argue the point, but went on: "—and I thought I'd try and find my way to the top of that hill—"
- 9 "When you say 'hill,'" the Queen interrupted, "I could show you hills, in comparison with which you'd call that a valley."

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

## Scoring Guidelines

For this item, a full-credit response includes:

- "Alice didn't dare to argue the point, but went on: '—and I thought I'd try and find my way to the top of that hill—'" (1 point).

**Grade 8  
English Language Arts  
Practice Test**

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**Question 3**

**Sample Responses**

## Sample Response: 1 point

Select the detail that shows that Alice prefers to avoid conflict with the Queen.

- 6 "I only wanted to see what the garden was like, your Majesty—"
- 7 "That's right," said the Queen, patting her on the head, which Alice didn't like at all, "though, when you say 'garden,'—I'VE seen gardens, compared with which this would be a wilderness."
- 8 Alice didn't dare to argue the point, but went on: "—and I thought I'd try and find my way to the top of that hill—"
- 9 "When you say 'hill,'" the Queen interrupted, "I could show you hills, in comparison with which you'd call that a valley."

### Notes on Scoring

This response earns full credit (1 point) because the correct detail is selected.

## Sample Response: 0 points

Select the detail that shows that Alice prefers to avoid conflict with the Queen.

6 "I only wanted to see what the garden was like, your Majesty—"

7 "That's right," said the Queen, patting her on the head, which Alice didn't like at all, "though, when you say 'garden,'—  
I'VE seen gardens, compared with which this would be a wilderness."

8 Alice didn't dare to argue the point, but went on: "—and I thought I'd try and find my way to the top of that hill—"

9 "When you say 'hill,'" the Queen interrupted, "I could show you hills, in comparison with which you'd call that a valley."

### Notes on Scoring

This response earns no credit (0 points) because the detail selected is incorrect.

## Sample Response: 0 points

Select the detail that shows that Alice prefers to avoid conflict with the Queen.

6 "I only wanted to see what the garden was like, your Majesty—"

7 "That's right," said the Queen, patting her on the head, which Alice didn't like at all, "though, when you say 'garden,'—  
I'VE seen gardens, compared with which this would be a wilderness."

8 Alice didn't dare to argue the point, but went on: "—and I thought I'd try and find my way to the top of that hill—"

9 "When you say 'hill,'" the Queen interrupted, "I could show you hills, in comparison with which you'd call that a valley."

### Notes on Scoring

This response earns no credit (0 points) because the detail selected is incorrect.



**Grade 8  
English Language Arts  
Practice Test**

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**Question 4**

**Question and Scoring Guidelines**

## Question 4

What does paragraph 14 reveal about Alice?

- Ⓐ She is starting to feel comfortable in her circumstances.
- Ⓑ She is feeling lonely and has a need for companionship.
- Ⓒ She is confident in the relationship she has with the Queen.
- Ⓓ She knows more about the rules of chess than the Queen does.

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** 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.

## Scoring Guidelines

Rationale for Option A: **Key** – Alice is excited, and says “Oh, what fun it is!”. She is beginning to accept the world around her on its own terms.

Rationale for Option B: This is incorrect. Alice wishes she could join the pawns, suggesting that she might want companionship; however, the context suggests that her desire to join the pawns comes more from eagerness to join the game than from loneliness.

Rationale for Option C: This is incorrect. While Alice is beginning to enjoy herself, paragraph 14 does not show that she feels comfortable around the Queen, and in paragraph 15, she still acts shy when speaking to the Queen.

Rationale for Option D: This is incorrect. Alice does show that she has a knowledge of chess, but she does not actually know more than the Queen, who explains the rules in the next paragraph.

### Sample Response: 1 point

What does paragraph 14 reveal about Alice?

- ☒ A She is starting to feel comfortable in her circumstances.
- ☐ B She is feeling lonely and has a need for companionship.
- ☐ C She is confident in the relationship she has with the Queen.
- ☐ D She knows more about the rules of chess than the Queen does.



**Grade 8  
English Language Arts  
Practice Test**

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**Question 5**

**Question and Scoring Guidelines**

## Question 5

Select **two** details that provide clues to the meaning of contradicting in these paragraphs.

9        "When you say 'hill,'" the Queen interrupted, "I could show you hills, in comparison with which you'd call that a valley."

10       "No, I shouldn't," said Alice, surprised into contradicting her at last: "a hill CAN'T be a valley, you know. That would be nonsense—"

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

## Scoring Guidelines

For this item, a full-credit response includes:

- "'No, I shouldn't,' said Alice," AND "'a hill CAN'T be a valley, you know. That would be nonsense—'" (1 point).

**Grade 8  
English Language Arts  
Practice Test**

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**Question 5**

**Sample Responses**

## Sample Response: 1 point

Select **two** details that provide clues to the meaning of contradicting in these paragraphs.

9 "When you say 'hill,'" the Queen interrupted, "I could show you hills, in comparison with which you'd call that a valley."

10 "No, I shouldn't," said Alice, surprised into contradicting her at last: "a hill CAN'T be a valley, you know. That would be nonsense—"

### Notes on Scoring

This response earns full credit (1 point) because both correct details are selected.



## Sample Response: 0 points

Select **two** details that provide clues to the meaning of contradicting in these paragraphs.

9 "When you say 'hill,'" the Queen interrupted, "I could show you hills, in comparison with which you'd call that a valley."

10 "No, I shouldn't," said Alice, surprised into contradicting her at last: "a hill CAN'T be a valley, you know. That would be nonsense—"

### Notes on Scoring

This response earns no credit (0 points) because one of the details selected is incorrect.

## Sample Response: 0 points

Select **two** details that provide clues to the meaning of contradicting in these paragraphs.

9 "When you say 'hill,'" the Queen interrupted, "I could show you hills, in comparison with which you'd call that a valley."

10 "No, I shouldn't," said Alice, surprised into contradicting her at last: "a hill CAN'T be a valley, you know. That would be nonsense—"

### Notes on Scoring

This response earns no credit (0 points) because one of the details selected is incorrect.

**Grade 8  
English Language Arts  
Practice Test**

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**Question 6**

**Question and Scoring Guidelines**

## Question 6

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a theme of the passage?

- Ⓐ People must work hard to reach their goals.
- Ⓑ Childhood is a time for imagination and play.
- Ⓒ Being in a new situation requires learning new rules.
- Ⓓ A person should always work to show respect for authority.

### Part B

How do Alice's actions develop the theme?

- Ⓐ She misunderstands the Queen's commands and questions.
- Ⓑ She questions everything she sees in order to make sense of it.
- Ⓒ She befriends the Queen in order to learn the quickest way to return home.
- Ⓓ She runs a great distance to arrive at the chessboard and get a chance to be Queen.

**Points Possible:** 2

**Topic:** Literary

**Content Standard:** Analyze literary text development.

- a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
- b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.

