



PARCC Online Practice Test Answer and Alignment Document
ELA/Literacy: Grade 8

Unit 1		
Items 1-7		
Task: Literary Analysis (LAT)		
Passage 1: from <i>Confetti Girl</i> by Diana Lopez		
Item Number	Answer(s)	Standards Alignment
1	Item Type: EBSR Part A: A Part B: B	RL1; RL4
2	Item Type: EBSR Part A: D Part B: C	RL1; RL3
Passage 2: from <i>Tortilla Sun</i> by Jennifer Cervantes		
3	Item Type: TECR Part A: B Part B: <p>38 Staring at the card, I wondered what should happen next. Maybe a daring escape or a sorceress could rescue her. When nothing came to me, I scratched out the word <i>opportunity</i> until it was a big blob of blue ink and tossed the card on the floor.</p>	RL1; RL4
4	Item Type: TECR Part A: D Part B: <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-bottom: 10px;"> Mom leaned back against the counter and sucked in a great gulp of air. "It's strange actually. I wasn't expecting it, but then at the last minute the funding came through." She folded her arms across her waist. "I'm going to Costa Rica to finish my research." </div> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-bottom: 10px;"> "Opportunity? For me? Or for you?" </div> <div style="border: 1px solid black; background-color: yellow; padding: 5px;"> "I think you're going to like the village." Her voice became a little muffled now, like her mouth was pressed right up against the door. "It's strange and beautiful at the same time and a perfect place to explore. You just might be surprised what you find there." She paused for a moment then continued. "Would you please talk to me?" </div>	RL1; RL2

Passage 1: from <i>Confetti Girl</i> by Diana Lopez and Passage 2: from <i>Tortilla Sun</i> by Jennifer Cervantes		
5	Item Type: EBSR Part A: C Part B: D	RL1; RL3
6	Item Type: EBSR Part A: D Part B: A	RL1; RL3; RL5
7	Item Type: PCR Refer to Grade 6-11 Scoring Rubric	RL1; RL6; W2; W4-10
Items 8-13		
Passage Type: Informational S-M		
Passage: from "What is a Robonaut?"		
8	Item Type: EBSR Part A: A Part B: A, B, F	RI1; RI4
9	Item Type: EBSR Part A: A Part B: D	RI1; RI5
10	Item Type: EBSR Part A: B Part B: A	RI1; RST6
11	Item Type: EBSR Part A: A Part B: C	RI1; RST5
12	Item Type: TECR <p>"The value of a humanoid over other designs is the ability use the same workspace and tools"</p> <p>Judgment <input type="button" value="v"/></p> <p>" . . . it is the first dexterous humanoid robot in space"</p> <p>Fact <input type="button" value="v"/></p> <p>" . . . NASA and General Motors are working together with assistance from Oceanering Space Systems engineers to accelerate development of the next generation of robots . . ."</p> <p>Fact <input type="button" value="v"/></p> <p>"Another way this might be beneficial is during a robotic precursor mission."</p> <p>Speculation <input type="button" value="v"/></p>	RI1; RST8
13	Item Type: EBSR Part A: D Part B: A	RI1; RST2

Unit 2								
Items 1-9								
Task: Research Simulation (RST)								
Passage 1: “Elephants Can Lend a Helping Trunk” by Virginia Morell								
Item Number	Answer	Standards Alignment						
1	Item Type: EBSR Part A: C Part B: A	RST1; RST4						
2	Item Type: EBSR Part A: C Part B: B	RST1; RST7						
Passage 2: Elephants Show Cooperation (video) presented by <i>Discovery News</i>								
3	Item Type: EBSR Part A: B Part B: D	RST1; RST5						
4	<p>Item Type: TECR</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Facts</th> <th style="width: 50%; text-align: center;">Reasoned Judgments</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;"> <p>“Elephants recently aced an IQ test with two of them even figuring out shortcuts the researchers hadn’t thought of.”</p> </td> <td style="text-align: center; padding: 5px;"> <p>“Scientists now believe [elephants are] among the world’s most cognitively advanced animals.”</p> </td> </tr> <tr> <td style="text-align: center; padding: 5px;"> <p>“Finally, and to the surprise of the researchers, these two elephants used an alternative strategy in getting the corn, with the one at the bottom of the video holding the rope in place with her foot while the other pulls the rope with her trunk.”</p> </td> <td style="text-align: center; padding: 5px;"> <p>“Scientists say the test highlights not only the intelligence of individual elephants but also their ability to cooperate and understand the value of teamwork.”</p> </td> </tr> </tbody> </table>	Facts	Reasoned Judgments	<p>“Elephants recently aced an IQ test with two of them even figuring out shortcuts the researchers hadn’t thought of.”</p>	<p>“Scientists now believe [elephants are] among the world’s most cognitively advanced animals.”</p>	<p>“Finally, and to the surprise of the researchers, these two elephants used an alternative strategy in getting the corn, with the one at the bottom of the video holding the rope in place with her foot while the other pulls the rope with her trunk.”</p>	<p>“Scientists say the test highlights not only the intelligence of individual elephants but also their ability to cooperate and understand the value of teamwork.”</p>	RI1; RST8
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Passage 3: from “Elephants Know When They Need a Helping Trunk in a Cooperative Task” by Joshua M. Plotnik								
5	Item Type: EBSR Part A: D Part B: B	RST1; RST4						
6	Item Type: EBSR Part A: A Part B: C	RST1; RST6						

