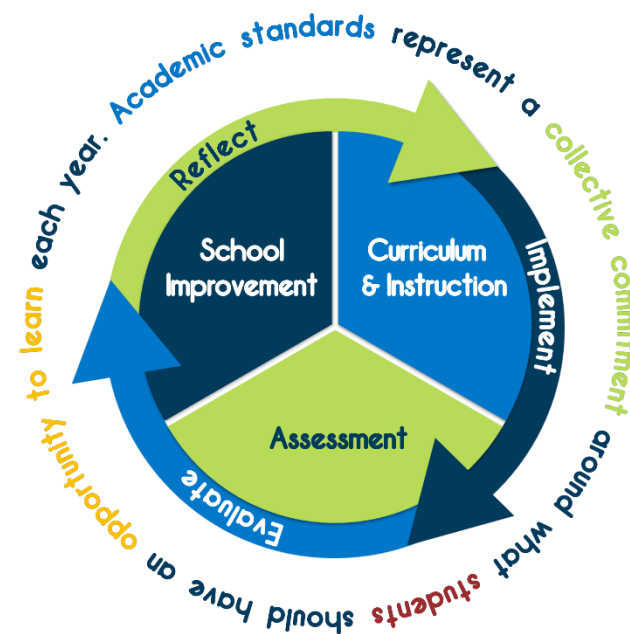


## Samples to Success

Sample items provide valuable insight into how students engage with different texts, tasks, and contexts, highlighting the types of opportunities they need for success in the classroom. These items offer a shared reference point for understanding proficiency expectations, complementing the assessment's role in measuring learning. By analyzing items alongside performance data, educators can gain a deeper understanding of students' strengths and areas for growth. Students thrive in environments rich with diverse materials, challenges that vary in task type, and multiple avenues for demonstrating understanding. High-quality instruction, aligned with the learning goals, is the most effective way to support students' growth and prepare them for success.



Test questions can measure a single skill or a set of knowledge and skills. The ELA test differs from other subjects in that it has fewer items overall, but each item assesses multiple skills or knowledge by asking students to demonstrate skills through performance, such as writing a response to literary or informational texts. Therefore, what differentiates the levels of performance are the degree to and quality with which a student performs.

## Grade 8 – Claim 1: Reading Literary Text

### 1<sup>st</sup> Text – P. 5

English Language Arts/Literacy

Today you will analyze a passage from *The Black Pearl* and a poem titled "The Last Bargain." As you read these texts, you will gather information and answer questions about the themes of each text so you can compare a written response.

Read the passage from *The Black Pearl*, in which jewel dealers visit the Seltzer family. Then answer the questions.

from *The Black Pearl*  
by Susan Orlean

1. They came early in the afternoon, dressed in their best black suits and carrying a cane and topcoat and their money in a messenger bag. The excitement in the town had died after a couple of days, but when word got around that the dealers were going to the Seltzers to buy the great stock once a great treasure from and good fortune for sale.
2. My mother and my two sisters had come back from Laredo, for they too had heard the news of the stock, and so the bustle in the parlor was turned on and the parlor was filled up with flowers and all the furniture shone.
3. The four men were serious faces and they put their capotes and coats on the spare table and their messenger bags. They sat down and looked at their hands and said nothing.
4. Then my father said, "The bag is very small, gentlemen. I doubt that it holds enough money to buy the great Pearl of Peru."
5. The four dealers did not like this. One of them, named Arturo Martin, was the one who had a barrel and good small white beads.
6. "I have heard that the pearl is the size of a grapefruit," he said. "The which size we have more money than we need, for to us since the large ones are of little value."
7. They do not buy large, these men, they buy small, they buy as small as the beads and had to have their glasses. They were all in earnest and before a year passed.

GO ON ▶

### 2<sup>nd</sup> Text – P. 11

English Language Arts/Literacy

Read the poem "The Last Bargain," then answer the questions.

"The Last Bargain"  
by Yehoshua Khevan  
by Yehoshua Khevan

"Come and live with me," I cried, while in the morning I was walking on the abandoned road.

Swart in hand, the King came in his chariot.  
He held my hand and said, "I will live with you my son."

For his crown costed far enough, and he went away in his chariot.

8. In the heat of the morning the house stood with shut doors.  
I wandered along the crooked lane.  
An old man came out with his bag of gold.  
He looked at me and said, "I will live with you with my money."  
He weighed his coins on the scale, but I turned away.

9. It was evening. The garden hedge was all aflame.  
The fair maid came out and said, "I will live with you with a profit."  
Her critics called and called into tears, and she went back alone into the room.  
The sun glimmered on the wall, and the sea waves broke away from it.  
A child sat playing with shells.

