

Item	Answer	DOK	Learning Objective	CCSS	Location
1	C	2	Analyze Theme	RL.8.2	Unit 6, p. 309
2	A	2	Cite Text Evidence to Support Inferences	RL.8.1; RL.8.4	Unit 8, p. 405
3	D	2	Analyze Characters and Plot	RL.8.3	Unit 1, p. 37
4	B	2	Allusions and Analogy	RL.8.4; RI.8.4	Unit 2, p. 63
5	See sample answer and Short Answer Rubric below.	3	Analyze Characters and Plot	RL.8.3	Unit 1, p. 37
6	C	2	Analyze Theme	RL.8.2	Unit 6, p. 309
7	B	2	Cite Text Evidence to Support Inferences	RL.8.1; RL.8.4	Unit 8, p. 405
8	A	2	Compare and Contrast Text Structure	RL.8.5	Unit 5, p. 225
9	D	2	Allusions and Analogy	RL.8.4; RI.8.4	Unit 2, p. 63
10	See sample answer and Short Answer Rubric below.	3	Compare and Contrast Text Structure	RL.8.5	Unit 5, p. 225
11	C	2	Cite Text Evidence	RI.8.1	Unit 1, p. 23
12	B	2	Summarize	RI.8.2	Unit 2, p. 77
13	D	2	Analyze Connections in a Text	RI.8.3	Unit 8, p. 417
14	D	2	Summarize	RI.8.2	Unit 2, p. 77
15	See sample answer and Short Answer Rubric below.	3	Determine the Author's Viewpoint	RI.8.6	Unit 7, p. 335
16	B	2	Cite Text Evidence	RI.8.1	Unit 1, p. 23
17	D	2	Analyze Connections in a Text	RI.8.3	Unit 8, p. 417
18	C	3	Evaluate an Argument	RI.8.8	Unit 4, p. 171
19	C	2	Determine the Author's Viewpoint	RI.8.6	Unit 7, p. 335
20	See sample answer and Short Answer Rubric below.	4	Evaluate an Argument	RI.8.8	Unit 4, p. 171
21	B	2	Identify and Use infinitives	L.8.1.A	Unit 1, p. 31

Item	Answer	DOK	Learning Objective	CCSS	Location
22	C	2	Identify and Use infinitives	L.8.1.A	Unit 1, p. 31
23	O	2	Identify Gerunds	L.8.1.A	Unit 3, p. 155
24	S	2	Identify Gerunds	L.8.1.A	Unit 3, p. 155
25	A	2	Understand Verb Mood	L.8.1.C	Unit 6, p. 287
26	C	2	Understand Verb Mood	L.8.1.C	Unit 6, p. 287
27	birding, but some people	2	Understand Punctuation for Pauses and Breaks	L.8.2.A	Unit 4, p. 179
28	knowledge, equipment, or experience	2	Understand Punctuation for Pauses and Breaks	L.8.2.A	Unit 4, p. 179
29	are found	2	Use the Passive Voice	L.8.1.B, L.8.3.A	Unit 7, p. 343
30	was forgotten	2	Use the Passive Voice	L.8.1.B, L.8.3.A	Unit 7, p. 343
31	D	2	Use Context to Determine Meanings	L.8.4.A	Unit 1, p. 17
32	B	2	Use Context to Determine Meanings	L.8.4.A	Unit 1, p. 17
33	A	2	Overview of Word Parts	L.8.4.B	Unit 2, p. 71
34	C	2	Overview of Word Parts	L.8.4.B	Unit 2, p. 71
35	B	2	Analyze Figurative Language	L.8.5	Unit 8, p. 411
36	C	2	Analyze Figurative Language	L.8.5	Unit 8, p. 411
37	A	2	Identify Word Relationships	L.8.5.B	Unit 6, p. 319
38	C	2	Identify Word Relationships	L.8.5.B	Unit 6, p. 319
39	C	2	Analyze Connotations	L.8.5.C	Unit 8, p. 429
40	B	2	Analyze Connotations	L.8.5.C	Unit 8, p. 429
41	Manually graded; see Problem-Solution Essay Rubric below.	4	Write a Problem-Solution Essay	W.8.2	Unit 5, p. 264

