

# English Language Arts

## Forward Exam Practice Test Grade 8



WISCONSIN DEPARTMENT OF  
**Public Instruction**



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**ENGLISH LANGUAGE ARTS ITEMS—SESSION 1****A Lasting Impact**

Scarlett looked on with pride as she observed a fellow eighth grader casually walk over to one of the many recycling bins at school to dispose of an empty water bottle. As the new president of the school recycling club, Scarlett had played a big part in increasing awareness about the importance of recycling items properly. She and the other members of the club had worked together to make sure that a recycling bin was in every public area at the school. “A simple action that has a lasting impact” was the slogan the members of the recycling club had placed on each bin, reminding students that disposing of recyclable items was an easy task that could have a profound effect on the environment.

The school year had just begun, and Scarlett was already thinking about activities to encourage students to be more enthusiastic about recycling. As the president of the recycling club, she wanted to surpass the recycling record the school had set the previous year. The school had recycled an amazing amount of trash for the past five years, and she hoped this year would be even better.

Scarlett went home at the end of the day, feeling optimistic about the school year. She sat down at her computer and looked online, hoping to find inspiration for events the club could organize at school. Instead, she uncovered some alarming information that quickly swept away her positive attitude. During her research, she learned that electronic waste, or e-waste as it is commonly called, represents about 2 percent of trash in landfills. No-longer-used computers, cell phones, and televisions are just a few examples of this type of waste. Unfortunately, as companies that produce these items continue to improve upon technology and people replace existing electronics with newer, better versions, the amount of e-waste that is created will only increase. Scarlett was disappointed in herself for not taking action to bring awareness to this problem sooner. At that moment, she began to develop a plan.

The next day at school, Scarlett was on a mission. There was one person who would definitely be able to help the recycling club bring attention to this cause. “Hey, Juan Carlos,” Scarlett beamed as she saw her friend in the hallway. “How would you like to make your last year of middle school a real success?” Juan Carlos gave a questioning look before Scarlett outlined her plan. It didn’t take much for Juan Carlos to agree to help even though he was not a member of the club. Next, Scarlett went to find Mr. Rhomberg, the recycling club sponsor, to receive approval. If she could convince him that this endeavor was worth pursuing, she knew the plan would be put into place soon.

“There is a special project I want us to work on this year,” Scarlett announced at that week’s recycling club meeting. “We have all heard about e-waste, but I recently learned the enormous impact it’s having on our environment.” She went on to tell the club members that she wanted to organize a drive to collect e-waste there at the school. In the next few months, the recycling club would organize an e-waste drive—a day when students and their families could drop off unwanted electronics to be recycled. A local recycling company would pick up the items to dispose of them properly.

“I’m sure you’ve all noticed that we have a visitor here today,” Scarlett said as she pointed to Juan Carlos. “He’s going to help us with the graphics to promote our drive.” The members responded to the news positively, since Juan Carlos was known for his artistic ability. “His drawings will be featured on flyers and in our school newsletter, which will include a special section about the upcoming drive. Now let’s get to work!”

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For several weeks, the recycling club planned the upcoming e-waste drive, or e-drive as it was soon called. Flyers were placed around the school, references were made during morning announcements, and science classes welcomed a guest speaker from a local recycling company to inform students about e-waste.

The big day finally arrived, and Scarlett was nervous. She and the other members of the recycling club arrived at school early that Saturday morning to make sure that everything went smoothly. Since this was going to be a large event, the local recycling company that the school had been working with agreed to haul away any electronic items that were collected that day. Scarlett learned that many local organizations accept e-waste daily, so Juan Carlos created a large poster with the names and locations of those organizations to remind people that proper disposal of electronics was something that could be done any time of the year. Everyone waited in anticipation, hoping that students at the school would participate in the event.

