

Grade 8 English Language Arts Test

The spring 2018 grade 8 English Language Arts test was an assessment that was administered as a computer-based version, though a paper-based version was available as an accommodation for eligible students. The test included both operational items, which count toward a student's score, and matrix items. The matrix portion of the test consisted of field-test and equating questions that do not count toward a student's score.

Most of the operational items on the grade 8 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In some instances, the wording of a paper item differed slightly from the computer-based version. In places where a technology-enhanced item was used on the computer-based test, that item was typically replaced with one or more alternative items on the paper test. These alternative items sometimes assessed the same standard as the technology-enhanced item, or other standards from the same reporting category.

This document displays the **paper-based versions** of the 2018 operational items that have been released. The **computer-based versions** of the released items are available on the RICAS Resource Center website at ricas.pearsonsupport.com/released-items.

The Scoring Guides can be found at www.doe.mass.edu/mcas/student/. They provide the released constructed-response questions, a unique scoring guide for each question, and samples of student work at each score point.

Test Sessions and Content Overview

The grade 8 ELA test was made up of two separate test sessions. Each session included reading passages, followed by selected-response questions and constructed-response or essay questions. On the paper-based test, the selected-response questions were multiple-choice items, in which students select the correct answer from among several answer options.

Standards and Reporting Categories

The grade 8 ELA test was based on grades 6–12 learning standards in three content strands of the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2017), listed below.

- Reading
- Writing
- Language

The *Massachusetts Curriculum Framework* is strongly aligned with Rhode Island's English Language Arts/literacy standards: the Common Core State Standards (CCSS). The RICAS ELA assessment tables articulate this alignment and are available on the RIDE website at www.ride.ri.gov/ricas. The *Massachusetts Curriculum Framework for English Language Arts and Literacy* is available on the Department website at www.doe.mass.edu/frameworks/.

ELA test results are reported under three RICAS reporting categories, which are identical to the three framework content strands listed above.

The tables at the conclusion of this chapter provide the following information about each released and unreleased operational item: reporting category, standard(s) covered, item type, and item description. The correct answers for released selected-response questions are also displayed in the released item table.

Reference Materials

During both ELA test sessions, the use of bilingual word-to-word dictionaries was allowed for current and former English learner students only. No other reference materials were allowed during any ELA test session.

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This session contains 18 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in your Student Answer Booklet.

For most questions, you will mark your answers by filling in the circles in your Student Answer Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write each response in the space provided in your Student Answer Booklet. Only responses written within the provided space will be scored.

The American Civil War was a conflict between the southern states, called the Confederacy, and the northern states, known as the Union or the United States. The war was caused, in part, by a disagreement over whether white Americans had the right to own African Americans as slaves. Read the two excerpts about an important meeting that happened during the Civil War, and then answer the questions that follow.

In “Waiting for Mr. Lincoln,” Frederick Douglass, an influential opponent of slavery, hopes to meet with Abraham Lincoln, the President of the United States.

Waiting for Mr. Lincoln

by Russell Freedman

- 1 Heads turned when Frederick Douglass walked into the White House on the morning of August 10, 1863. It was still early, but the waiting area leading to Abraham Lincoln’s office was crowded with politicians, officials, patronage seekers, and citizens of all kinds seeking an audience with the president.
- 2 Douglass was the only black man among them. The others seemed surprised to see him, and some were none too pleased.
- 3 Lincoln tried to meet with as many callers as he possibly could each day. He said he enjoyed his “public opinion baths” and found them a useful way to find out what people were thinking. When first elected, he had refused to limit his visiting hours. “They do not want much,” he said of the throngs of citizens waiting to see him one day, “and they get very little. . . . I know how I would feel in their place.”
- 4 But the crowds became unmanageable. People showed up before breakfast and were still waiting to see him late at night. At times, even U.S. senators had to wait a week or more to speak with the president. As his work piled up, Lincoln realized that he had to restrict his visiting hours. He saw callers from ten o’clock in the morning till one in the afternoon. Priority was given to cabinet members and congressmen; if any time remained, ordinary citizens were admitted.
- 5 It wasn’t easy to see the president. Not everyone got in.
- 6 Douglass handed his calling card to a clerk and looked around for an empty chair. None was available, so he found a place to sit on the stairway leading to Lincoln’s office. The stairs were filled with other men hoping for a moment with the nation’s chief executive.
- 7 Douglass had no appointment. He had no idea how long he might have to wait, or even if he would be granted an interview. By meeting with the president, he hoped “to secure just and fair treatment” for the thousands of

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black troops who had enlisted in the Union army and were now fighting for the North in America's Civil War.