- 5 Sample answer:** At first, Mei thinks of Jack as an annoyance and an interruption. She believes that Ali has assigned Jack to be her lab partner because he doubts that she can do her project on her own. Upset, she looks at Jack “resentfully” and sarcastically calls him “Einstein.” However, when Jack shows that he understands her needs and her work and can be helpful, Mei changes her mind. She realizes that Jack is a valuable partner, and she also learns to see him as a friend.
- 10 Sample answer:** Both “I’ll Stretch It a Little” and “Purpose” are organized into stanzas. The line breaks in both poems create a regular rhythm. Both poems use rhyme. “I’ll Stretch It a Little” has an AABB pattern of rhyme. “Purpose” has an ABABCC pattern of rhyme. “I’ll Stretch It a Little” does not repeat words, but “Purpose” does (*Not for the sake of, Not for, I would be, or, and -ing* word forms).
- 15 Sample answer:** The author views Yuri Gagarin as a trailblazing explorer. This is clear from the title, which calls him a “pioneer.” It is also evident in sentences in which the author points out how Gagarin’s space flight paved the way for future space exploration and research. The author’s statement that “Gagarin’s achievements and legacy are significant” suggests that the author admires Gagarin for what he accomplished.
- 20 Sample answer:** The author’s argument in “The Benefits of In-Person Classes” makes sense and is persuasive. The author provides two reasons that in-person classes are more beneficial than online learning. For the first reason, direct instruction, the author provides convincing examples, such as how it’s easier to provide feedback and encouragement when students and teachers are together. The second reason is student interaction, which the author illustrates by discussing how students can take “quick breaks from work, in the hallway between classes or at lunch, that refresh their attention and build relationships.” These examples give strong evidence to support the author’s perspective.

Short Answer Rubric for Items 5, 10, 15, and 20			
Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Question is answered using text support and proper mechanics.	<ul style="list-style-type: none"> Doesn’t answer the question or writes about something different. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers some of the question. Uses some text evidence, facts, or examples as support. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers the question completely. Uses text evidence, facts, or examples as support. Makes few, if any, errors in punctuation, spelling, and grammar.

Problem-Solution Essay Rubric for Item 41			
Criteria	1	2	3
	Beginning	Intermediate	Advanced
The introductory paragraph has a topic sentence and introduces the problem.	The introduction states the topic but may lack a clearly defined topic sentence.	The introduction states the topic and provides a recognizable topic sentence.	The introduction describes the topic and provides a clearly stated topic sentence that will shape the rest of the essay.
Body paragraphs present facts, examples, or quotations that support ideas about the problem and possible solutions.	Body paragraphs may include additional information about the topic but may be weak in stating and elaborating on solutions.	Body paragraphs provide details that explain the significance of the problem and offer solutions. Solutions are supported by evidence.	Body paragraphs support an explanation of the significance of the problem or provide clear support for solutions that will effectively address it. Important points are supported by appropriate evidence.
The essay ends with a conclusion that restates the problem and offers a conclusion about the solutions.	The conclusion is missing, or it either does not restate the problem or does not offer a conclusion.	The conclusion restates the problem and solutions, but has an unclear or incomplete conclusion about the solutions.	The conclusion clearly summarizes the problem and solutions and offers a clear conclusion about the solutions.
The essay uses correct grammar and mechanics.	Ideas are communicated but with many errors.	Ideas are communicated with some errors.	Ideas are communicated with few errors and a variety of sentence structures.