7	Item Type: EBSR Part A: A Part B: D	RST1; RST7												
Passage 1: “Elephants Can Lend a Helping Trunk” by Virginia Morell; Passage 2: Elephants Show Cooperation (video) presented by <i>Discovery News</i> ; Passage 3: from “Elephants Know When They Need a Helping Trunk in a Cooperative Task” by Joshua M. Plotnik														
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9	Item Type: PCR Refer to Grade 6-11 Scoring Rubric	RST1; RST7; W2; W4-10												
Items: 10-13														
Passage Type: Informational S-M														
Passage: from “Emerald Ash Borer” by Department of Energy and Environmental Protection														
10	Item Type: EBSR Part A: A Part B: D	RI1; RST5												
11	Item Type: EBSR Part A: B Part B: A	RI1; RI6												
12	Item Type: EBSR Part A: A Part B: D	RI1; RI4												
13	Item Type: EBSR Part A: A Part B: A	RI1; RST2												

Unit 3		
Items 1-5		
Task: Narrative (NWT)		
Passage: from <i>The Seven Keys of Balabad</i> by Paul Haven		
Item Number	Answer(s)	Standards Alignment
1	Item Type: EBSR Part A: B Part B: D	RL1; RL2
2	Item Type: EBSR Part A: C Part B: B	RL1; RL3
3	Item Type: EBSR Part A: A Part B: B and C	RL1; RL3
4	Item Type: TECR <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px; text-align: center;"> Bahauddin Shah knows the caverns well </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px; text-align: center;"> Bahauddin Shah falls to the floor when artillery fire shakes the ground above him. </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px; text-align: center;"> Bahauddin Shah realizes the keys are safely attached to their chain </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px; text-align: center;"> Bahauddin Shah vows to re-construct the city, no matter what damage occurs during the battle. </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px; text-align: center;"> Bahauddin Shah locates the exit from the Salt Caverns. </div>	RL1; RL2

5	Item Type: PCR Refer to Grade 6-11 Scoring Rubric	W3-10								
Items 6-11										
Passage Type: Informational pair										
Passage 1: from "A Beginner's Guide to Snowboarding" by Monica Nelson										
Item Number	Answer(s)	Standards Alignment								
6	Item Type: EBSR Part A: A Part B: B	RI1; RI3								
7	Item Type: EBSR Part A: A Part B: A, B, G	RI1; RI6								
Passage 2: from "How to get started sandboarding" by Harriet Potter										
8	Item Type: EBSR Part A: C Part B: D	RI1; RI5								
9	Item Type: EBSR Part A: B Part B: B	RI1; RI4								
10	Item Type: EBSR Part A: D Part B: A	RI1; RI6								
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11	Item Type: TECR <table border="1" data-bbox="376 1098 1015 1539"> <thead> <tr> <th>A Beginner's Guide to Snowboarding</th> <th>How to get started sandboarding</th> </tr> </thead> <tbody> <tr> <td>This kind of boarding is fun and provides a significant amount of exercise.</td> <td>Few people enjoy this kind of boarding because of limited access.</td> </tr> <tr> <td>For the best experience, be sure your equipment is sized properly.</td> <td>Participating in this kind of boarding is generally inexpensive and safe.</td> </tr> <tr> <td>Follow the basics and check the weather for the best boarding experience.</td> <td>This kind of boarding is fun and provides a significant amount of exercise.</td> </tr> </tbody> </table>	A Beginner's Guide to Snowboarding	How to get started sandboarding	This kind of boarding is fun and provides a significant amount of exercise.	Few people enjoy this kind of boarding because of limited access.	For the best experience, be sure your equipment is sized properly.	Participating in this kind of boarding is generally inexpensive and safe.	Follow the basics and check the weather for the best boarding experience.	This kind of boarding is fun and provides a significant amount of exercise.	RI1; RI2
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