- 8 When the war began, federal law prohibited blacks from serving in the army. But as the fighting continued, with mounting casualties and no decisive victories, the North finally allowed African Americans to enlist. Black soldiers fought with distinction, but they were paid only half as much as white soldiers and were not being promoted for outstanding service. Worse, black prisoners of war were being executed or enslaved by their Southern captors.
- 9 Douglass had come to Washington to "lay the complaints of my people before President Lincoln." At forty-five, formally dressed for his visit, he was a commanding figure, taller than most men, with a powerful athlete's build, graying hair, penetrating brown eyes, and a carefully trimmed beard. A former slave, he had escaped to freedom and become a famous author, newspaper editor, and abolitionist. He had spent his career as a free man demanding that slavery be abolished in America and equal rights extended to whites and blacks alike.
- 10 Douglass and Lincoln had never met, but they had some things in common. They had both risen from poverty and obscurity to international prominence. Both were self-educated. Lincoln, born dirt poor, had less than a year of formal schooling. Douglass, born a slave, wasn't permitted to go to school. He taught himself to read and write in secret, hiding the few books he was able to get his hands on. And in fact the two men had read and studied some of the same books.
- 11 Even so, in the year 1863 it required plenty of "nerve," as Douglass put it, for a black man to walk unannounced into the White House and request an audience with the president.
- 12 Millions of blacks were still enslaved on farms and plantations in the Confederate South. In the North, African Americans were free but were denied many rights. . . .
- 13 "The distance between the black man and the white American citizen was immeasurable," Douglass later recalled. "I was an ex-slave, identified with a despised race, and yet I was to meet the most exalted person in this great republic. . . . I could not know what kind of reception would be accorded me. I might be told to go home and mind my business. . . . Or I might be refused an interview altogether."
- 14 He was determined to wait.

"Waiting for Mr. Lincoln" by Russell Freedman, from *Abraham Lincoln and Frederick Douglass: The Story Behind an American Friendship*. Copyright © 2012 by Russell Freedman. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company.

In this excerpt from *Life and Times of Frederick Douglass*, Douglass describes his meeting with Abraham Lincoln.

from *Life and Times of Frederick Douglass*

by Frederick Douglass

- 1 I shall never forget my first interview with this great man. I was accompanied to the executive mansion and introduced to President Lincoln by Senator Pomeroy. The room in which he received visitors was the one now used by the President's secretaries. I entered it with a moderate estimate of my own consequence, and yet there I was to talk with, and even to advise, the head man of a great nation. Happily for me, there was no vain pomp and ceremony about him. I was never more quickly or more completely put at ease in the presence of a great man than in that of Abraham Lincoln. He was seated, when I entered, in a low armchair with his feet extended on the floor, surrounded by a large number of documents and several busy secretaries. The room bore the marks of business, and the persons in it, the President included, appeared to be much over-worked and tired. Long lines of care were already deeply written on Mr. Lincoln's brow, and his strong face, full of earnestness, lighted up as soon as my name was mentioned. As I approached and was introduced to him he arose and extended his hand, and bade me welcome. I at once felt myself in the presence of an honest man—one whom I could love, honor, and trust without reserve or doubt. Proceeding to tell him who I was and what I was doing, he promptly, but kindly, stopped me, saying: "I know who you are, Mr. Douglass; Mr. Seward has told me all about you. Sit down. I am glad to see you." I then told him the object of my visit: that I was assisting to raise colored troops; that several months before I had been very successful in getting men to enlist, but that now it was not easy to induce the colored men to enter the service, because there was a feeling among them that the government did not, in several respects, deal fairly with them. Mr. Lincoln asked me to state particulars. I replied that there were three particulars which I wished to bring to his attention. First, that colored soldiers ought to receive the same wages as those paid to white soldiers. Second, that colored soldiers ought to receive the same protection when taken prisoners, and be exchanged as readily and on the same terms as any other prisoners, and if Jefferson Davis should shoot or hang colored soldiers in cold blood the United States Government should, without delay, retaliate in kind and degree upon Confederate prisoners in its hands. Third, when colored soldiers, seeking the "bubble reputation at the cannon's mouth," performed great and uncommon service on the battlefield, they should be rewarded by distinction and promotion precisely as white soldiers are rewarded for like services.