# Scoring Guidelines

## Part A

Rationale for Option A: This is incorrect. Although Alice runs very fast in order to get to the chessboard, this is not a theme of the text, as she never reaches her goal.

Rationale for Option B: This is incorrect. Although Alice wants to play chess, this is not a theme of the passage.

Rationale for Option C: **Key** – The passage shows how unsure and out of place Alice feels in a new place because she does not understand how it works.

Rationale for Option D: This is incorrect. Alice does attempt to show respect to the Queen, but this is not a theme of the passage.

## Part B

Rationale for Option A: This is incorrect. Although the Queen's statements confuse her, Alice does not misunderstand them.

Rationale for Option B: **Key** – Alice's actions develop the theme through her questioning of everything she sees. This demonstrates her discomfort and her attempts to make sense of the new place.

Rationale for Option C: This is incorrect. Alice does work to befriend the Queen; however, she does not do so in order to learn the way home, nor does this develop the theme of the passage.

Rationale for Option D: This is incorrect. This may be an attractive option if a student selects the idea that the theme is that people should work hard to reach their goals; however, that is not the theme of the passage (nor does Alice reach the chessboard).



**Grade 8  
English Language Arts  
Practice Test**

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**Question 6**

**Sample Responses**

## Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a theme of the passage?

- ☐ Ⓐ People must work hard to reach their goals.
- ☐ Ⓑ Childhood is a time for imagination and play.
- ☒ Ⓒ Being in a new situation requires learning new rules.
- ☐ Ⓓ A person should always work to show respect for authority.

### Part B

How do Alice's actions develop the theme?

- ☐ Ⓐ She misunderstands the Queen's commands and questions.
- ☒ Ⓑ She questions everything she sees in order to make sense of it.
- ☐ Ⓒ She befriends the Queen in order to learn the quickest way to return home.
- ☐ Ⓓ She runs a great distance to arrive at the chessboard and get a chance to be Queen.

### Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the correct response in Part A as well as in Part B.



## Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a theme of the passage?

- ☐ Ⓐ People must work hard to reach their goals.
- ☐ Ⓑ Childhood is a time for imagination and play.
- ☒ Ⓒ Being in a new situation requires learning new rules.
- ☐ Ⓓ A person should always work to show respect for authority.

### Part B

How do Alice's actions develop the theme?

- ☒ Ⓒ She misunderstands the Queen's commands and questions.
- ☐ Ⓑ She questions everything she sees in order to make sense of it.
- ☐ Ⓓ She befriends the Queen in order to learn the quickest way to return home.
- ☐ Ⓐ She runs a great distance to arrive at the chessboard and get a chance to be Queen.

### Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

## Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a theme of the passage?

- ☐ Ⓐ People must work hard to reach their goals.
- ☐ Ⓑ Childhood is a time for imagination and play.
- ☒ Ⓒ Being in a new situation requires learning new rules.
- ☐ Ⓓ A person should always work to show respect for authority.

### Part B

How do Alice's actions develop the theme?

- ☐ Ⓐ She misunderstands the Queen's commands and questions.
- ☐ Ⓑ She questions everything she sees in order to make sense of it.
- ☒ Ⓒ She befriends the Queen in order to learn the quickest way to return home.
- ☐ Ⓓ She runs a great distance to arrive at the chessboard and get a chance to be Queen.

### Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

## Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a theme of the passage?

- ☐ Ⓐ People must work hard to reach their goals.
- ☐ Ⓑ Childhood is a time for imagination and play.
- ☒ Ⓒ Being in a new situation requires learning new rules.
- ☐ Ⓓ A person should always work to show respect for authority.

### Part B

How do Alice's actions develop the theme?

- ☐ Ⓐ She misunderstands the Queen's commands and questions.
- ☐ Ⓑ She questions everything she sees in order to make sense of it.
- ☐ Ⓒ She befriends the Queen in order to learn the quickest way to return home.
- ☒ Ⓓ She runs a great distance to arrive at the chessboard and get a chance to be Queen.

### Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

## Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a theme of the passage?

- ☐ Ⓐ People must work hard to reach their goals.
- ☐ Ⓑ Childhood is a time for imagination and play.
- ☐ Ⓒ Being in a new situation requires learning new rules.
- ☒ Ⓓ A person should always work to show respect for authority.

### Part B

How do Alice's actions develop the theme?

- ☐ Ⓐ She misunderstands the Queen's commands and questions.
- ☒ Ⓑ She questions everything she sees in order to make sense of it.
- ☐ Ⓒ She befriends the Queen in order to learn the quickest way to return home.
- ☐ Ⓓ She runs a great distance to arrive at the chessboard and get a chance to be Queen.

### Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answer; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

## Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a theme of the passage?

- ☒ A People must work hard to reach their goals.
- ☐ B Childhood is a time for imagination and play.
- ☐ C Being in a new situation requires learning new rules.
- ☐ D A person should always work to show respect for authority.

### Part B

How do Alice's actions develop the theme?

- ☐ A She misunderstands the Queen's commands and questions.
- ☐ B She questions everything she sees in order to make sense of it.
- ☐ C She befriends the Queen in order to learn the quickest way to return home.
- ☒ D She runs a great distance to arrive at the chessboard and get a chance to be Queen.

### Notes on Scoring

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.



**Grade 8  
English Language Arts  
Practice Test**

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**Question 7**

**Question and Scoring Guidelines**

## Question 7

How does the difference between Alice's perspective and the Queen's in paragraphs 24–25 affect the passage?

- Ⓐ It highlights the Queen's authority over Alice.
- Ⓑ It explains why Alice is nervous about her situation.
- Ⓒ It emphasizes the humor created by Alice's bewilderment.
- Ⓓ It creates a sense of distrust between the Queen and Alice.

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.



## Scoring Guidelines

Rationale for Option A: This is incorrect. The Queen has authority over Alice, but that is not highlighted by the difference between their perspectives.

Rationale for Option B: This is incorrect. The difference between Alice's and the Queen's perspectives highlights the strangeness of Alice's situation, but there is no evidence that Alice is nervous.

Rationale for Option C: **Key** – The difference in perspectives highlights the absurdity of Alice's situation and creates a humorous effect.

Rationale for Option D: This is incorrect. The Queen and Alice do not see reality the same way, but that does not create distrust between them in these paragraphs.

### Sample Response: 1 point

How does the difference between Alice's perspective and the Queen's in paragraphs 24–25 affect the passage?

- ☐ Ⓐ It highlights the Queen's authority over Alice.
- ☐ Ⓑ It explains why Alice is nervous about her situation.
- ☒ Ⓒ It emphasizes the humor created by Alice's bewilderment.
- ☐ Ⓓ It creates a sense of distrust between the Queen and Alice.