It wasn't long before the first cars pulled into the school parking lot. After several minutes, more people arrived. Before long, Scarlett and the other members were hurrying back and forth, helping people as they carried their electronics for recycling to the designated places in the gymnasium. Phones, computers, keyboards, and TVs soon began piling up in huge stacks. As Scarlett helped, she heard someone suggest that the school have another e-drive in a few months. Scarlett smiled, knowing that a simple action could truly have a lasting impact.

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1. Read the sentences from the passage.

Scarlett was disappointed in herself for not taking action to bring awareness to this problem sooner.

Scarlett smiled, knowing that a simple action could truly have a lasting impact.

Which mood does the author create by contrasting Scarlett’s perspective before and after the e-waste drive? Select **two** options.

- A. satisfaction
  - B. boredom
  - C. accomplishment
  - D. humor
  - E. fear
2. Why was Scarlett disappointed with herself when she read the statistics about e-waste?
- A. because she realized that the recycling club had been neglecting an area of concern
  - B. because she realized that the recycling club had been focusing on the wrong problem
  - C. because she had not previously understood what the term “e-waste” meant
  - D. because she was unhappy with people who threw away their electronics
3. Which statement **best** summarizes the passage?
- A. A young girl discovers the amount of e-waste in the country and decides to start a recycling club at her school.
  - B. A student broadens the scope of her school’s recycling program by including a drive specifically for e-waste.
  - C. A young girl enlists her friends in encouraging people in the community to produce less e-waste as it ends up in landfills.
  - D. A student is upset about the amount of e-waste being thrown out and asks her school to do something about it.

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4. This item has two parts. First, answer part A. Then, answer part B.

**Part A**

How does the recycling club's motto, "A simple action that has a lasting impact," reflect the theme of the passage?

- A. By determining a new project for the recycling club, Scarlett keeps a lot of e-waste from ending up in a landfill.
- B. By allowing Juan Carlos to work with the club even though he was not a member, the e-waste drive was a success.
- C. Because the students in the recycling club knew Juan Carlos was a good artist, they were willing to work hard.
- D. Because of a small change she suggested for the recycling club, Scarlett will be the best president ever.

**Part B**

Which sentence from the passage **best** supports the answer in part A?

- A. The school year had just begun, and Scarlett was already thinking about activities to encourage students to be more enthusiastic about recycling.
- B. The members responded to the news positively, since Juan Carlos was known for his artistic ability.
- C. "His drawings will be featured on flyers and in our school newsletter, which will include a special section about the upcoming drive."
- D. As Scarlett helped, she heard someone suggest that the school have another e-drive in a few months.

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## A New Kind of Banknote

### A Cool Five

Banknotes, or paper money, have been used in most countries for many years. However, currency just took a huge step into the future, thanks to Australia. If you got the chance to see one of Australia's new \$5 banknotes, you might think it was a prop from a science-fiction movie. Not only do these bills look futuristic, but they are also believed to be impossible to duplicate.

### A New Twist on Tradition

For years, Australia has been known for its colorful currency. In 1988, the country switched from traditional banknotes made from paper to ones made out of a plastic-like substance called polymer. It was the first country in the world to do so. Polymer made the banknotes especially durable. If you crumple them up, they will smooth out again—back into their original shape.

On September 1, 2016, Australia launched a new \$5 banknote. It was so unique that it was quickly nicknamed “money of the future.” Although the new \$5 note is very different, its design still maintains a few elements from the original note. For example, it still has some of the same shades of pink as the old bill, so it is still easily recognizable.

The current bill retains a number of the same security features as well. If you run your fingers over the banknote, you will feel a unique texture around the queen's image as well as around the number 5. The raised texture is an anti-fraud measure called intaglio. Also, the banknote includes the seven-point Federation Star in random light and dark colors. (The star represents Australia's six states and combined territories.) If you tilt the note, the colors will shift under the light.

### Currency Trailblazer

Although many traditions from the old \$5 bill may seem to have carried over to the new bill, Australia truly is venturing into uncharted territory with its latest currency. If you look at the newest banknote, the first thing you may notice is a strip of transparent material running through it, from top to bottom. If you hold the bill in your palm, you can see your hand right through the clear strip! It is one of the first currencies in the world to have one of these windows.