- 2 Mr. Lincoln listened with patience and silence to all I had to say. He was serious and even troubled by what I had said and by what he himself had evidently before thought upon the same points. He, by his silent listening not less than by his earnest reply to my words, impressed me with the solid gravity of his character.
- 3 He began by saying that the employment of colored troops at all was a great gain to the colored people; that the measure could not have been successfully adopted at the beginning of the war; that the wisdom of making colored men soldiers was still doubted; that their enlistment was a serious offense to popular prejudice; that they had larger motives for being soldiers than white men; that they ought to be willing to enter the service upon any condition; that the fact that they were not to receive the same pay as white soldiers seemed a necessary concession to smooth the way to their employment at all as soldiers, but that ultimately they would receive the same. On the second point, in respect to equal protection, he said the case was more difficult. Retaliation was a terrible remedy, and one which it was very difficult to apply; that, if once begun, there was no telling where it would end; that if he could get hold of the Confederate soldiers who had been guilty of treating colored soldiers as felons he could easily retaliate, but the thought of hanging men for a crime perpetrated by others was revolting to his feelings. He thought that the rebels themselves would stop such barbarous warfare; that less evil would be done if retaliation were not resorted to and that he had already received information that colored soldiers were being treated as prisoners of war. In all this I saw the tender heart of the man rather than the stern warrior and commander-in-chief of the American army and navy, and, while I could not agree with him, I could but respect his humane spirit.
- 4 On the third point he appeared to have less difficulty, though he did not absolutely commit himself. He simply said that he would sign any commission to colored soldiers whom his Secretary of War should commend to him. Though I was not entirely satisfied with his views, I was so well satisfied with the man and with the educating tendency of the conflict that I determined to go on with the recruiting.

Life and Times of Frederick Douglass by Frederick Douglass. In the public domain.

- 1 What is the **most likely** reason that the author of “Waiting for Mr. Lincoln” included paragraphs 1 and 2?
- A. to show the impatience of people in the White House waiting area
 - B. to suggest that prejudice existed even in the White House waiting area
 - C. to indicate the special treatment provided in the White House waiting area
 - D. to illustrate the physical discomfort felt by visitors in the White House waiting area
- 2 Which sentence **best** states a central idea of “Waiting for Mr. Lincoln”?
- A. Douglass’s belief in the importance of his cause led to his desire to meet with Lincoln.
 - B. Lincoln showed an unusual admiration for Douglass because of their similar beginnings.
 - C. Lincoln’s overwhelming responsibilities prevented him from making significant decisions.
 - D. Douglass believed that the best way to improve society was to trust the wisdom of powerful leaders.

- 3 In *Life and Times of Frederick Douglass*, how did Douglass **mainly** present his claim that the United States government acted unfairly toward African American soldiers?
- A. by criticizing society in general to appeal to Lincoln’s sense of justice
 - B. by referring to his personal history in order to inspire Lincoln’s sympathy
 - C. by offering an argument and dismissing the counterargument of the opposition
 - D. by making specific recommendations and providing suggestions for resolving problems
- 4 Which sentence **best** describes a difference in the points of view of the two excerpts?
- A. “Waiting for Mr. Lincoln” presents a favorable interpretation of the meeting, while *Life and Times of Frederick Douglass* is more critical.
 - B. “Waiting for Mr. Lincoln” provides only Lincoln’s position, while *Life and Times of Frederick Douglass* is told from Douglass’s perspective.
 - C. “Waiting for Mr. Lincoln” is told from a historian’s perspective, while *Life and Times of Frederick Douglass* is told from a participant’s perspective.
 - D. “Waiting for Mr. Lincoln” shares the memories of someone who worked for Lincoln, while *Life and Times of Frederick Douglass* presents the reflections of an observer.

- 5 Based on the information in the excerpts, which position is **most likely** shared by both Lincoln and Douglass?
- A. They both believe that a Union victory is imminent.
 - B. They both approve of treating Confederate prisoners harshly.
 - C. They both approve of allowing African Americans to fight in the war.
 - D. They both believe that African Americans should enlist regardless of the circumstances.
- 6 Which sentence **best** describes how “Waiting for Mr. Lincoln” helps the reader understand *Life and Times of Frederick Douglass*?
- A. “Waiting for Mr. Lincoln” identifies disputes that are settled in *Life and Times of Frederick Douglass*.
 - B. “Waiting for Mr. Lincoln” lists facts that disprove opinions offered in *Life and Times of Frederick Douglass*.
 - C. “Waiting for Mr. Lincoln” provides definitions for key terms used in *Life and Times of Frederick Douglass*.
 - D. “Waiting for Mr. Lincoln” provides background information for the events portrayed in *Life and Times of Frederick Douglass*.