Item	Answer	DOK	Learning Objective	CCSS	Location
1	D	2	Cite Text Evidence to Support Inferences	RL.8.1; RL.8.4	Unit 8, p. 405
2	C	2	Analyze Theme	RL.8.2	Unit 6, p. 309
3	A	2	Analyze Characters and Plot	RL.8.3	Unit 1, p. 37
4	C	2	Allusions and Analogy	RL.8.4; RI.8.4	Unit 2, p. 63
5	See sample answer and Short Answer Rubric below.	3	Analyze Characters and Plot	RL.8.3	Unit 1, p. 37
6	D	2	Cite Text Evidence to Support Inferences	RL.8.1; RL.8.4	Unit 8, p. 405
7	B	2	Analyze Theme	RL.8.2	Unit 6, p. 309
8	B	2	Compare and Contrast Text Structure	RL.8.5	Unit 5, p. 225
9	D	2	Allusions and Analogy	RL.8.4; RI.8.4	Unit 2, p. 63
10	See sample answer and Short Answer Rubric below.	3	Compare and Contrast Text Structure	RL.8.5	Unit 5, p. 225
11	B	2	Cite Text Evidence	RI.8.1	Unit 1, p. 23
12	A	2	Evaluate an Argument	RI.8.8	Unit 4, p. 171
13	C	2	Analyze Connections in a Text	RI.8.3	Unit 8, p. 417
14	B	3	Determine the Author's Viewpoint	RI.8.6	Unit 7, p. 335
15	See sample answer and Short Answer Rubric below.	3	Evaluate an Argument	RI.8.8	Unit 4, p. 171
16	C	2	Cite Text Evidence	RI.8.1	Unit 1, p. 23
17	B	2	Summarize	RI.8.2	Unit 2, p. 77
18	A	2	Analyze Connections in a Text	RI.8.3	Unit 8, p. 417
19	D	2	Determine the Author's Viewpoint	RI.8.6	Unit 7, p. 335
20	See sample summary and Summary Rubric below.	3	Summarize	RI.8.2	Unit 2, p. 77

Item	Answer	DOK	Learning Objective	CCSS	Location
21	B	2	Identify and Use infinitives	L.8.1.A	Unit 1, p. 31
22	C	2	Identify and Use infinitives	L.8.1.A	Unit 1, p. 31
23	S	2	Identify Gerunds	L.8.1.A	Unit 3, p. 155
24	O	2	Identify Gerunds	L.8.1.A	Unit 3, p. 155
25	A	2	Understand Verb Mood	L.8.1.C	Unit 6, p. 287
26	B	2	Understand Verb Mood	L.8.1.C	Unit 6, p. 287
27	asking someone a question, sharing an idea, or giving a compliment	2	Understand Punctuation for Pauses and Breaks	L.8.2.A	Unit 4, p. 179
28	D	2	Understand Punctuation for Pauses and Breaks	L.8.2.A	Unit 4, p. 179
29	has been changed	2	Use the Passive Voice	L.8.1.B, L.8.3.A	Unit 7, p. 343
30	be accomplished	2	Use the Passive Voice	L.8.1.B, L.8.3.A	Unit 7, p. 343
31	B	2	Use Context to Determine Meanings	L.8.4.A	Unit 1, p. 17
32	B	2	Use Context to Determine Meanings	L.8.4.A	Unit 1, p. 17
33	A	2	Overview of Word Parts	L.8.4.B	Unit 2, p. 71
34	D	2	Overview of Word Parts	L.8.4.B	Unit 2, p. 71
35	C	2	Analyze Figurative Language	L.8.5	Unit 8, p. 411
36	B	2	Analyze Figurative Language	L.8.5	Unit 8, p. 411
37	D	2	Identify Word Relationships	L.8.5.B	Unit 6, p. 319
38	B	2	Identify Word Relationships	L.8.5.B	Unit 6, p. 319
39	A	2	Analyze Connotations	L.8.5.C	Unit 8, p. 429
40	B	2	Analyze Connotations	L.8.5.C	Unit 8, p. 429
41	Manually graded; see Problem-Solution Essay Rubric below.	4	Write a Problem-Solution Essay	W.8.2	Unit 5, p. 264