The bill also contains some amazing features that resemble animation. On the bill is a picture of a long-billed Australian bird known as the eastern spinebill, and below it is the Federation Pavilion, a building that represents unity and strength in Australia. These images are three-dimensional. If you tip the bill up and down or from side to side, something incredible happens: the bird flaps its wings and looks as if it is flying! The bird even changes color. The Pavilion spins back and forth, and the number 5 appears and disappears. Then the 5 appears again, only this time, it is seen backward, as if being viewed in a mirror.

In addition to these changes, the \$5 banknote also has microprint, or tiny text, in multiple locations. The text is so small that it takes a magnifying glass to be able to read the words. One of the birds, as well as the note's serial number and year of print, will glow when the bill is placed under ultraviolet, or UV, light.

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The clear strip, animations, microprint, and UV glow all work together to make the \$5 bill a banknote like no other. Best of all, since these elements are believed to be unable to be reproduced because of the specialized technology needed to do so, they help keep counterfeit currency from being made.

### Touching the Future

The new currency has one more unique feature, thanks largely to the determination of a Sydney teenager named Connor McLeod. A few years ago, McLeod started an online petition requesting that identifying textures be added to currency. Blind since birth, this young man wanted to make it easier for people who are visually impaired to know the value of each banknote. McLeod collected 56,000-plus signatures on his petition, helping convince the Australian government to make these important changes. The new \$5 note has two raised dots at the top and bottom of the bill, beside the clear window, so that the visually impaired can sense the bill's denomination with a single touch.

Coming up with the new design for the banknote took Australia ten years of study, research, and trials. Everyone from cashiers to counterfeit money experts was consulted. The first of the newly designed bills is now in circulation. Changes have been or will be made to other denominations of currency as well.

Australia has one of the world's lowest rates of counterfeiting, or illegal copying of money. Now that they are producing banknotes with so many advanced protections, these rates may drop even lower. Australia's great strides are proving that it pays to be creative!

5. Why does the author most likely include details about the history of Australia's currency?
- A. to point out why the new bill needed to be difficult to duplicate
  - B. to explain why the government wanted the new bill to look so futuristic
  - C. to emphasize that some features of the new bill are similar to features of the old bill
  - D. to demonstrate that the colors used for the new bill are brighter than the colors on the old bill

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6. Read the sentence from the passage.

Although many traditions from the old \$5 bill may seem to have carried over to the new bill, Australia truly is venturing into uncharted territory with its latest currency.

What does the phrase “uncharted territory” mean as used in the sentence?

- A. a new way of doing things
  - B. a spectacular choice
  - C. a foreign or exotic place
  - D. a map or set of instructions
7. Underline the sentence in the paragraph that **best** shows what inspired Connor McLeod to fight for changing the design of Australia’s new \$5 bill.

The new currency has one more unique feature, thanks largely to the determination of a Sydney teenager named Connor McLeod. A few years ago, McLeod started an online petition requesting that identifying textures be added to currency. Blind since birth, this young man wanted to make it easier for people who are visually impaired to know the value of each banknote. McLeod collected 56,000-plus signatures on his petition, helping convince the Australian government to make these important changes. The new \$5 note has two raised dots at the top and bottom of the bill, beside the clear window, so that the visually impaired can sense the bill’s denomination with a single touch.

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8. This item has two parts. First, answer part A. Then, answer part B.

**Part A**

Which claim does the author make in the passage?

- A. Banknotes in Australia are more interesting than money in other countries.
- B. Australia's new banknotes are both creative and effective.
- C. Developing Australia's new banknotes created unexpected problems.
- D. People wanted banknotes in Australia to remain the same.

**Part B**

Which sentence from the passage is **most** relevant to support the answer in part A?