**Grade 8  
English Language Arts  
Practice Test**

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**Stimulus for Questions 8 – 16**

## Stimulus for Questions 8 – 16

### Machu Picchu

#### Source 1: The Stones of Machu Picchu

by Duane Damon



- 1 On a steamy July afternoon in 1911, American explorer Hiram Bingham pushed aside a tangle of undergrowth and stared. For long weeks he had scoured the sweltering jungles of eastern Peru for clues. A casual remark from a native farmer . . . the hint of a trail long unused . . . a glimpse of pale stone through the trees . . . all were "ghosts" of an ancient Inca<sup>1</sup> city lost among the soaring peaks of the Andes Mountains long ago. Now, some two thousand feet above the rushing Urubamba River, Bingham was at last face-to-face with the find he had been seeking.
- 2 "Suddenly I found myself confronted with the walls of ruined houses built of the finest quality of Inca stonework," he recorded later. "It was hard to see them, for they were partly covered with trees and moss, the growth of centuries." Bingham stared in amazement at the "walls of white granite ashlar [stone building blocks] carefully cut and exquisitely fitted together." The larger stones appeared to weigh 10 to 15 tons. How had they been moved? Did they stay together without the application of mortar?
- 3 Bingham, his nine-year-old native guide, and his military escort swarmed over the ruins. The explorer gaped in awe at a huge altar carved from the mountainside itself—the *intihuatana*, or "hitching post of the sun." He marveled at *El Torreón*—a graceful semicircular "tower." A pair of three-sided temples with triple windows held him "spellbound." Bingham methodically snapped photos, scribbled notes, and sketched maps. All the while his hopes rose. Had he found it? Could these long-forgotten ruins be the remains of Vilcabamba, the last capital of the Inca?
- 4 Bingham was not the first white man to examine the Inca civilization. After its takeover by the Spanish conqueror Francisco Pizarro in the 1530s, men like Pedro Cieza de León, a soldier, and Father Bernabé Cobo, a Jesuit missionary, recorded their impressions of Inca rituals, social structure, and engineering. Bingham's fascination had begun as a professor of Latin American history at Yale University in New Haven, Connecticut. The present expedition had been funded by his former classmates, who wanted to solve a 400-year-old mystery: the location of Vitcos, or Vilcabamba. This city was the secret stronghold built by the Inca ruler Manco II after he fled the Spanish Conquest in 1535.

- 5 Bingham now believed that he had found it—but not for long. Only a few days later, he came upon a larger set of ruins, some 60 miles away. This site, Bingham decided, must really be Vilcabamba. His earlier discovery was dubbed Machu Picchu, after the mountain over whose ridge it sprawled. Soon afterward, Bingham uncovered a third set of ruins, called Vilcabamba Viejo (“the old”), at Espíritu Pampa.
- 6 The following summer, Bingham returned to Machu Picchu . . . Careful digging around its ruins yielded scores of Inca graves, some stone dishes, and several bronze implements. Tantalizing clues, yes, but intriguing questions remained. What Inca chief had built Machu Picchu? When? Why? Bingham himself died uncertain as to which of his three discoveries had been the “lost” Inca capital.
- 7 Despite the mysteries surrounding it, Machu Picchu is recognized as one of the world’s great archaeological wonders. Nestled in a breathtaking natural setting, the city’s lasting beauty comes from the careful blending of its striking architecture with its mountaintop environment. Each year, thousands of fascinated visitors come to the “city in the clouds” to look, to reflect, and to wonder.

<sup>1</sup>Inca: a South American civilization that was conquered by the Spanish in the 1500s

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## Source 2: Historic Sanctuary of Machu Picchu

by the United Nations Educational,  
Scientific, and Cultural Organization  
(UNESCO)

*A World Heritage Site is a place (such as a forest, mountain, lake, monument, building, etc.) that is listed by the United Nations Educational, Scientific and Cultural Organization as being of special importance to the common heritage of humanity. UNESCO considers it in the interest of the international community to protect and preserve each site. The document was written by UNESCO in support of Machu Picchu as a world heritage site.*

### Outstanding Universal Value

- 8 Embedded within a dramatic landscape at the meeting point between the Peruvian Andes and the Amazon Basin, the Historic Sanctuary of Machu Picchu is among the greatest artistic, architectural and land use achievements anywhere and the most significant tangible legacy of the Inca civilization. Recognized for outstanding cultural and natural values, the mixed World Heritage property covers [79 acres] of mountain slopes, peaks and valleys surrounding its heart, the spectacular archaeological monument of “La Ciudadela” (the Citadel) at more than [7,800 feet] above sea level. Built in the fifteenth century Machu Picchu was abandoned when the Inca Empire was conquered by the Spaniards in the sixteenth century. It was not until 1911 that the archaeological complex was made known to the outside world.

- 9        The approximately 200 structures making up this outstanding religious, ceremonial, astronomical and agricultural centre are set on a steep ridge, crisscrossed by stone terraces.<sup>1</sup> Following a rigorous plan the city is divided into a lower and upper part, separating the farming from residential areas, with a large square between the two. To this day, many of Machu Picchu's mysteries remain unresolved, including the exact role it may have played in the Incas' sophisticated understanding of astronomy and domestication of wild plant species . . .
- 10       Standing 2,430 m above sea level, in the midst of a tropical mountain forest in an extraordinarily beautiful setting, Machu Picchu was probably the most amazing urban creation of the Inca Empire at its height. Its giant walls, terraces and ramps seem as if they have been cut naturally in the continuous rock escarpments. The natural setting, on the eastern slopes of the Andes, encompasses the upper Amazon basin with its rich diversity of flora and fauna.
- 11       Machu Picchu [is] in some of the scenically most attractive mountainous territory of the Peruvian Andes. As the last stronghold of the Incas and of superb architectural and archaeological importance, Machu Picchu is one of the most important cultural sites in Latin America; the stonework of the site remains as one of the world's great examples of the use of a natural raw material to provide outstanding architecture which is totally appropriate to the surroundings. The surrounding valleys have been cultivated continuously for well over 1,000 years, providing one of the world's greatest examples of a productive man-land relationship; the people living around Machu Picchu continue a way of life which closely resembles that of their Inca ancestors, being based on potatoes, maize and llamas. Machu Picchu also provides a secure habitat for several endangered species, notably the spectacled bear, one of the most interesting species in the area. Other animals include: dwarf brocket, the otter, long-tailed weasel, pampas cat and the vulnerable ocelot, boa, the Andean cock of the rock, and the Andean condor. . . .
- 12       Machu Picchu is a world renowned archaeological site. The construction of this amazing city, set out according to a very rigorous plan, comprises one of the most spectacular creations of the Inca Empire. It appears to date from the period of the two great Incas, Pachacutec Inca Yupanqui (1438–71) and Tupac Inca Yupanqui (1472–93). . . .
- 13       Without making a judgement as to their purpose, several quite individual quarters may be noted in the ruins of Machu Picchu: a quarter 'of the Farmers' near the colossal terraces whose slopes were cultivated and transformed into hanging gardens; an 'industrial' quarter; a 'royal' quarter and a 'religious' quarter. Inca architecture reveals itself here in all of its force . . .