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- 7 Read the dictionary entry for the word *consequence*.

consequence: *n.* **1.** result **2.** relation between cause and effect **3.** importance
4. logical conclusion

Read the sentence from paragraph 1 of *Life and Times of Frederick Douglass*.

I entered it with a moderate estimate of my own consequence, and yet there I was to talk with, and even to advise, the head man of a great nation.

Which meaning applies to the word *consequence* as it is used in the sentence?

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

8 Part A

Based on *Life and Times of Frederick Douglass*, how did President Lincoln **most likely** feel about the points Frederick Douglass made regarding the treatment of African American troops in the Union army?

- A. hopeful
- B. enraged
- C. defensive
- D. concerned

Part B

Which detail from the excerpt **best** supports the answer to Part A?

- A. "He was serious and even troubled by what I had said. . . ." (paragraph 2)
- B. ". . . in respect to equal protection, he said the case was more difficult." (paragraph 3)
- C. "Retaliation was a terrible remedy, and one which it was very difficult to apply; that, if once begun, there was no telling where it would end. . . ." (paragraph 3)
- D. ". . . I determined to go on with the recruiting." (paragraph 4)

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For this question, you will write an essay based on the passage(s). Write your essay in the space provided in your Student Answer Booklet. Your writing should:

- Present and develop a central idea.
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

- 9 Based on both “Waiting for Mr. Lincoln” and *Life and Times of Frederick Douglass*, write an essay explaining whether Frederick Douglass and Abraham Lincoln were effective leaders. Be sure to use information from **both** excerpts to develop your essay.

In this passage from the short story "Deep Water," the narrator, Sonny, has been living with his aunt, uncle, and cousin Keo in Hawaii, when his dad comes to visit. Read the passage, and then answer the questions that follow.

from "Deep Water"

by Graham Salisbury

- 1 Keo was alone in the cove, floating on one of the tubes. Small waves from the skiff rocked him as we passed by. Dad let me out near shore and headed back over to the small boat landing.
- 2 Keo rolled off the tube and swam out into the cove, out to the deepest point. "Come on out," he yelled.
- 3 I stared back at him, my arms hanging at my sides like old frayed rope.
- 4 "Chicken," he shouted. "*Buk-buk-buk-bu-gock!*"
- 5 The ocean rose to my knees, my waist, then my chest, as I slowly waded in. When it reached my chin I started swimming, madly kicking and clawing at the ocean. Water exploded all around me, splashing clumsily over my face and blurring my vision. I aimed my chin to the sky and thrashed out to Keo, swimming past him, circling him, then heading back to the beach. I caught a glimpse of Dad watching from the pier.
- 6 Keo pawed at the water when he swam, too, but easily, without splashing. "Let's dive to the bottom," he said.
- 7 I didn't answer. I barely made it back to shore.
- 8 A half hour later, Dad came down and sat next to me on the sand. Keo was out in the water, hanging over the edge of one of the inner tubes, motionless, as if asleep.
- 9 "You did a good job out there today, Sonny," Dad said, pointing out to the harbor with his chin. Then, after a moment of silence, he added, "I'm proud of you."
- 10 Keo looked up and saw us, and started kicking in to shore.
- 11 Dad stood, as if shaken out of a daydream. "It's time for a couple of changes," he said. "Tell Keo to come, we're going for a ride."
- 12 Dad walked over to his Jeep while Keo came up from the water, holding the dripping black tube over his shoulder.