- A. Not only do these bills look futuristic, but they are also believed to be impossible to duplicate.
- B. For example, it still has some of the same shades of pink as the old bill, so it is still easily recognizable.
- C. The bill also contains some amazing features that resemble animation.
- D. The text is so small that it takes a magnifying glass to be able to read the words.

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## This Is AI

Artificial intelligence, known as AI, is an invisible part of people’s daily lives. Every time people receive emails, AI detects spam. When people use search engines, AI probes the Internet for applicable results. When people ask a virtual assistant about the weather, AI provides the answer. AI is everywhere!

### How Does AI Work?

AI is the technology that enables machines to use humanlike intelligence to perform tasks. With AI, computers can learn, plan, and solve problems; they can recognize images and process spoken languages. This takes place through machine learning.

Machine learning teaches computers how to execute specific tasks. To begin, people feed large amounts of data into a computer program. For instance, to create a plant identifier program, photographs of labeled plants are fed into the computer. Its program learns the traits of each species. Then, when a person asks the program to identify an unknown plant, it scans its database for a comparable photograph to determine the answer.

Machine learning also allows AI programs to recognize patterns and make predictions. For instance, streaming services use computers to collect data on the shows their viewers watch. Next, AI programs analyze the data so that they can recommend movies those viewers might enjoy. In a similar way, online companies gather data on purchases and use AI programs to target other items those customers may purchase.

### Deep Learning

Some AI programs use a form of machine learning known as “deep” learning. Deep learning involves multiple layers of networks and processes. A computer can analyze extensive amounts of unlabeled data from many sources. For instance, self-driving cars rely on deep learning to recognize all the different objects in their surroundings as they navigate.

Doctors also use deep learning AI programs to help them diagnose and treat patients. These programs scan millions of pages of medical research. They examine lab reports, a person’s symptoms, and possible treatments. Such AI programs are valuable assets for doctors. In fact, researchers at Memorial Sloan Kettering hospital found that the AI program Watson for Oncology agreed with doctors’ treatment plans 98% of the time.

### Generative AI

Deep learning makes generative AI possible. This type of AI learns from its input and “generates” new content. For instance, an AI program may first study Mark Twain’s novels. Then, when prompted, it will create its own original story based on Twain’s writing style and characteristics. Generative AI programs can also produce images modeled on different styles of painting or compose music in certain genres. Some artists and musicians consider such AI programs to be exciting new tools. They can work with the programs to invent forms of art or music that were not possible before.

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## Should We Be Concerned about AI?

In 2023, the European Union (EU) passed a draft of the first major law to govern artificial intelligence (AI). Policymakers in the United States and China are working on similar guidelines. Why do governments want to monitor this technology? There are crucial issues to consider.

### Spreading Misinformation

AI systems such as chatbots can create polished articles that look like something a person wrote, and chatbots' abilities keep improving. However, chatbots get their information from the Internet, and they cannot distinguish between reliable facts and flawed reports. As a result, a chatbot's articles may include invalid information. Analysts from NewsGuard did a study about this drawback of AI. First, they trained a chatbot with printed articles that held false claims. Then, they asked the chatbot questions about these topics. Eighty of its one hundred responses included misinformation. Such articles could mislead people who are unfamiliar with the subjects.

### Copyright Concerns

Copyrights are laws that protect a person's work, such as a novel, song, or painting. During training, AI systems often add copyrighted works to their databases. Later, when an AI system creates new content such as a drawing, the picture may have the nose of a copyrighted image. Also, AI's new tune may mimic a popular song.

Jonathan Taplin, film producer, author, and former director of the Annenberg Innovation Lab, is against such use of AI. He feels licenses are needed to protect artists when AI uses their copyrighted material in its training. He also fears that the use of AI to create movies will lead to shows that are too predictable. Taplin states, "Entertainment relies on new ideas, and this technology can't produce them."

### Plagiarism Problems

Teachers at schools and colleges are also facing AI challenges. Some students have used AI programs to compose reports. Colleges are adding policies that clearly state that this is not acceptable. For instance, San Jose State University's guidelines now say, "A paper that is written by AI is not considered your own original work."