### **Protection and management requirements**

- 14 The state-owned Historic Sanctuary of Machu Picchu is an integral part of Peru's national protected areas system and enjoys protection through several layers of a comprehensive legal framework for both cultural and natural heritage. The boundaries of the Historic Sanctuary of Machu Picchu are clearly defined and the protected area is surrounded by a buffer zone<sup>2</sup> exceeding the size of the property.
- 15 The Management Unit of the Historic Sanctuary of Machu Picchu (UGM) was established in 1999 . . . [and] is indispensable for the management of a property which forms part of Peru's very identity and is the country's primary domestic and international tourist destination. . . .
- 16 Tourism itself represents a double-edged sword by providing economic benefits but also by resulting in major cultural and ecological impacts. . . . The planning and organization of transportation and infrastructure construction, as well as the sanitary and safety conditions for both tourists and new residents attracted by tourism requires the creation of high quality and new long-term solutions, and is a significant ongoing concern.

<sup>1</sup>terraces: flat areas created on the side of a hill and used for growing crops

<sup>2</sup>buffer zone: a space that cushions against shock or damage due to contact

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**Grade 8  
English Language Arts  
Practice Test**

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**Question 8**

**Question and Scoring Guidelines**

## Question 8

How does paragraph 1 in Passage 1 help develop a central idea of the passage?

- Ⓐ It illustrates the skills and experience that Bingham needed to be successful in his search.
- Ⓑ It provides historical context to help the reader understand the importance of the discovery.
- Ⓒ It demonstrates the difficulty that Bingham had in uncovering the site and why the discovery was significant.
- Ⓓ It highlights the dangerous nature of searching for ancient archaeological sites and why most explorers gave up the search.

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** 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.

## Scoring Guidelines

Rationale for Option A: This is incorrect. While the paragraph provides insight into the difficult nature of the search, an understanding of Bingham's skills and expertise is not a central idea of the passage.

Rationale for Option B: This is incorrect. While the paragraph provides some details of the search, these details do not provide context that help the reader understand the importance of the discovery in terms of historical significance.

Rationale for Option C: **Key** – The paragraph provides the first glimpse into the challenges faced by Bingham and implies that the difficulty of the search contributed to keeping the site hidden for centuries, providing support that the site has historical significance.

Rationale for Option D: This is incorrect. While the paragraph does detail some challenges faced by Bingham and demonstrates his persistence in achieving his goal, it does not provide support that the search was dangerous or that this danger is what prevented others from finding the site.

### Sample Response: 1 point

How does paragraph 1 in Passage 1 help develop a central idea of the passage?

- ☐ A It illustrates the skills and experience that Bingham needed to be successful in his search.
- ☐ B It provides historical context to help the reader understand the importance of the discovery.
- ☒ C It demonstrates the difficulty that Bingham had in uncovering the site and why the discovery was significant.
- ☐ D It highlights the dangerous nature of searching for ancient archaeological sites and why most explorers gave up the search.



**Grade 8  
English Language Arts  
Practice Test**

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**Question 9**

**Question and Scoring Guidelines**

## Question 9

What does the phrase “gaped in awe” reveal about Bingham as it is used in paragraph 3?

- Ⓐ It suggests that he was astonished by what he saw.
- Ⓑ It illustrates his fear of the unusual artifacts that he had discovered.
- Ⓒ It implies that he was confused by the building methods of the altar.
- Ⓓ It emphasizes his exhaustion after his extensive search for the missing site.

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** 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, mood, and tone, including analogies or allusions to other texts.

## Scoring Guidelines

Rationale for Option A: **Key** – Bingham was astonished by the magnificence of what he had discovered.

Rationale for Option B: This is incorrect. While he was faced with unusual artifacts and architecture, Bingham was not fearful of what he had discovered.

Rationale for Option C: This is incorrect. While Bingham was intrigued by how the altar, among other structures, had been built, “gaped in awe” refers to his overwhelming astonishment over what he had finally found.

Rationale for Option D: This is incorrect. While Bingham was likely very tired from his long search for Machu Picchu, gaping in awe reflects his astonishment and wonder, not his exhaustion.

### Sample Response: 1 point

What does the phrase “gaped in awe” reveal about Bingham as it is used in paragraph 3?

- ☒ A It suggests that he was astonished by what he saw.
- ☐ B It illustrates his fear of the unusual artifacts that he had discovered.
- ☐ C It implies that he was confused by the building methods of the altar.
- ☐ D It emphasizes his exhaustion after his extensive search for the missing site.





**Grade 8  
English Language Arts  
Practice Test**

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**Question 10**

**Question and Scoring Guidelines**

## Question 10

Read this sentence from Passage 1.

"Careful digging around its ruins yielded scores of Inca graves, some stone dishes, and several bronze implements." (paragraph 6)

What does the phrase yielded scores mean as it is used in this sentence?

- Ⓐ shaped easily
- Ⓑ waited nearby
- Ⓒ explored often
- Ⓓ produced many

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** 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, mood, and tone, including analogies or allusions to other texts.

## Scoring Guidelines

Rationale for Option A: This is incorrect. While Bingham was digging for artifacts that could change the shape and appearance of the area, the meaning of “yielded scores” is not “shaped easily”.

Rationale for Option B: This is incorrect. While “waited” is another definition for “yielded”, “waited nearby” is not the meaning of the phrase as it is used in this sentence.

Rationale for Option C: This is incorrect. Although Bingham was exploring the area in search of archaeological artifacts, “explored often” is not the meaning of the phrase “yielded scores”.

Rationale for Option D: **Key** – “Produced many” is a synonym for “yielded scores” and demonstrates that the ruins held a number of important artifacts, which were produced during the excavation and are listed in the sentence immediately following the phrase.

### Sample Response: 1 point

Read this sentence from Passage 1.

“Careful digging around its ruins yielded scores of Inca graves, some stone dishes, and several bronze implements.” (paragraph 6)

What does the phrase yielded scores mean as it is used in this sentence?

- ☐ (A) shaped easily
- ☐ (B) waited nearby
- ☐ (C) explored often
- ☒ (D) produced many



**Grade 8  
English Language Arts  
Practice Test**

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**Question 11**

**Question and Scoring Guidelines**

## Question 11

Select **two** details from Passage 1 that support the idea that Bingham's search for Machu Picchu was a collective effort.

- ☐ "For long weeks he had scoured the sweltering jungles of eastern Peru for clues." (paragraph 1)
- ☐ "'It was hard to see them, for they were partly covered with trees and moss, the growth of centuries.'" (paragraph 2)
- ☐ "Bingham, his nine-year-old native guide, and his military escort swarmed over the ruins." (paragraph 3)
- ☐ "Bingham was not the first white man to examine the Inca civilization." (paragraph 4)
- ☐ "The present expedition had been funded by his former classmates, who wanted to solve a 400-year-old mystery: the location of Vitcos, or Vilcabamba." (paragraph 4)

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

## Scoring Guidelines

Rationale for First Option: This is incorrect. This detail describes Bingham's long search, but it does not mention a collaborative effort to discover Machu Picchu.