- 5 Sample answer:** Min-jun's discovery of the plastic bag in the water sets the story in motion. Min-jun is bothered by the sight of the plastic bag and enlists his friends Do-yun and Ha-joon to try to solve the problem. They face obstacles, but they eventually solve the problem by appealing to the community and using recycling bins. In short, the discovery of the plastic bag presents the problem that the rest of the story will focus on solving.
- 10 Sample answer:** "Forgotten" has three stanzas, each made up of four lines of about the same length. "A Green Stream," however, consists of a single stanza, and its lines vary in length. The sense of rhythm is strong in "Forgotten." "A Green Stream" sounds more like conversation, and there is less rhythmic pattern. In "Forgotten," the speaker uses a rhyming pattern where the second and fourth line of each stanza rhymes. There is no clear rhyming pattern in "A Green Stream."
- 15 Sample answer:** The author's claim that team sports are more beneficial than individual sports is successfully supported with evidence, so it is persuasive. The author provides the example of a successful CEO who has applied skills that she learned in team sports to build her business career. The author also shows a contrast between winning and losing on a team versus winning and losing as an individual. Both of these examples support the author's claim.
- 20 Sample summary:** The Amundsen-Scott South Pole Station's unique location has helped researchers make many important discoveries. Though the cold climate is a challenge, researchers utilize the station's specific conditions to study things they may not be able to study elsewhere. The station continues to enable scientists' important and diverse achievements, from discovering new dinosaur fossils to exploring the universe.

Short Answer Rubric for Items 5, 10, and 15			
Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Question is answered using text support and proper mechanics.	<ul style="list-style-type: none"> Doesn't answer the question or writes about something different. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers some of the question. Uses some text evidence, facts, or examples as support. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Answers the question completely. Uses text evidence, facts, or examples as support. Makes few, if any, errors in punctuation, spelling, and grammar.

Summary Rubric for Item 20

Criteria	1	2	3
	On the Way	Making Progress	Ready to Go
Student's summary describes the central idea and key details in his/her own words.	<ul style="list-style-type: none"> Doesn't summarize the text accurately or may include nonessential ideas. Uses some phrasing from the original text. Makes many errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Summarizes the central idea but does not include all key details. May include one or two nonessential ideas. Uses mostly his/her own words. Makes some errors in punctuation, spelling, and grammar. 	<ul style="list-style-type: none"> Summarizes the central idea, including key details, without any nonessential ideas. Uses his/her own words. Makes few, if any, errors in punctuation, spelling, and grammar.

Problem-Solution Essay Rubric for Item 41

Criteria	1	2	3
	Beginning	Intermediate	Advanced
The introductory paragraph has a topic sentence and introduces the problem.	The introduction states the topic but may lack a clearly defined topic sentence.	The introduction states the topic and provides a recognizable topic sentence.	The introduction describes the topic and provides a clearly stated topic sentence that will shape the rest of the essay.
Body paragraphs present facts, examples, or quotations that support ideas about the problem and possible solutions.	Body paragraphs may include additional information about the topic but may be weak in stating and elaborating on a solution or solutions.	Body paragraphs provide details that explain the significance of the problem and offer a solution or solutions. Solutions are supported by evidence.	Body paragraphs support an explanation of the significance of the problem or provide clear support for a solution or solutions that will effectively address it. Important points are supported by appropriate evidence.
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The essay uses correct grammar and mechanics.	Ideas are communicated but with many errors.	Ideas are communicated with some errors.	Ideas are communicated with few errors and a variety of sentence structures.

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3	D	2	Analyze Characters and Plot	RL.8.3	Unit 1, p. 37
4	A	2	Allusions and Analogy	RL.8.4; RI.8.4	Unit 2, p. 63
5	See sample answer and Short Answer Rubric below.	3	Analyze Characters and Plot	RL.8.3	Unit 1, p. 37
6	D	2	Cite Text Evidence to Support Inferences	RL.8.1; RL.8.4	Unit 8, p. 405
7	C	2	Analyze Theme	RL.8.2	Unit 6, p. 309
8	A	2	Compare and Contrast Text Structure	RL.8.5	Unit 5, p. 225
9	C	2	Compare and Contrast Text Structure	RL.8.5	Unit 5, p. 225
10	See sample answer and Short Answer Rubric below.	3	Allusions and Analogy	RL.8.4; RI.8.4	Unit 2, p. 63
11	C	2	Cite Text Evidence	RI.8.1	Unit 1, p. 23
12	B	2	Evaluate an Argument	RI.8.8	Unit 4, p. 171
13	D	3	Determine the Author's Viewpoint	RI.8.6	Unit 7, p. 335
14	C, D	2	Evaluate an Argument	RI.8.8	Unit 4, p. 171
15	See sample answer and Short Answer Rubric below.	3	Analyze Connections in a Text	RI.8.3	Unit 8, p. 417
16	C	2	Cite Text Evidence	RI.8.1	Unit 1, p. 23
17	A	2	Summarize	RI.8.2	Unit 2, p. 77
18	C	2	Analyze Connections in a Text	RI.8.3	Unit 8, p. 417
19	B	2	Summarize	RI.8.2	Unit 2, p. 77
20	See sample answer and Short Answer Rubric below.	3	Determine the Author's Viewpoint	RI.8.6	Unit 7, p. 335
21	C	2	Identify and Use Infinitives	L.8.1.A	Unit 1, p. 31