- 13 Dad drove up the rocky driveway to our house, dust rising behind the Jeep and spreading into the dry trees. Aunt Pearl strolled out onto the porch with her black hair pulled behind her head and curled into a tight knot. She waved down to us as we bounced into the yard, her small hand almost lost on an arm as thick as my stomach. She looked exactly like the old pictures of Hawaiian queens, wide and tall, draped in full-length muumuus, with huge bare feet as tough as coconut husks. If an orchid was beautiful, then Aunt Pearl was a thousand of them put together.
- 14 Keo's scruffy dogs, Bullet and Blossom, set off a racket of barking. Aunt Pearl shushed them by clapping her hands.
- 15 Off to the right and slightly downhill Uncle Harley's icehouse stood like a huge, windowless box, almost half the size of the main house. He made ice for boats in there, and kept fish before trucking them over to the market on the other side of the island. A small, fenced-in pigpen with shady, corrugated iron shelters flowed off the uphill side, big enough for three or four good-sized pigs.
- 16 The dogs leaped at us as we drove up to the house. Keo jumped out of the Jeep. "Come on," he said. "Let's go see the pigs."
- 17 I started running after him.
- 18 "Sonny, wait," Dad called. "Come up to the house for a minute." Keo kept on going without turning back.
- 19 Aunt Pearl gave us both a hug. It had only been a few hours since I'd seen her, but still she crushed me to her as if I'd been gone a month. She frowned at Dad. "So what are you doing up here in the middle of a perfectly good fishing day?"
- 20 Dad looked down at me and rubbed his hand over my head, then put his arm on my shoulder. "I think I can handle it now, Pearl."
- 21 Aunt Pearl put her hand to her cheek, then hugged us again, and started crying. She couldn't talk for a few minutes, because she would start crying every time she tried. Finally, she motioned us into the house.
- 22 Keo started walking back toward us kicking an old can.
- 23 Dad and I followed Aunt Pearl to the room that Keo and I shared. I thought I knew what Dad was saying, but I didn't want to think about it in case it wasn't true. Then he and Aunt Pearl started taking my clothes out of the dresser.
- 24 Keo burst into the room. "Hey, what's going on?"

- 25 Aunty Pearl put her arm around him and pulled him up close. "Sonny's going home, Keo—to live down by the beach with his father." Then she turned to me. "But you'll be back for lots of visits, won't you, Sonny?"
- 26 I nodded, but must have looked as if I weren't sure, because Aunty Pearl pulled Keo in closer, and started crying again.
- 27 Dad's old wooden house stood up on stilts, with three or four feet between the floor and the ground. "To keep rats and mongooses out," he'd told me.
- 28 Kiawe and coconut trees surrounded the long, rectangular yard and swooped up behind us to the road that ran along the coast from Kailua to Keauhou. Dad parked the Jeep on the grass, his five dogs whining and wagging their tails as we pulled up to the house.
- 29 "You can have my room," Dad said as we walked in. It was the only bedroom. Dad nodded toward the big couch in the front room, the place I always slept when I came to stay for a day or two. "I like to sleep out here, anyway," he said.
- 30 Except for the few things I'd brought with me, nothing in the place was mine. But there was nothing I owned, or could think of owning, that I wouldn't have given up to be right there with Dad. Now, and forever, only one thin wall would stand between his bed and mine.
- 31 "Before we unpack your things," Dad said, dropping the cardboard box of clothes on the kitchen table, "let's go down to the ocean, maybe take a quick swim. It's hotter than a dump fire around here." I'd had enough swimming that day, but I didn't mind.
- 32 I followed him down the porch stairs and out across the grass to the water. You could look out and see the horizon, miles and miles away, with only the clean, blue and turquoise expanse of ocean between the yard and the end of the world. Dad's dogs followed, then trotted out ahead, sniffing everything in sight as if they'd never been there before.
- 33 The shoreline was mostly lava, with a few good-sized sandy patches nestled around small tidal pools. Dad and I picked our way out over the rocks to the water, which sparkled under the late afternoon sky. Small waves hissed in and surrounded us as we eased into the ocean, Dad leading the way, and me trailing behind, turning the water white as I churned through it.
- 34 I suddenly realized that I was *swimming*—out over my head, in deep water. I tried to keep up with Dad, but got tired and had to go back to shore.
- 35 The powdery sand patches were hot and comforting. I sat down in one and stared back out at Dad, now making long, quiet dives to the bottom.

Sudden sleep tugged at my eyes, and I fell back on one elbow, then lay down completely, the low sun quickly turning the water on my face to fine salt crystals. Warmth curled around my shoulders from the sand stuck to my back and arms.