Rationale for Second Option: This is incorrect. This detail describes the challenges of Bingham's long search, but it does not mention a collaborative effort to discover Machu Picchu.

Rationale for Third Option: **Key** – This detail indicates that Bingham did not work alone in his discovery.

Rationale for Fourth Option: This is incorrect. This detail indicates that previous explorers had studied the Inca civilization, but it does not mention a collaborative effort to discover Machu Picchu.

Rationale for Fifth Option: **Key** – This detail suggests that Bingham did not work alone in his discovery.





**Grade 8  
English Language Arts  
Practice Test**

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**Question 11**

**Sample Responses**

## Sample Response: 1 point

Select **two** details from Passage 1 that support the idea that Bingham's search for Machu Picchu was a collective effort.

- ☐ "For long weeks he had scoured the sweltering jungles of eastern Peru for clues." (paragraph 1)
- ☐ "It was hard to see them, for they were partly covered with trees and moss, the growth of centuries." (paragraph 2)
- ☒ "Bingham, his nine-year-old native guide, and his military escort swarmed over the ruins." (paragraph 3)
- ☐ "Bingham was not the first white man to examine the Inca civilization." (paragraph 4)
- ☒ "The present expedition had been funded by his former classmates, who wanted to solve a 400-year-old mystery: the location of Vitcos, or Vilcabamba." (paragraph 4)

### Notes on Scoring

This response earns full credit (1 point) because the two correct choices are selected.

## Sample Response: 0 points

Select **two** details from Passage 1 that support the idea that Bingham's search for Machu Picchu was a collective effort.

- ☒ "For long weeks he had scoured the sweltering jungles of eastern Peru for clues." (paragraph 1)
- ☐ "It was hard to see them, for they were partly covered with trees and moss, the growth of centuries." (paragraph 2)
- ☒ "Bingham, his nine-year-old native guide, and his military escort swarmed over the ruins." (paragraph 3)
- ☐ "Bingham was not the first white man to examine the Inca civilization." (paragraph 4)
- ☐ "The present expedition had been funded by his former classmates, who wanted to solve a 400-year-old mystery: the location of Vitcos, or Vilcabamba." (paragraph 4)

### Notes on Scoring

This response earns no credit (0 points) because one of the selected choices is incorrect. In order to receive full credit for this item, both selections must be correct.

## Sample Response: 0 points

Select **two** details from Passage 1 that support the idea that Bingham's search for Machu Picchu was a collective effort.

- ☐ "For long weeks he had scoured the sweltering jungles of eastern Peru for clues." (paragraph 1)
- ☒ "'It was hard to see them, for they were partly covered with trees and moss, the growth of centuries.'" (paragraph 2)
- ☐ "Bingham, his nine-year-old native guide, and his military escort swarmed over the ruins." (paragraph 3)
- ☐ "Bingham was not the first white man to examine the Inca civilization." (paragraph 4)
- ☒ "The present expedition had been funded by his former classmates, who wanted to solve a 400-year-old mystery: the location of Vitcos, or Vilcabamba." (paragraph 4)

### Notes on Scoring

This response earns no credit (0 points) because one of the selected choices is incorrect. In order to receive full credit for this item, both selections must be correct.

**Grade 8  
English Language Arts  
Practice Test**

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**Question 12**

**Question and Scoring Guidelines**

## Question 12

What is the meaning of the word tangible as it is used in paragraph 8 of Passage 2?

- Ⓐ having long term value
- Ⓑ found with great difficulty
- Ⓒ physical proof of existence
- Ⓓ demonstrating dramatic beauty

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

## Scoring Guidelines

Rationale for Option A: This is incorrect. While Machu Picchu is an ancient location, the word “tangible” neither relates to its age nor value.

Rationale for Option B: This is incorrect. While the important site was found with great difficulty, this is not the meaning of the word “tangible” as it is used in this sentence.

Rationale for Option C: **Key** – Machu Picchu is important to the legacy of the Incas because it provides concrete physical proof of its existence in history.

Rationale for Option D: This is incorrect. While the site of Machu Picchu is likely dramatic and beautiful, this is not the meaning of the word “tangible” as it is used in this sentence.

### Sample Response: 1 point

What is the meaning of the word tangible as it is used in paragraph 8 of Passage 2?

- ☐ Ⓐ having long term value
- ☐ Ⓑ found with great difficulty
- ☒ Ⓒ physical proof of existence
- ☐ Ⓓ demonstrating dramatic beauty





**Grade 8  
English Language Arts  
Practice Test**

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**Question 13**

**Question and Scoring Guidelines**

## Question 13

How does paragraph 10 contribute to the development of Passage 2?

- Ⓐ It focuses on the idea that Machu Picchu was a very difficult structure to build.
- Ⓑ It clarifies how Machu Picchu provided the Incas with an understanding of wild plants.
- Ⓒ It emphasizes the marvel of Machu Picchu by describing its architecture and location in nature.
- Ⓓ It explains how the Incas intended to keep Machu Picchu hidden by describing how it was built into a cliffside.

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** 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.

## Scoring Guidelines

Rationale for Option A: This is incorrect. While the paragraph does allude to the structures that had been “cut naturally” into the rock, the focus of the paragraph is on the magnificence of the architecture amidst the natural setting rather than the difficulty of building it.

Rationale for Option B: This is incorrect. While paragraph 9 mentions the Incas’ “sophisticated understanding” of wild plants, paragraph 10 merely describes the “rich diversity of flora and fauna” without making any connection to what the Incas understood.

Rationale for Option C: **Key** – Paragraph 10 has a descriptive structure that explains how the architecture of Machu Picchu blends in with its location in nature.

Rationale for Option D: This is incorrect. While some of the description (“in the midst of a tropical mountain forest”, “cut naturally into the continuous rock”) might suggest that it was difficult to find Machu Picchu, this paragraph explains the relationship between the artificial and the natural that is present at Machu Picchu.

### Sample Response: 1 point

How does paragraph 10 contribute to the development of Passage 2?

- ☐ Ⓐ It focuses on the idea that Machu Picchu was a very difficult structure to build.
- ☐ Ⓑ It clarifies how Machu Picchu provided the Incas with an understanding of wild plants.
- ☒ Ⓒ It emphasizes the marvel of Machu Picchu by describing its architecture and location in nature.
- ☐ Ⓓ It explains how the Incas intended to keep Machu Picchu hidden by describing how it was built into a cliffside.



**Grade 8  
English Language Arts  
Practice Test**

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**Question 14**

**Question and Scoring Guidelines**

## Question 14

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is the central idea of Passage 2?

- Ⓐ Machu Picchu is of cultural importance.
- Ⓑ Machu Picchu is ideal for educational opportunities.
- Ⓒ Machu Picchu is a mystery due to its remote location.
- Ⓓ Machu Picchu is significant for connecting different civilizations.

### Part B

Which phrase from paragraph 8 introduces the central idea in Part A?