10. He raised his head and seemed to know me, and said, "I live with you with nothing."  
From the mountain that bargain struck in child's gray matter me a true man.  
"The last bargain" by Yehoshua Khevan

GO ON ▶

### Writing Tasks – P. 16 & 18

English Language Arts/Literacy

7. You have read a passage from *The Black Pearl* and the poem "The Last Bargain."

Write an essay analyzing how the events in each text contribute to the development of each text's theme. Use to use evidence from **both** texts in your essay.

GO ON ▶

Multiple items on the Illinois Assessment of Readiness (IAR) are linked to a set of texts to read, often accompanied by images or multimedia. The sample [item set](#) has two literary texts and two writing tasks. Small screenshots and page numbers are provided to help you navigate the linked sample item set.

Each text is followed by several two-part multiple-choice items. Students must select a correct response in Part A and supporting evidence in Part B. Both texts also have also have items in which students must either correctly sequence or categorize events in a table, where partial credit is possible.

Students at the **above proficient** and **proficient** levels are likely to correctly respond to most multiple-choice items and items such as the sequencing table in this sample. **Approaching proficient** students are likely to select a correct answer for Part A, but not for Part B and complete the categorizing or sequencing table with some correct interactions to receive partial credit. **Below proficient** students may inaccurately respond to Part A and Part B, as well as the categorizing or sequencing table.

This sample item set also contains two Literary Analysis writing tasks comparing two texts. Student responses are graded according to page 1 of the [Literary Analysis Rubric](#). Literary writing tasks often contribute to a student's **Reading Comprehension** score in addition to their **Writing** score. Student writing samples and annotations are found in the Written Expression Claim section in this document.