Still, detecting AI texts is not easy. Professor Debby Cotton is the Director of Academic Practice at Plymouth Marjon University. She placed her name on an article written by a chatbot. Then, she succeeded in having it published in an education journal. Cotton wanted to prove that "ChatGPT is writing at a very high level." Teachers must search for clues, such as suspicious references, to detect it. In addition, Cotton warns students that cheating robs them of the chance to learn key skills they will later need.

AI raises many concerns regarding the product it creates and the privacy and protection of people from whom it learns. Laws to guide such powerful technology are necessary.

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9. Which **two** ideas does the author of “This Is AI” use to develop the concept that computers can make predictions using artificial intelligence? Select **two** options.
- A. Cars can recognize objects in their surroundings.
  - B. Online companies show items that a customer might want.
  - C. A streaming service suggests movies to watch.
  - D. With information from a picture, a program can identify a plant.
  - E. When asked, a virtual assistant provides the current weather.
10. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which main argument does the author present in “Should We Be Concerned about AI?”

- A. AI should not be allowed to create movies and shows.
- B. Students should not be allowed to use AI to write reports.
- C. AI should be monitored for the use of information with false claims.
- D. Laws should be made to safeguard rights when AI uses original work as a reference.

**Part B**

Which sentence from the passage **best** supports the answer in part A?

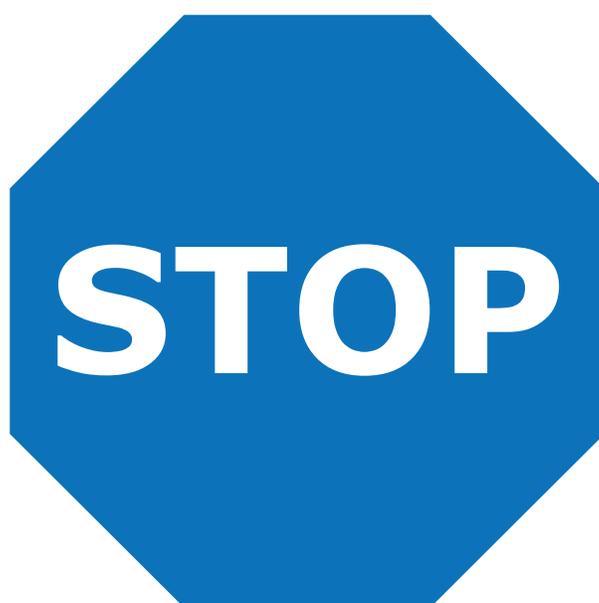
- A. AI systems such as chatbots can create polished articles that look like something a person wrote, and chatbots’ abilities keep improving.
- B. He feels licenses are needed to protect artists when AI uses their copyrighted material in its training.
- C. He also fears that the use of AI to create movies will lead to shows that are too predictable.
- D. Teachers at schools and colleges are also facing AI challenges.

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11. The authors of “This Is AI” and “Should We Be Concerned about AI?” share some of the same ideas about artificial intelligence but disagree on other ideas. Identify whether each idea listed below is shared or conflicting by writing the corresponding letter in the appropriate box in the chart.

Shared Ideas	Conflicting Ideas

- A. AI programs have proven successful in helping people improve their lives.
  - B. AI programs analyze data from many sources to learn how to do a task.
  - C. The use of AI may lead to widespread misinformation that could cause problems in the future.
  - D. The works that AI generates are often very similar to the works from which it draws inspiration.
12. What do the section headings of “This Is AI” and “Should We Be Concerned about AI?” reveal about each author’s point of view regarding artificial intelligence?
- A. The section headings of both passages suggest that the authors want their readers to learn about artificial intelligence so that they can learn how to use it in their own fields.
  - B. The section headings of both passages show that the authors feel that more knowledge is needed before people judge the value of artificial intelligence.
  - C. The headings of “This Is AI” communicate questions that need to be answered, while the headings of “Should We Be Concerned about AI?” show why artificial intelligence is misunderstood.
  - D. The headings of “This Is AI” imply a positive opinion about artificial intelligence, while the headings of “Should We Be Concerned about AI?” suggest a negative opinion.