- Ⓐ "the meeting point between the Peruvian Andes and the Amazon Basin"
- Ⓑ "the greatest artistic, architectural and land use achievements anywhere"
- Ⓒ "Machu Picchu was abandoned when the Inca Empire was conquered"
- Ⓓ "that the archaeological complex was made known to the outside world"

**Points Possible:** 2

**Topic:** Informational

**Content Standard:** Analyze informational text development.

a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

b. Incorporate central ideas and their relationships into an objective summary of the text.

# Scoring Guidelines

## Part A

Rationale for Option A: **Key** – Passage 2 develops the idea of the cultural importance of Machu Picchu throughout the passage, and states in paragraph 11 that it is “one of the most important cultural sites in Latin America”.

Rationale for Option B: This is incorrect. The author mentions the important archaeological work completed at Machu Picchu, but this is not connected to a central idea related to its educational importance.

Rationale for Option C: This is incorrect. The distant and pristine location of Machu Picchu is discussed, but this is a detail in the passage and not a developed central idea.

Rationale for Option D: This is incorrect. The author mentions the invading armies of the Spaniards and the vast area that the Inca civilization covered, but this does not develop a central idea of how Machu Picchu brought different civilizations together.

## Part B

Rationale for Option A: This is incorrect. While this excerpt highlights the unique location of Machu Picchu, it does not introduce the idea that it is of cultural importance.

Rationale for Option B: **Key** – This phrase introduces the idea that Machu Picchu is of cultural importance by establishing the significance of its artistic, architectural and land use achievements.

Rationale for Option C: This is incorrect. While this excerpt develops the idea that Machu Picchu changed hands when the Spaniards conquered the Incan Empire, it is not how the cultural importance of the site is introduced.

Rationale for Option D: This is incorrect. While Machu Picchu remained unknown to the outside world, this is not how the author introduces the idea that it is culturally important.





**Grade 8  
English Language Arts  
Practice Test**

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**Question 14**

**Sample Responses**

## Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is the central idea of Passage 2?

- ☒ Machu Picchu is of cultural importance.
- ☐ Machu Picchu is ideal for educational opportunities.
- ☐ Machu Picchu is a mystery due to its remote location.
- ☐ Machu Picchu is significant for connecting different civilizations.

### Part B

Which phrase from paragraph 8 introduces the central idea in Part A?

- ☐ "the meeting point between the Peruvian Andes and the Amazon Basin"
- ☒ "the greatest artistic, architectural and land use achievements anywhere"
- ☐ "Machu Picchu was abandoned when the Inca Empire was conquered"
- ☐ "that the archaeological complex was made known to the outside world"

### Notes on Scoring

This response earns full credit (2 points) because the correct response is selected in Part A as well as in Part B.

## Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is the central idea of Passage 2?

- ☒ Machu Picchu is of cultural importance.
- ☐ Machu Picchu is ideal for educational opportunities.
- ☐ Machu Picchu is a mystery due to its remote location.
- ☐ Machu Picchu is significant for connecting different civilizations.

### Part B

Which phrase from paragraph 8 introduces the central idea in Part A?

- ☐ "the meeting point between the Peruvian Andes and the Amazon Basin"
- ☐ "the greatest artistic, architectural and land use achievements anywhere"
- ☐ "Machu Picchu was abandoned when the Inca Empire was conquered"
- ☐ "that the archaeological complex was made known to the outside world"

### Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, no response is selected for Part B. In order to earn full credit for this item, both Part A and Part B must be correct.

## Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is the central idea of Passage 2?

- ☒ A Machu Picchu is of cultural importance.
- ☐ B Machu Picchu is ideal for educational opportunities.
- ☐ C Machu Picchu is a mystery due to its remote location.
- ☐ D Machu Picchu is significant for connecting different civilizations.

### Part B

Which phrase from paragraph 8 introduces the central idea in Part A?

- ☒ A "the meeting point between the Peruvian Andes and the Amazon Basin"
- ☐ B "the greatest artistic, architectural and land use achievements anywhere"
- ☐ C "Machu Picchu was abandoned when the Inca Empire was conquered"
- ☐ D "that the archaeological complex was made known to the outside world"

### Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

## Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is the central idea of Passage 2?

- ☒ A Machu Picchu is of cultural importance.
- ☐ B Machu Picchu is ideal for educational opportunities.
- ☐ C Machu Picchu is a mystery due to its remote location.
- ☐ D Machu Picchu is significant for connecting different civilizations.

### Part B

Which phrase from paragraph 8 introduces the central idea in Part A?

- ☐ A "the meeting point between the Peruvian Andes and the Amazon Basin"
- ☐ B "the greatest artistic, architectural and land use achievements anywhere"
- ☒ C "Machu Picchu was abandoned when the Inca Empire was conquered"
- ☐ D "that the archaeological complex was made known to the outside world"

### Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

## Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is the central idea of Passage 2?

- ☒ A Machu Picchu is of cultural importance.
- ☐ B Machu Picchu is ideal for educational opportunities.
- ☐ C Machu Picchu is a mystery due to its remote location.
- ☐ D Machu Picchu is significant for connecting different civilizations.

### Part B

Which phrase from paragraph 8 introduces the central idea in Part A?

- ☐ A "the meeting point between the Peruvian Andes and the Amazon Basin"
- ☐ B "the greatest artistic, architectural and land use achievements anywhere"
- ☐ C "Machu Picchu was abandoned when the Inca Empire was conquered"
- ☒ D "that the archaeological complex was made known to the outside world"

### Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

## Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is the central idea of Passage 2?

- ☐ Ⓐ Machu Picchu is of cultural importance.
- ☒ Ⓑ Machu Picchu is ideal for educational opportunities.
- ☐ Ⓒ Machu Picchu is a mystery due to its remote location.
- ☐ Ⓓ Machu Picchu is significant for connecting different civilizations.

### Part B

Which phrase from paragraph 8 introduces the central idea in Part A?

- ☐ Ⓐ "the meeting point between the Peruvian Andes and the Amazon Basin"
- ☒ Ⓑ "the greatest artistic, architectural and land use achievements anywhere"
- ☐ Ⓒ "Machu Picchu was abandoned when the Inca Empire was conquered"
- ☐ Ⓓ "that the archaeological complex was made known to the outside world"

### Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answer; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to receive partial credit for this item, Part A must be correct.

## Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is the central idea of Passage 2?

- ☐ Ⓐ Machu Picchu is of cultural importance.
- ☐ Ⓑ Machu Picchu is ideal for educational opportunities.
- ☒ Ⓒ Machu Picchu is a mystery due to its remote location.
- ☐ Ⓓ Machu Picchu is significant for connecting different civilizations.

### Part B

Which phrase from paragraph 8 introduces the central idea in Part A?

- ☒ Ⓐ "the meeting point between the Peruvian Andes and the Amazon Basin"
- ☐ Ⓑ "the greatest artistic, architectural and land use achievements anywhere"
- ☐ Ⓒ "Machu Picchu was abandoned when the Inca Empire was conquered"
- ☐ Ⓓ "that the archaeological complex was made known to the outside world"

### Notes on Scoring

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.