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22	C	2	Identify and Use Infinitives	L.8.1.A	Unit 1, p. 31
23	O	2	Identify Gerunds	L.8.1.A	Unit 3, p. 155
24	S	2	Identify Gerunds	L.8.1.A	Unit 3, p. 155
25	B	2	Understand Verb Mood	L.8.1.C	Unit 6, p. 287
26	C	2	Understand Verb Mood	L.8.1.C	Unit 6, p. 287
27	C	2	Understand Punctuation for Pauses and Breaks	L.8.2.A	Unit 4, p. 179
28	A	2	Understand Punctuation for Pauses and Breaks	L.8.2.A	Unit 4, p. 179
29	were confirmed (have been confirmed)	2	Use the Passive Voice	L.8.1.B, L.8.3.A	Unit 7, p. 343
30	was reclassified (had been reclassified)	2	Use the Passive Voice	L.8.1.B, L.8.3.A	Unit 7, p. 343
31	A	2	Use Context to Determine Meanings	L.8.4.A	Unit 1, p. 17
32	C	2	Use Context to Determine Meanings	L.8.4.A	Unit 1, p. 17
33	A	2	Overview of Word Parts	L.8.4.B	Unit 2, p. 71
34	B	2	Overview of Word Parts	L.8.4.B	Unit 2, p. 71
35	A	2	Analyze Figurative Language	L.8.5	Unit 8, p. 411
36	B	2	Analyze Figurative Language	L.8.5	Unit 8, p. 411
37	B	2	Identify Word Relationships	L.8.5.B	Unit 6, p. 319
38	D	2	Identify Word Relationships	L.8.5.B	Unit 6, p. 319
39	C	2	Analyze Connotations	L.8.5.C	Unit 8, p. 429
40	B	2	Analyze Connotations	L.8.5.C	Unit 8, p. 429
41	Manually graded; see Problem-Solution Essay Rubric below.	4	Write a Problem-Solution Essay	W.8.2	Unit 5, p. 264

- 5 Sample answer:** At the beginning of the story, Ayesha is annoyed with Xavier. She thinks that he is bossy, and she speaks harshly to him. However, when Ayesha and Xavier work together to overcome the main problematic event of the story—the oxygen alarm sounding—Ayesha’s attitude changes. She sees how Xavier’s skills help to keep everyone calm, allowing her to do what she needs to do. By the end of the story, Ayesha values how she and Xavier worked together.
- 10 Sample answer:** In the first stanza of “Hope is the thing with feathers,” the poet compares hope to a singing bird. She writes that hope “perches in the soul” and doesn’t stop singing even when times are hard or the weather is cold or stormy. This analogy helps readers understand the poet’s message that hope is a strong force that brings us comfort even in challenging times. Like the bird, hope is important because it “never stops at all.”
- 15 Sample answer:** The author makes connections between PE and other subjects by showing both similarities and differences. In paragraph 3, the author cites evidence from the CDC to show that there is an academic benefit to physical education. This information makes PE similar to other subjects. In paragraph 5, however, the author notes that there is a difference between physical education and other subjects because students will always “need to know about and care for their bodies and their health.” This makes PE different from other subjects, which may not give students useful lifelong knowledge.
- 20 Sample answer:** The author’s viewpoint is that fires are essential to the savannas’ ecosystems even though they are also destructive. For example, fires “prevent too many new trees from growing on the savannas by destroying small seedlings before they can mature.” Without the fires, the savannas would become forests. Fires also help new grasses to grow, thus providing “nourishment for the animals.”

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The essay uses correct grammar and mechanics.	Ideas are communicated but with many errors.	Ideas are communicated with some errors.	Ideas are communicated with few errors and a variety of sentence structures.