**ENGLISH LANGUAGE ARTS ITEMS—SESSION 2****Taking on Water**

Emma and her father watched their neighbors slowly drive their pickup truck into the lake across the street. The front of the truck resembled the bow of a boat, and a propeller on its rear churned through the water. “What is that crazy-looking thing?” asked Emma.

“It’s a homemade amphibious vehicle,” said Dad. “It can drive on land and in water, just like an amphibian lives both on land and in water.”

“Do you think we could make my go-kart into an amphibious vehicle?” asked Emma.

“If you research how to make an amphibious vehicle and write up a plan, I bet we could do it,” said Dad.

Emma watched several online videos that showed people transforming go-karts into amphibious vehicles and took notes as they explained each step. Then she wrote out a plan to change her go-kart into a floating, driving vehicle.

“A boat is made to be buoyant,” Emma explained to Dad the following night. “If we attach a small boat to the go-kart’s frame, it should float. I have already talked to Mr. Jackson. He said we could have his old boat. I think it will fit.”

Dad said, “We can cut out wheel wells in the bottom of the boat so the wheels can rotate without scraping the boat when you drive it on land.”

“Won’t it leak?” asked Emma.

“Mr. Jackson’s boat has a thick layer of Styrofoam built into the bottom,” said Dad. “We’ll only saw halfway through the Styrofoam layer, and then we’ll cover the cut sections in sealant.”

“We’ll need to drill another hole in the bottom of the boat for the steering wheel column to go through,” said Emma. “We can use the same sealant to make that watertight.”

Then Emma showed Dad her plans for attaching gears that could turn a propeller. “The go-kart’s engine will turn the back wheels and the propeller at the same time. The wheels will move the vehicle on land, and the propeller will move it through water.”

After Emma and Dad finished making the changes to the go-kart, Emma took her first ride in it. She felt strange sitting in a boat while driving around her driveway, but she was glad that her modified vehicle still worked on land. Dad handed Emma a life jacket, and Emma test-drove the go-kart off the boat ramp and into the lake.

The go-kart wobbled as Emma launched into the water, and she held her breath until she was sure that her go-kart was floating and the propeller was turning. “Ahoy, matey!” she yelled to Dad as she drove her amphibious vehicle around the lake.

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2. Read the paragraph and then answer the question.

In every student's academic career, there may be some challenges. Perhaps a certain subject or topic of study will be more difficult. The student's reaction to the situation is important. With a bit of fortitude, perhaps by investing extra time in studying or asking a teacher for help, the student will likely experience success.

Which underlined word needs to be corrected for a misspelling?

- A. academic
  - B. reaction
  - C. fortitude
  - D. investing
3. Which transitional phrases **best** introduce a counterclaim paragraph? Select **two** options.
- A. as a result of
  - B. although some people think
  - C. an additional important detail
  - D. while it may be true that
  - E. to conclude this essay
4. Read the sentence. Then, circle the word from each set of words that **best** completes the sentence.

According to the campsite rules, we ( will / would / must ) put all our food into a special box because there ( are / was / were ) bears living in the forest that will break into our cars if we leave the food there.

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5. A student is interviewing staff and students for an opinion piece in support of the school providing computer classes in its computer lab on weekends for students who need practice with unfamiliar software.

Which quote would **best** help the student support the argument in the report?

- A. Mrs. Hopkins, the school librarian, commented, “Students spend so much time on the computer these days, they have stopped reading books.”
  - B. “It’s a great idea! soon as I am done researching, I can send some emails out to a few of my friends,” said Anthony, an eighth-grade student.
  - C. “More than half of the assignments I give out require some level of computer ability,” states Mr. Kennedy, a ninth-grade history teacher.
  - D. Ms. Reynolds, a P.E. teacher, says, “Teens need time out in the sunshine and fresh air. The last thing they need is more time in front of a computer.”
6. Read the sentences from a speech that a student plans to deliver.