**Grade 8  
English Language Arts  
Practice Test**

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**Question 15**

**Question and Scoring Guidelines**

## Question 15

Select the boxes to show how Passage 1, Passage 2, or both passages present the topic of visitors to Machu Picchu.

	Passage 1	Passage 2	Both
Visitors will enjoy beautiful scenery while at Machu Picchu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Machu Picchu needs to be carefully protected from visitors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visitors use Machu Picchu as a place for consideration and reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** 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.

## Scoring Guidelines

For this item, a full-credit response includes:

- “Both” selected for “Visitors will enjoy beautiful scenery while at Machu Picchu.”;  
AND
- “Passage 2” selected for “Machu Picchu needs to be carefully protected from visitors.”;  
AND
- “Passage 1” selected for “Visitors use Machu Picchu as a place for consideration and reflection.” (1 point).

**Grade 8  
English Language Arts  
Practice Test**

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**Question 15**

**Sample Responses**

## Sample Response: 1 point

Select the boxes to show how Passage 1, Passage 2, or both passages present the topic of visitors to Machu Picchu.

	Passage 1	Passage 2	Both
Visitors will enjoy beautiful scenery while at Machu Picchu.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Machu Picchu needs to be carefully protected from visitors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visitors use Machu Picchu as a place for consideration and reflection.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response earns full credit (1 point) because the correct box is selected for each row in the table.

## Sample Response: 0 points

Select the boxes to show how Passage 1, Passage 2, or both passages present the topic of visitors to Machu Picchu.

	Passage 1	Passage 2	Both
Visitors will enjoy beautiful scenery while at Machu Picchu.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Machu Picchu needs to be carefully protected from visitors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visitors use Machu Picchu as a place for consideration and reflection.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response earns no credit (0 points) because one of the three boxes selected is incorrect.

## Sample Response: 0 points

Select the boxes to show how Passage 1, Passage 2, or both passages present the topic of visitors to Machu Picchu.

	Passage 1	Passage 2	Both
Visitors will enjoy beautiful scenery while at Machu Picchu.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Machu Picchu needs to be carefully protected from visitors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visitors use Machu Picchu as a place for consideration and reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Notes on Scoring

This response earns no credit (0 points) because two of the three boxes selected are incorrect.

**Grade 8  
English Language Arts  
Practice Test**

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**Question 16**

**Question and Scoring Guidelines**

## Question 16

Write a multi-paragraph written response in which you analyze the significance of Machu Picchu as a travel destination. In your response, consider the cultural and historical aspects of Machu Picchu. Your response must be based on ideas and information that can be found in the passages.

Manage your time carefully so that you can:

- review the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to:

- include an introduction;
- use evidence from the passages to support your explanation/thesis statement;
- avoid overly relying on one passage; and
- include a conclusion.

Write your multi-paragraph response in the space provided.

**Points Possible:** 10

**Topic:** Writing

**Content Standard:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.



# Scoring Guidelines

Ohio's State Test Informative/Explanatory Writing Rubric, Grades 6–12 (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea/thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• A strongly maintained controlling idea/thesis statement with little or no loosely related material</li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>• Appropriate style and objective tone established and maintained</li> </ul>	<p>The response provides thorough and convincing support, citing evidence for the controlling idea/thesis statement or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>• Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea/thesis statement and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• A maintained controlling idea/thesis statement, though some loosely related material may be present</li> <li>• Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> </ul>	<p>The response provides adequate support, citing evidence for the controlling idea/thesis statement or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	

Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea/thesis statement with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>A focused controlling idea/thesis statement but insufficiently sustained or unclear</li> <li>Inconsistent use of transitional strategies with little variety</li> <li>Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea/thesis statement or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>Weakly integrated evidence from sources; erratic or irrelevant references or citations</li> <li>Repetitive or ineffective use of elaborative techniques</li> <li>Imprecise or simplistic expression of ideas</li> <li>Some use of inappropriate domain-specific vocabulary</li> <li>Most sentences limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>Some minor errors in usage but no patterns of errors</li> <li>Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; and it may have a limited controlling idea/thesis statement or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>Confusing or ambiguous ideas</li> <li>Few transitional strategies</li> <li>Frequent extraneous ideas that impede understanding</li> <li>Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea/thesis statement or main idea, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>Minimal, erroneous, or irrelevant evidence or citations from the source material</li> <li>Expression of ideas that is vague, unclear, or confusing</li> <li>Limited and often inappropriate language or domain-specific vocabulary</li> <li>Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>Various errors in usage</li> <li>Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0	<p>The response is unrelated to the topic and displays little awareness of the purpose, audience and/or task. There is no controlling idea/thesis statement and it has no focus or discernible organizational structure. The response may:</p> <ul style="list-style-type: none"> <li>Be blank or show a written refusal to answer</li> <li>Be presented in a language other than English</li> <li>Include only a restatement of the stem</li> <li>Consist of random keystroke characters</li> <li>Include only bulleted points</li> <li>Include no transitional strategies</li> </ul>	<p>The response provides no support/evidence related to a main idea/thesis statement and includes no use of sources, facts or details. The response may include:</p> <ul style="list-style-type: none"> <li>Only direct copy of part of the reading selection</li> <li>No citations from the source material</li> <li>No relevant domain-specific vocabulary</li> <li>No evidence from the support material(s)</li> </ul>	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

**Grade 8  
English Language Arts  
Practice Test**

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**Question 16**

**Sample Responses**

## Sample Response: 10 points

Nestled between the Andes and Amazon Basin is a historical site like no other. Built in the 15th century and conquered by the Spaniards in the 16th century Machu Picchu was trapped in time until the early 1900s, when it was discovered again. Sitting at more than 7,800 feet above sea level it is surrounded by mountain slopes, peaks and valleys. Machu Picchu is the last known Inca stronghold, and it provides a glimpse of the life many Inca's experienced during the 15th century. The breathtaking cultural site is one of the most significant and prized travel destinations in the world.

The Stones of Machu Picchu claims that Machu Picchu is one of the world's great archaeological wonders. Not only does it contain spectacular architecture but the natural setting of Machu Picchu also encompasses its unique environmental habitats for plenty of unique animal species and rich diversity of flora and fauna. Historic Sanctuary of Machu Picchu by UNESCO says Machu Picchu is in some of the scenically most attractive mountainous territory of the Peruvian Andes. The surrounding valleys have been cultivated exceptionally well for over 1,000 years and some of the habitats give homes to endangered species. Several of them include the spectacled bear, the dwarf brocket, and the Andean condor. When the ruins were first discovered again in 1911 by Hiram Bingham he described them as "covered with trees and moss, the growth of centuries", as told by Duane Damon in The Stones of Machu Picchu.