- 36 The last thing I remembered before Dad woke me was thinking of the earth as a woman. Someone like Aunty Pearl, surrounding me with strong arms, and rocking me to sleep with soft humming.
- 37 “Don’t run out of gas yet, Sonny,” Dad said. “We still have a big *mahimahi* to eat. I think you can handle half of it—at least from what I can tell by what I’ve seen today.” He was bent over me, water streaming off his deep-tanned shoulders. He pulled me up and brushed some of the sand off my back.
- 38 When Dad started back up to the house, the dogs spread out ahead, sweeping over the rocks.
- 39 Stepping where Dad stepped, I followed him home.

“Deep Water” by Graham Salisbury, from *Blue Skin of the Sea*. Copyright © 1992 by Graham Salisbury. Reprinted by permission of Delacorte Press, an imprint of Random House Children’s Books, a division of Penguin Random House LLC.

10 What is the **most likely** reason the author tells the story from Sonny's point of view?

- A. to emphasize Sonny's isolation from others
- B. to focus the reader on Sonny's observations
- C. to highlight Sonny's appreciation of the ocean
- D. to show the reader Sonny's motivation to change his life

11 Read paragraph 26 in the box.

I nodded, but must have looked as if I weren't sure, because Aunty Pearl pulled Keo in closer, and started crying again.

What does the paragraph **mainly** reveal about Aunty Pearl?

- A. She is trying to protect her family.
- B. She is reliable in uncertain situations.
- C. She regrets not spending more time with Keo.
- D. She feels a powerful sense of connection to Sonny.

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12 What does paragraph 29 **most likely** reveal about Sonny's dad?

- A. his regret about his time without Sonny
- B. his difficulty in creating space for Sonny
- C. his commitment to having Sonny in his life
- D. his understanding that Sonny needs privacy

13 Read the sentence from paragraph 34 in the box.

I suddenly realized that I was *swimming*—out over my head, in deep water.

How does the sentence **mainly** develop Sonny's character?

- A. It illustrates Sonny's sense of loneliness.
- B. It suggests Sonny's emerging confidence.
- C. It emphasizes Sonny's affection for nature.
- D. It demonstrates Sonny's stubborn resentment.

14 What is the **main** tone of paragraphs 35–39?

- A. tense
- B. hopeful
- C. impatient
- D. determined

- 15** What do Sonny's actions in paragraph 39 **mainly** suggest about him?
- A. He is worried about appearing ungrateful to his dad.
 - B. He is surprised by his dad's youthful energy.
 - C. He feels a sense of security around his dad.
 - D. He obeys his dad's unspoken instructions.
- 16** Which sentence **best** states a theme of the passage?
- A. Children should remain loyal to their parents.
 - B. Close relationships can help an individual to grow.
 - C. Misunderstandings can arise even between friends.
 - D. Cooperation makes it easier for people to achieve goals.

17 Part A

What is the **main** purpose of paragraphs 18–26?

- A. They resolve Sonny’s conflict with his dad.
- B. They indicate Sonny’s transition to a new home.
- C. They introduce Sonny’s thoughts about Aunty Pearl.
- D. They reveal a contrast between Aunty Pearl and Sonny’s dad.

Part B

Which sentence from the passage **best** supports the answer to Part A?

- A. “So what are you doing up here in the middle of a perfectly good fishing day?” (paragraph 19)
- B. “I think I can handle it now, Pearl.” (paragraph 20)
- C. “She couldn’t talk for a few minutes, because she would start crying every time she tried.” (paragraph 21)
- D. “Dad and I followed Aunty Pearl to the room that Keo and I shared.” (paragraph 23)

For this question, you will write a narrative based on the passage. Write your narrative in the space provided in your Student Answer Booklet. Your writing should:

- **Use characters, settings, events, and other details from the passage.**
- **Use correct grammar, spelling, and punctuation.**

- 18** Based on “Deep Water,” write a narrative that tells the events of the passage from the point of view of Sonny’s cousin Keo. Include Keo’s reactions to, and reflections on, events and characters from the passage. Use what you know about the characters, setting, and events from the passage to write your narrative.