We are grateful to Ms. Kinney for being our club advisor. She is a hardworking and good teacher!

Which words could the student use instead of good to be more precise? Select **two** options.

- A. dedicated
- B. fair
- C. supportive
- D. awesome
- E. chill



**STOP.**





2. Which sentence correctly uses the active voice?

- A. The report is being completed by Dana and me.
- B. We were challenged to a rematch by the losing team.
- C. The birds had been scared away by the loud noises.
- D. Johnny is the best violinist in the school orchestra.

3. A student is writing a research paper about how to grow fruits and vegetables in a garden.

Which source would provide the **most** accurate information for the research paper?

- A. an interview with a person who sells tomato plants at a farmers market each weekend
- B. a newspaper article titled “Ten Tips for Growing a Successful Garden”
- C. a library book titled *A Walking Tour of Gardens to Discover in Europe*
- D. an online article discussing why it is important to have community gardens

4. Read the sentences. Then, circle the underlined phrase that should be revised to correct a shift in verb tense.

My friends and I walked several blocks to the park because the frozen lake is an excellent place to ice skate. Once we got there, however, I wished I have brought my gloves since it felt so cold.

5. Read the sentence. Then, circle the correct transition from each set of transitions.

( Before / After / During / Meanwhile ) spending several months helping his uncle fix cars, Vinay ( in addition / not only / of course / at this time ) became more interested in cars, but he also dreamed of owning an auto shop someday.

Go on to the next page.

6. Read the sentence.

Amy's grandfather told her and her friends to fortify the walls of the playhouse so that it could withstand the upcoming rainstorm.

The Latin root word *fort* means "strength." Based on this information, which **two** words have a similar meaning to the word fortify as it is used in the sentence? Select **two** options.

- A. prepare
- B. decorate
- C. brace
- D. assemble
- E. duplicate



ENGLISH LANGUAGE ARTS—APPENDIX

SUMMARY DATA

Grade 8

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
<b>Session 1</b>				
1	ELA.R.8.6	A, C	2	Students need to analyze sentences from the passage to determine the mood established by the author. Options A and C are the correct answers. The other options do not accurately reflect the mood established by the author.
2	ELA.R.8.1	A	2	Students need to provide evidence to support what the passage states for the reason Scarlett is disappointed with herself. Option A is the correct answer. The other options do not provide the correct support for the reason Scarlett is disappointed with herself.
3	ELA.R.8.2	B	2	Students need to provide a summary of the passage. Option B is the correct answer. The other options may have details from the passage but are not summaries.
4	ELA.R.8.2	A / D	3	In part A, students need to determine the theme of the passage and decide which answer choice best reflects that theme. Option A is the correct answer. The other options do not reflect the theme of the passage.  In part B, students need to determine which evidence from the passage best supports the answer to part A. Option D is the correct answer. The other options do not support the correct answer to part A.
5	ELA.R.8.3	C	2	Students need to make connections between Australia’s old currency and new currency by analyzing the most likely reason the author includes details about the history of the currency in the passage. Option C is the correct answer. The other options do not provide the most likely reason this information is included in the passage.
6	ELA.R.8.4	A	2	Students need to determine the meaning of a phrase in the sentence provided. Option A is the correct answer. The other options do not provide the meaning of the phrase.