Machu Picchu also contains many historical artifacts. Inca graves, stone dishes and several bronze implements were discovered, as stated in The Stones of Machu Picchu. The site contains many major historical and cultural influences and is an example of the way architecture can use natural materials and exist within the natural setting. It also demonstrates a way humans were able to live off the land. According to Historic Sanctuary of Machu Picchu, some of the people who live around Machu Picchu continue a way of life that resembles the way their Inca ancestors lived, relying on potatoes, maize, and llamas. Machu Picchu is a very unique sight not only for its educational value, but also for its condition.

Machu Picchu is a very significant travel destination for many reasons which include its historical significance, amazing structures, and spectacular environmental sights. Located in a breathtaking natural setting, the city's beauty comes from its amazing architecture and mountaintop views. Visitors from all over the world flock to the "city of the clouds" every year to get a glimpse of history uncovered. They look, reflect and wonder about many of the unanswered questions surrounding Machu Picchu. As a travel destination, Machu Picchu gives modern generations a look back to a time like no other and an experience that is sure to last a lifetime.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	4	2

### Notes on Scoring

This response earns full credit (10 points).

**Purpose, Focus, and Organization** – The response is fully sustained and consistently focused within the purpose, audience, and task with effective organizational structure, earning the maximum four points in the assigned category.

**Evidence and Elaboration** – The response also earns the maximum four points for providing thorough, convincing, and credible support while citing evidence for the controlling idea.

**Conventions** – Finally, this response earns the maximum two points for demonstrating an adequate command of basic conventions.



## Sample Response: 8 points

Are you tired of hearing about Mt. Rushmore? Exhausted from your long trek at the Great Wall of China? Bored of the statues at Notre Dame? Well, why don't you take a trip down to Peru to visit the amazing stones of Machu Picchu? You will be taken aback by the rich history of the place and stunned by some of the things you may see there.

Discovered by Hiram Bingham in the summer of 1911, Machu Picchu is often believed to be the ruins of Vilcabamba, the last capital of the Inca civilization. By the time Mr. Bingham stumbled upon this historical treasure, people had been trying to find the location of Vilcabamba or Vitcos for 400 years! Vilcabamba was the secret hiding place of Manco II when he fled the Spanish Conquest in 1535. (Passage 1) Machu Picchu is believed by many to be the ruins of Vitcos. Machu Picchu is considered one of the world's greatest archaeological wonders. Inca graves, stone dishes and several bronze implements have been found on the site. These are great proof that Machu Picchu could be the ruins of Vilcabamba. Although there are other location which may also be the ruins of Vitcos, Machu Picchu is still an interesting place to come and visit. People from all over the world come to see this place. They are intrigued by the mystery of Machu Picchu and charmed by the incredible archetechture.

Machu Picchu is a desirable destination not only because of the historical significance, but also because of its lovely location. Machu Picchu is located at the meeting point between the Peruvian Andes and the Amazon Basin, 2430 m above sea level. (Passage 2) It is in the middle of a tropical mountain forest and surrounded by well cultivated land, Machu Picchu has some of the most breathtaking scenery in the world. The people living near Machu Picchu live in a way that is similar to the Inca. Machu Picchu is also a habitat for many endangered species, including but not limited to: the dwarf brocket, the otter, the long-tailed weasel, the Andean cock of the rock, the Andean condor, the boa, and the pampas cat. (Passage 2)

The gorgeous archetecture is also another great reason to visit Machu Picchu. Machu Picchu consists of about 200 structures. The city is split into upper and lower sections, which separates the residential area from the farming area. The intricate design for this city is thousands of years old and was probably the most archetectually advanced city in its time.

So whether you come for the rich history, the superb scenery and wildlife, or for the jaw-dropping archetecture, I assure you, Machu Picchu will not disappoint you. This city never fails to impress as one of the most significant travel destinations.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
3	3	2

### Notes on Scoring

This response earns partial credit (8 points).

**Purpose, Focus, and Organization** – The response is adequately sustained and generally focused within the purpose, audience, and task with evident organizational structure, earning three out of four points in the assigned category.

**Evidence and Elaboration** – The response also earns three out of four possible points in the category of evidence and elaboration for providing adequate support when citing evidence for the controlling idea.

**Conventions** – Finally, this response earns the maximum two points allowed for demonstrating an adequate command of basic conventions.

## Sample Response: 5 points

I'm here to inform you all about this wonderful place called Machu Picchu and the civilization that made it happen.

The Inca civilization, many people have examined it before. For example, Francisco Pizarro, he was a Spanish conqueror who took over the Incas in the 1530s. Well it looks like he just didn't examine he took over!

Let me inform you more on this historic world heritage site that I learned from passage 1. Machu Picchu was built in the fifteenth century and it is so big! It covers 79 acres of mountain slopes, peaks and valleys. Bet you didn't know that. You probably also didn't know that Machu Picchu stands 2,430 meters above sea level!

Machu Picchu is one of the most amazing urban creations of the Inca Empire. It is also a secure habitat for several endangered species. The spectacled bear is one of the most interesting species in Machu Picchu. Other animals that live in the secured habitat are also the otter, the long tailed weasel, and much more.

Machu Picchu is a world renowned archeological site, an amazing city with a setting so natural, so beautiful. Machu Picchu is one of the most attractive mountainous territory of the Peruvian Andes as said passage 2.

Machu Picchu is the place to go if you ever plan on going to a vacation out to Peru. It has a lot of cool history and beautiful sites that are unlike anything else you've seen before.



Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
2	2	1

### Notes on Scoring

This response earns partial credit (5 points).

**Purpose, Focus, and Organization** – The response is somewhat sustained within the purpose, audience, and task, but may include some extraneous material. Likewise, its organization may be inconsistent, earning two out of the four possible points for this category.

**Evidence and Elaboration** – The response also earns two out of four possible points for evidence and elaboration, as the response provides uneven support for the controlling idea.

**Conventions** – Finally, this response earns one out of two possible points for demonstrating a partial command of basic conventions.

## Sample Response: 3 points

If I got to pick one place to travel too it would be Machu Picchu in Peru. It seems like an interesting place because it was hidden for so long and people still don't know everything about the Inca people who built it

Machu Pichu was built in the 15 century by the Inca civilization and conquered by the spanish in the 16th century. It was then discovered by a American professor named Hiram Bingham in 1911. It is hidden in the mountains and has alot of architecture and artifacts that show what life was like back then. But there are still several things about the Incas that built Machu Picchu that people just don't know.

It is high above sea level, and in the mountains, so its probably hard to get to, but if I could pick it would be my top travel destination.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	1	1

### Notes on Scoring

This response earns partial credit (3 points).

**Purpose, Focus, and Organization** – The response is related to the topic but demonstrates little awareness of the purpose, audience, and task, and has no discernible organizational structure, earning one out of four possible points for this category.

**Evidence and Elaboration** – The response also earns one out of four possible points for evidence and elaboration, as it provides cursory support for the controlling idea.

**Conventions** – Finally, this response earns one out of two possible points for demonstrating a partial command of basic conventions.



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