Two-part Multiple-choice Pgs. 9-10, 12-14 & 19	Categorizing & Sequencing Questions P. 16	Answer Key Pgs. 3-4	Written Response Scoring Rubric P. 5																																																				
<p>English Language Arts/Literacy</p> <p>2. Part A which phrase best describes how the author of <i>The Black Pearl</i> develops the theme that people's fortunes are based on their choices?</p> <p>A. by noting that jewel dealers have cheated Seltzer before in the past B. by showing that the dealers will offer Seltzer money less than he wants for the pearl C. by showing that Seltzer Seltzer's family disagrees with him about whether the pearl is a treasure D. by noting that Seltzer Seltzer's neighbors are only interested in the wealth he could gain from the pearl</p> <p>Part B which evidence from the passage supports the answer to Part A?</p> <p>A. "The excitement in the town had died after a couple of days, but when word got around that the dealers were going to the Seltzers to buy the great black pearl a great treasure from and good fortune for sale." (paragraph 1) B. "The four men looked at each other and smiled this or that, as if they had just been made up their minds already and what they would say." (paragraph 11) C. "I had Seltzer Martin used the bag and placed the pearl on the table. His fingers were the same as I had made, almost." (paragraph 22) D. "This found that the dealers were not so generous with their money as we are here in a few. And you could have after the long journey with your feet between your toes." (paragraph 31)</p> <p>GO ON ▶</p>	<p>English Language Arts/Literacy</p> <p>4. Complete and submit the objectives of the passage from <i>The Black Pearl</i> and the structure of the poem "The Last Bargain." Drag each description into the appropriate box. All descriptions will be used.</p> <table border="1"> <tr> <td>the text is written in official documents</td> <td>the writing is meant to be persuasive</td> <td>the text is a narrative</td> </tr> <tr> <td>the text contains the same throughout the text</td> <td>the narrator is a boy who looks to receive the cookies</td> <td>the text is a description of an event</td> </tr> </table> <p>from <i>The Black Pearl</i></p> <p>"The Last Bargain"</p> <p>GO ON ▶</p>	the text is written in official documents	the writing is meant to be persuasive	the text is a narrative	the text contains the same throughout the text	the narrator is a boy who looks to receive the cookies	the text is a description of an event	<p>English Language Arts/Literacy</p> <p>Release Theme Answer and Alignment Document ELA/ Literacy: GRADE 8</p> <table border="1"> <thead> <tr> <th>Item Code</th> <th>Item Type</th> <th>Item Content</th> <th>Measurability/Evidence Statement Alignment</th> </tr> </thead> <tbody> <tr> <td>PF2354078</td> <td>Item Type: EBSS</td> <td>Part A: B, E Part B: D</td> <td>EL.8.1.1 EL.8.1.2</td> </tr> <tr> <td>PF2354120</td> <td>Item Type: EBSS</td> <td>Part A: C Part B: D</td> <td>EL.8.1.1 EL.8.1.2</td> </tr> <tr> <td>PF2354201</td> <td>Item Type: EBSS</td> <td>Part A: C Part B: D</td> <td>EL.8.1.1 EL.8.1.2</td> </tr> <tr> <td>PF2354297</td> <td>Item Type: EBSS</td> <td>Part A: C Part B: D</td> <td>EL.8.1.1 EL.8.1.2</td> </tr> <tr> <td>PF2354293</td> <td>Item Type: EBSS</td> <td>Part A: C Part B: D</td> <td>EL.8.1.1 EL.8.1.2</td> </tr> <tr> <td>PF2355018</td> <td>Item Type: TECS</td> <td>Part C</td> <td>EL.8.1.1 EL.8.1.2</td> </tr> </tbody> </table>	Item Code	Item Type	Item Content	Measurability/Evidence Statement Alignment	PF2354078	Item Type: EBSS	Part A: B, E Part B: D	EL.8.1.1 EL.8.1.2	PF2354120	Item Type: EBSS	Part A: C Part B: D	EL.8.1.1 EL.8.1.2	PF2354201	Item Type: EBSS	Part A: C Part B: D	EL.8.1.1 EL.8.1.2	PF2354297	Item Type: EBSS	Part A: C Part B: D	EL.8.1.1 EL.8.1.2	PF2354293	Item Type: EBSS	Part A: C Part B: D	EL.8.1.1 EL.8.1.2	PF2355018	Item Type: TECS	Part C	EL.8.1.1 EL.8.1.2	<p>ILLINOIS STATE BOARD OF EDUCATION</p> <p>GRADE 8 ELA Scoring Rubric for Reading Comprehension Practice Test Reasoning Strategies Test (RST) and Literary Analysis Test (LAT)</p> <table border="1"> <thead> <tr> <th>Claim</th> <th>Score Point 1</th> <th>Score Point 2</th> <th>Score Point 3</th> <th>Score Point 4</th> <th>Score Point 5</th> </tr> </thead> <tbody> <tr> <td>Reading Comprehension</td> <td>1-2</td> <td>3-4</td> <td>5-6</td> <td>7-8</td> <td>9-10</td> </tr> <tr> <td>Writing</td> <td>1-2</td> <td>3-4</td> <td>5-6</td> <td>7-8</td> <td>9-10</td> </tr> </tbody> </table>	Claim	Score Point 1	Score Point 2	Score Point 3	Score Point 4	Score Point 5	Reading Comprehension	1-2	3-4	5-6	7-8	9-10	Writing	1-2	3-4	5-6	7-8	9-10
the text is written in official documents	the writing is meant to be persuasive	the text is a narrative																																																					
the text contains the same throughout the text	the narrator is a boy who looks to receive the cookies	the text is a description of an event																																																					
Item Code	Item Type	Item Content	Measurability/Evidence Statement Alignment																																																				
PF2354078	Item Type: EBSS	Part A: B, E Part B: D	EL.8.1.1 EL.8.1.2																																																				
PF2354120	Item Type: EBSS	Part A: C Part B: D	EL.8.1.1 EL.8.1.2																																																				
PF2354201	Item Type: EBSS	Part A: C Part B: D	EL.8.1.1 EL.8.1.2																																																				
PF2354297	Item Type: EBSS	Part A: C Part B: D	EL.8.1.1 EL.8.1.2																																																				
PF2354293	Item Type: EBSS	Part A: C Part B: D	EL.8.1.1 EL.8.1.2																																																				
PF2355018	Item Type: TECS	Part C	EL.8.1.1 EL.8.1.2																																																				
Claim	Score Point 1	Score Point 2	Score Point 3	Score Point 4	Score Point 5																																																		
Reading Comprehension	1-2	3-4	5-6	7-8	9-10																																																		
Writing	1-2	3-4	5-6	7-8	9-10																																																		



# Grade 8 – Claim 3: Reading Vocabulary

## 1<sup>st</sup> Text – P. 4

English Language Arts/History

Read the passage "Can the Heat to Run Right Through Winter?" Then answer the questions.

by Lisa Kasper

Today you will research the topic of exercising in cold weather. You will read the passage "Can the Heat to Run Right Through Winter?" Then you will answer the questions "Exercise and Cold Weather." Use the passage to answer the questions and answer questions about exercising in cold weather as you write an essay.