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Spring 2018 Released Operational Items:
Reporting Categories, Standards, Item Descriptions, and Correct Answers

| PBT Item No.* | Page No. | Reporting Category | Standard | Item Type** | Description | Correct Answer (SR)*** |
|----------------------|-----------------|---------------------------|-----------------------------------|--------------------|--|-------------------------------|
| 1 | 112 | <i>Reading</i> | RI.8.5 | SR | Analyze the purpose of specific paragraphs in an excerpt. | B |
| 2 | 112 | <i>Reading</i> | RI.8.2 | SR | Identify a central idea of an excerpt. | A |
| 3 | 113 | <i>Reading</i> | RI.8.8 | SR | Analyze the argument of a historical figure in a primary source. | D |
| 4 | 113 | <i>Reading</i> | RI.8.6 | SR | Compare the points of view of a primary source and a secondary source. | C |
| 5 | 114 | <i>Reading</i> | RI.8.3 | SR | Analyze the ideas of two historical figures as described in a primary and a secondary source. | C |
| 6 | 114 | <i>Reading</i> | RI.8.9 | SR | Analyze the relationship between a primary source and a secondary source on the same topic. | D |
| 7 | 115 | <i>Language</i> | L.8.4 | SR | Use context to determine the meaning of a word with multiple definitions. | C |
| 8 | 116 | <i>Reading</i> | RI.8.3 | SR | Identify an emotion of a historical figure in a primary source; select evidence from provided details as support. | D;A |
| 9 | 117 | <i>Language, Writing</i> | L.8.1, L.8.2, L.8.3, W.8.2, W.8.4 | ES | Write an essay analyzing a common trait of two historical figures in a primary source and a secondary source; cite evidence from both sources to support the analysis. | |
| 10 | 122 | <i>Reading</i> | RL.8.6 | SR | Analyze the reason for the author's selection of a point of view in a passage. | B |
| 11 | 122 | <i>Reading</i> | RL.8.1 | SR | Analyze how descriptive language provides information about a character. | D |
| 12 | 123 | <i>Reading</i> | RL.8.3 | SR | Make an inference about a character from a specific paragraph in a passage. | C |
| 13 | 123 | <i>Reading</i> | RL.8.3 | SR | Analyze how a line of text helps to develop a character. | B |
| 14 | 123 | <i>Reading</i> | RL.8.4 | SR | Determine the tone of specific paragraphs in a passage. | B |
| 15 | 124 | <i>Reading</i> | RL.8.3 | SR | Make an inference about a character based on the character's actions in a specific paragraph in a passage. | C |
| 16 | 124 | <i>Reading</i> | RL.8.2 | SR | Determine a theme of a passage. | B |
| 17 | 125 | <i>Reading</i> | RL.8.5 | SR | Analyze the function of specific paragraphs in a passage; select evidence from provided details to support analysis. | B;B |
| 18 | 126 | <i>Language, Writing</i> | L.8.1, L.8.2, L.8.3, W.8.3, W.8.4 | ES | Write a narrative that retells the events of a passage from the point of view of a secondary character. | |

* "PBT Item Number" refers to the position of the item on the operational paper-based test. This is the item number that is referred to when reporting student results for a PBT item.

** ELA item types are: selected-response (SR), constructed-response (CR), and essay (ES).

***Answers are provided here for selected-response items only. Sample responses and scoring guidelines for any constructed-response and essay items will be posted to RIDE's website later this year.

Grade 8 English Language Arts
Spring 2018 Unreleased Operational Items:
Reporting Categories, Standards, and Item Descriptions

| PBT Item No.* | Reporting Category | Standard | Item Type** | Description |
|----------------------|---------------------------|--------------------------------------|--------------------|--|
| 19 | <i>Reading</i> | RL.8.3 | SR | Make an inference about a character's actions based on information in the passage. |
| 20 | <i>Reading</i> | RL.8.2 | SR | Analyze how a specific section of text helps to develop the theme of a passage. |
| 21 | <i>Reading</i> | RL.8.4 | SR | Analyze the effect of a specific usage of figurative language in a passage. |
| 22 | <i>Reading</i> | RL.8.1 | SR | Determine the role of a character based on information from the passage. |
| 23 | <i>Reading</i> | RL.8.3 | SR | Identify a technique the author uses to develop the plot. |
| 24 | <i>Reading</i> | RL.8.4 | SR | Determine the tone of an excerpt. |
| 25 | <i>Language</i> | L.8.4 | SR | Use context to determine the meaning of a word in the passage. |
| 26 | <i>Reading</i> | RL.8.3 | SR | Analyze how specific actions in a passage reveal character, and provide support for this analysis. |
| 27 | <i>Language, Writing</i> | L.8.1, L.8.2, L.8.3, W.8.2, W.8.4 | ES | Write an essay explaining how a character changes throughout the passage; use information from the passage to support the explanation. |

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** ELA item types are: selected-response (SR), constructed-response (CR), and essay (ES).