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Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
7	ELA.R.8.1	See annotations.	2	Students need to determine the evidence that best shows the event that inspired Connor McLeod to work toward changing the design of Australia’s new \$5 bill. The correct answer is the sentence “Blind since birth, this young man wanted to make it easier for people who are visually impaired to know the value of each banknote.” The other options either do not provide evidence or are not the best evidence to show the event that inspired McLeod to fight for change.
8	ELA.R.8.8	B / A	3	In part A, students need to determine a claim made by the author in the passage. The correct answer is option B. The other options are not claims the author makes in the passage.  In part B, students need to determine which evidence from the passage best supports the answer to part A. Option A is the correct answer. The other options do not support the correct answer to part A.
9	ELA.R.8.3	B, C	2	Students need to determine two ideas that the author of “This Is AI” uses to develop a concept in the passage. Options B and C are the correct answers. The other options do not identify ideas the author uses to develop a concept in the passage.
10	ELA.R.8.8	D / B	3	In part A, students need to determine the primary argument made by the author in “Should We Be Concerned about AI?” Option D is the correct answer. The other options either are not arguments the author makes in the passage or are not primary arguments.  In part B, students need to determine which evidence from the passage best supports the answer to part A. Option B is the correct answer. The other options do not support the correct answer to part A.

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Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
11	ELA.R.8.9	See annotations.	3	<p>Students need to analyze both passages to determine which of the authors' ideas are shared and which are conflicting. The correct answers are the following:</p> <p><u>Shared Ideas</u></p> <p>AI programs analyze data from many sources to learn how to do a task.</p> <p>The works that AI generates are often very similar to the works from which it draws inspiration.</p> <p><u>Conflicting Ideas</u></p> <p>AI programs have proven successful in helping people improve their lives.</p> <p>The use of AI may lead to widespread misinformation that could cause problems in the future.</p>
12	ELA.R.8.5	D	2	<p>Students need to analyze the section headings of both passages to determine what the headings reveal about each author's point of view regarding artificial intelligence. Option D is the correct answer. The other options do not accurately reflect both authors' points of view.</p>

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Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
<b>Session 2</b>				
1	ELA.W.8.2.a	n/a	3	Students need to write a one-paragraph argumentative text explaining which step in the process of building the amphibious go-kart is most important and why, using details from the passage for support. Writing will be scored using a Grade 8 Argumentative Rubric.
2	ELA.L.8.6.c	D	1	Students need to correctly identify a misspelled word. Option D is the correct answer. The other options do not include misspellings.
3	ELA.W.8.3.b	B, D	2	Students need to determine the transitional phrases that could be used to introduce a counterclaim paragraph. Options B and D are the correct answers. The other options are not appropriate for introducing a counterclaim paragraph.
4	ELA.L.8.5.b	See annotations.	2	Students need to determine the correct verbs to use to best complete the sentence. The correct answers are “must” and “are.” The other options use verbs that do not fit the context of the sentence.
5	ELA.W.8.2.a	C	2	Students need to support the argument with logical reasoning. Option C is the correct answer. The other options do not support the argument.
6	ELA.W.8.3.c	A, C	2	Students need to determine words that are more precise than the target phrase. Options A and C are the correct answers. The other options are not more precise than the target phrase.

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Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
<b>Session 3</b>				
1	ELA.W.8.2.b	n/a	3	Students need to write a one-paragraph expository text explaining what it means to be creative and how being creative can be helpful in life. Writing will be scored using a Grade 8 Expository Rubric.
2	ELA.L.8.5.a	D	2	Students need to determine which sentence uses active voice. Option D is the correct answer. The other options use passive voice.
3	ELA.W.8.8	B	2	Students need to decide which source would allow them to gather the most accurate information on the topic. Option B is the correct answer. The other options would not provide accurate information on the topic.
4	ELA.L.8.5.c	See annotations.	2	Students need to determine the phrase that has a shift in verb tense. The correct answer is “I have brought.” The other options do not have a shift in verb tense.
5	ELA.W.8.3.b	See annotations.	2	Students need to determine the correct transitions to complete the sentence. The correct answers are “after” and “not only.” The other options do not link the ideas in the sentence correctly.
6	ELA.L.8.2	A, C	2	Students need to determine words that have a similar meaning to the target word in the sentence, based on context. Options A and C are the correct answers. The other options do not match the context of the sentence.



# English Language Arts Practice Test Grade 8

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