Read the passage "Can the Heat to Run Right Through Winter?" Then answer the questions.

from the Heat to Run Right Through Winter

1. Which answer shows the author's main purpose for writing the passage? **A. To inform readers about the benefits of exercising in cold weather.**
2. There was a good reason for the author to write the passage. Read the text above the passage. Which of the following best describes the author's purpose?
3. The author's main purpose for writing the passage is to inform readers about the benefits of exercising in cold weather.
4. The author's main purpose for writing the passage is to inform readers about the benefits of exercising in cold weather.
5. The author's main purpose for writing the passage is to inform readers about the benefits of exercising in cold weather.
6. The author's main purpose for writing the passage is to inform readers about the benefits of exercising in cold weather.

GO ON ▶

## 2<sup>nd</sup> Text – P. 10

English Language Arts/History

Read the passage "Exercise and Cold Weather." Then answer the questions.

Exercise and Cold Weather

1. Which answer shows the author's main purpose for writing the passage? **A. To inform readers about the benefits of exercising in cold weather.**
2. The author's main purpose for writing the passage is to inform readers about the benefits of exercising in cold weather.
3. The author's main purpose for writing the passage is to inform readers about the benefits of exercising in cold weather.
4. The author's main purpose for writing the passage is to inform readers about the benefits of exercising in cold weather.
5. The author's main purpose for writing the passage is to inform readers about the benefits of exercising in cold weather.

GO ON ▶

## 3<sup>rd</sup> Text – P. 15

English Language Arts/History

Read the passage "Exercise and Cold Weather." Then answer the questions.

Exercise and Cold Weather

1. The author's main purpose for writing the passage is to inform readers about the benefits of exercising in cold weather.
2. The author's main purpose for writing the passage is to inform readers about the benefits of exercising in cold weather.
3. The author's main purpose for writing the passage is to inform readers about the benefits of exercising in cold weather.
4. The author's main purpose for writing the passage is to inform readers about the benefits of exercising in cold weather.
5. The author's main purpose for writing the passage is to inform readers about the benefits of exercising in cold weather.

GO ON ▶

Reading vocabulary items are found within Reading Informational and Reading Literary item sets. This [released item set](#) (the same sample set from Claim 2) contains three embedded reading passages; items; and an associated answer key, which is located at the beginning of the document. (Screenshots are included to support navigation of the linked items.)

Vocabulary items ask students to select a correct response in Part A and then to select a response that supports that answer in Part B of the item. This set has three vocabulary items.

Students at the **above proficient** and **proficient** levels are likely to correctly respond to both parts of the vocabulary items. **Approaching proficient** students are likely to select a correct answer for Part A, but not for Part B. **Below proficient** students may inaccurately respond to Part A and Part B.

Two-part Multiple-choice P. 7, 13 & 18	Answer Key P. 3															
<p>English Language Arts/History</p> <p>V14C230</p> <p>1. Part A What is the meaning of the word <i>beneficial</i> as it is used in paragraph 5 of "Can the Heat to Run Right Through Winter?"</p> <p>A. available B. warm C. unhelpful D. helpful</p> <p>Part B Which two items from the passage support the meaning of the word <i>beneficial</i>?</p> <p>A. stably (paragraph 4) B. slick (paragraph 14) C. surprising (paragraph 7) D. harmful (paragraph 14) E. numerous (paragraph 14) F. dark (paragraph 14)</p> <p>GO ON ▶</p>	<p>English Language Arts/History</p> <p>Released Items Answer and Alignment Document ELA/Literacy Grade 8</p> <table border="1"><thead><tr><th>Item Type</th><th>Item ID</th><th>Item Text</th><th>Item Answer</th><th>Item Alignment</th></tr></thead><tbody><tr><td>Two-part Multiple-choice</td><td>V14C230</td><td>What is the meaning of the word <i>beneficial</i> as it is used in paragraph 5 of "Can the Heat to Run Right Through Winter?"</td><td>A, B, C, D</td><td>LS.8.1, LS.8.2, LS.8.3, LS.8.4, LS.8.5</td></tr><tr><td>Two-part Multiple-choice</td><td>V14C231</td><td>Which two items from the passage support the meaning of the word <i>beneficial</i>?</td><td>A, B, C, D, E, F</td><td>LS.8.1, LS.8.2, LS.8.3, LS.8.4, LS.8.5</td></tr></tbody></table>	Item Type	Item ID	Item Text	Item Answer	Item Alignment	Two-part Multiple-choice	V14C230	What is the meaning of the word <i>beneficial</i> as it is used in paragraph 5 of "Can the Heat to Run Right Through Winter?"	A, B, C, D	LS.8.1, LS.8.2, LS.8.3, LS.8.4, LS.8.5	Two-part Multiple-choice	V14C231	Which two items from the passage support the meaning of the word <i>beneficial</i> ?	A, B, C, D, E, F	LS.8.1, LS.8.2, LS.8.3, LS.8.4, LS.8.5
Item Type	Item ID	Item Text	Item Answer	Item Alignment												
Two-part Multiple-choice	V14C230	What is the meaning of the word <i>beneficial</i> as it is used in paragraph 5 of "Can the Heat to Run Right Through Winter?"	A, B, C, D	LS.8.1, LS.8.2, LS.8.3, LS.8.4, LS.8.5												
Two-part Multiple-choice	V14C231	Which two items from the passage support the meaning of the word <i>beneficial</i> ?	A, B, C, D, E, F	LS.8.1, LS.8.2, LS.8.3, LS.8.4, LS.8.5												



## Grade 8 – Claim 5: Conventions

### Conventions Writing Rubric P.2

Grade	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0	
Grade 8	<p>The student demonstrates a strong command of the conventions of standard English, including spelling, punctuation, and capitalization, and uses them consistently and accurately.</p>	<p>The student demonstrates a strong command of the conventions of standard English, including spelling, punctuation, and capitalization, and uses them consistently and accurately.</p>	<p>The student demonstrates a strong command of the conventions of standard English, including spelling, punctuation, and capitalization, and uses them consistently and accurately.</p>	<p>The student demonstrates a strong command of the conventions of standard English, including spelling, punctuation, and capitalization, and uses them consistently and accurately.</p>	<p>The student demonstrates a strong command of the conventions of standard English, including spelling, punctuation, and capitalization, and uses them consistently and accurately.</p>	<p>The student demonstrates a strong command of the conventions of standard English, including spelling, punctuation, and capitalization, and uses them consistently and accurately.</p>

Proficiency with writing conventions is also measured through writing tasks that are evaluated by a rubric. The prompt for this question can be found on page 13 of this [sample item set](#). The IAR [writing rubrics](#) align with PLDs by specifying how different aspects of writing correspond to these proficiency levels. These [released item responses](#) contain notes that explain the rationale for student's **Conventions** score. These samples come from a variety of writing prompts; therefore, the types of responses will vary, but the conventions remain the focus of this claim. The samples begin with the highest-scoring example and end with the lowest-scoring example.

Students at the **above proficient** and **proficient** levels are likely to earn 3 or 2 points on writing tasks. **Approaching proficient** students are likely to earn 1 point. **Below proficient** students are likely to earn 0 points for their responses.

3 Points P. 3	2 Points P. 11	1 Point P. 13	0 Points P. 19
<p><b>A1</b></p> <p><small>Grade 8 Conventions Writing Rubric</small></p> <p><small>Score Point 3</small></p>	<p><b>A4</b></p> <p><small>Grade 8 Conventions Writing Rubric</small></p> <p><small>Score Point 2</small></p>	<p><b>A5</b></p> <p><small>Grade 8 Conventions Writing Rubric</small></p> <p><small>Score Point 1</small></p>	<p><b>A8</b></p> <p><small>Grade 8 Conventions Writing Rubric</small></p> <p><small>Score Point 0</small></p>
<b>P.7</b>	<b>P. 9</b>	<b>P. 14</b>	<b>P. 20</b>
<p><b>Annotations</b></p> <p><small>Anchor Paper 3 Conventions Score Point 3</small></p> <p><small>This response demonstrates full command of the conventions of standard English, including spelling, punctuation, and capitalization, and uses them consistently and accurately. The student demonstrates a strong command of the conventions of standard English, including spelling, punctuation, and capitalization, and uses them consistently and accurately.</small></p>	<p><b>Annotations</b></p> <p><small>Anchor Paper 4 Conventions Score Point 2</small></p> <p><small>This response demonstrates strong command over conventions. Only minor errors in spelling, punctuation, and capitalization are present. The student demonstrates a strong command of the conventions of standard English, including spelling, punctuation, and capitalization, and uses them consistently and accurately.</small></p>	<p><b>Annotations</b></p> <p><small>Anchor Paper 5 Conventions Score Point 1</small></p> <p><small>Prose errors occur and include missing commas and other punctuation (comma), a sentence fragment with a comma splice (or fused or run-on), and an incorrect use of capitalization (or the misuse of all-caps). The response demonstrates a strong command of the conventions of standard English.</small></p>	<p><b>Annotations</b></p> <p><small>Anchor Paper 8 Conventions Score Point 0</small></p> <p><small>Prose errors in spelling (capital, comma, apostrophe, and fused), missing through-out, capitalization, and missing (They are made good enough of each other). By using what they already are, they are making sense of what they are doing. The student does not understand the conventions of standard English.</small></p>