

Assessment Name: MorganHill_ELA_Grade8_B1_1112
Subject Name: ELA
Grade(s)/Course(s): Grade 8
Total Number of Items 60

| STANDARDS | |
|---|----|
| 1.1 - Reading | 4 |
| 1.1 - Writing | 4 |
| 1.2 - Writing | 4 |
| 1.3 - Reading | 4 |
| 1.3 - Written and Oral English Language Conventions | 4 |
| 1.4 - Written and Oral English Language Conventions | 4 |
| 1.5 - Written and Oral English Language Conventions | 4 |
| 1.6 - Writing | 4 |
| 2.2 - Reading | 4 |
| 2.4 - Reading | 4 |
| 2.5 - Reading | 4 |
| 2.6 - Reading | 4 |
| 2.7 - Reading | 4 |
| 3.2 - Reading | 4 |
| 3.6 - Reading | 4 |
| BLOOM'S TAXONOMY | |
| Evaluation | 10 |
| Synthesis | 3 |
| Analysis | 23 |
| Application | 11 |
| Comprehension | 6 |
| Knowledge | 7 |
| Conceptual Understanding | 0 |
| N/A | 0 |
| DIFFICULTY LEVEL | |
| Low | 19 |
| Medium | 31 |
| High | 10 |
| N/A | 0 |

| # | Standard | Difficulty Level | | | | Bloom's Taxonomy | | | | | | | |
|----|---|------------------|--------|------|-----|------------------|-----------|----------|-------------|---------------|-----------|--------------------------|-----|
| | | Low | Medium | High | N/A | Evaluation | Synthesis | Analysis | Application | Comprehension | Knowledge | Conceptual Understanding | N/A |
| 1 | 2.2 - Reading | | Medium | | | | Synthesis | | | | | | |
| 2 | 2.2 - Reading | | Medium | | | | | Analysis | | | | | |
| 3 | 2.2 - Reading | | | High | | Evaluation | | | | | | | |
| 4 | 2.7 - Reading | | Medium | | | | | Analysis | | | | | |
| 5 | 2.6 - Reading | | Medium | | | | | Analysis | | | | | |
| 6 | 1.3 - Reading | Low | | | | Evaluation | | | | | | | |
| 7 | 2.4 - Reading | | | High | | Evaluation | | | | | | | |
| 8 | 2.6 - Reading | Low | | | | | | | | | Knowledge | | |
| 9 | 2.6 - Reading | Low | | | | | | | Application | | | | |
| 10 | 2.6 - Reading | | Medium | | | | | | Application | | | | |
| 11 | 1.3 - Reading | | Medium | | | | | | | Comprehension | | | |
| 12 | 2.2 - Reading | | | High | | | | Analysis | | | | | |
| 13 | 2.7 - Reading | | | High | | Evaluation | | | | | | | |
| 14 | 1.1 - Reading | | Medium | | | | | Analysis | | | | | |
| 15 | 2.4 - Reading | Low | | | | | | | | Comprehension | | | |
| 16 | 1.1 - Reading | | Medium | | | | | Analysis | | | | | |
| 17 | 3.2 - Reading | | | High | | | | Analysis | | | | | |
| 18 | 3.2 - Reading | Low | | | | | | | | Comprehension | | | |
| 19 | 3.2 - Reading | | Medium | | | | | Analysis | | | | | |
| 20 | 3.2 - Reading | | Medium | | | | | Analysis | | | | | |
| 21 | 3.6 - Reading | | Medium | | | | | | | | Knowledge | | |
| 22 | 3.6 - Reading | | Medium | | | Evaluation | | | | | | | |
| 23 | 3.6 - Reading | Low | | | | | | Analysis | | | | | |
| 24 | 3.6 - Reading | Low | | | | | | Analysis | | | | | |
| 25 | 1.1 - Reading | Low | | | | | | | Application | | | | |
| 26 | 1.1 - Reading | | Medium | | | Evaluation | | | | | | | |
| 27 | 2.4 - Reading | | | High | | Evaluation | | | | | | | |
| 28 | 2.7 - Reading | | Medium | | | | Synthesis | | | | | | |
| 29 | 2.7 - Reading | | Medium | | | | | Analysis | | | | | |
| 30 | 1.3 - Reading | Low | | | | | | Analysis | | | | | |
| 31 | 1.3 - Reading | Low | | | | | | Analysis | | | | | |
| 32 | 2.4 - Reading | | Medium | | | | | Analysis | | | | | |
| 33 | 1.2 - Writing | | Medium | | | | | Analysis | | | | | |
| 34 | 1.6 - Writing | | Medium | | | | | Analysis | | | | | |
| 35 | 1.3 - Written and Oral English Language Conventions | | Medium | | | | | | Application | | | | |
| 36 | 1.2 - Writing | | Medium | | | | | Analysis | | | | | |

| # | Standard | Difficulty Level | | | | Bloom's Taxonomy | | | | | | | |
|----|---|------------------|--------|------|-----|------------------|-----------|----------|-------------|---------------|-----------|--------------------------|-----|
| | | Low | Medium | High | N/A | Evaluation | Synthesis | Analysis | Application | Comprehension | Knowledge | Conceptual Understanding | N/A |
| 37 | 1.6 - Writing | | Medium | | | | | Analysis | | | | | |
| 38 | 1.6 - Writing | | Medium | | | | | Analysis | | | | | |
| 39 | 1.6 - Writing | | Medium | | | | | Analysis | | | | | |
| 40 | 1.2 - Writing | | Medium | | | | | | Application | | | | |
| 41 | 1.4 - Written and Oral English Language Conventions | | Medium | | | | | | Application | | | | |
| 42 | 1.3 - Written and Oral English Language Conventions | | Medium | | | | | Analysis | | | | | |
| 43 | 1.5 - Written and Oral English Language Conventions | | Medium | | | | | | | | Knowledge | | |
| 44 | 1.4 - Written and Oral English Language Conventions | Low | | | | | | | | | Knowledge | | |
| 45 | 1.1 - Writing | Low | | | | Evaluation | | | | | | | |
| 46 | 1.4 - Written and Oral English Language Conventions | | | High | | | | | | | Knowledge | | |
| 47 | 1.4 - Written and Oral English Language Conventions | | Medium | | | | | | Application | | | | |
| 48 | 1.5 - Written and Oral English Language Conventions | Low | | | | | | | | | Knowledge | | |
| 49 | 1.2 - Writing | | Medium | | | | | | Application | | | | |
| 50 | 1.5 - Written and Oral English Language Conventions | | | High | | | | | Application | | | | |
| 51 | 1.3 - Written and Oral English Language Conventions | | | High | | | | | Application | | | | |
| 52 | 1.3 - Written and Oral English Language Conventions | | Medium | | | | Synthesis | | | | | | |
| 53 | 1.5 - Written and Oral English Language Conventions | Low | | | | | | | | | Knowledge | | |
| 54 | 1.1 - Writing | | Medium | | | | | Analysis | | | | | |
| 55 | 1.1 - Writing | | | High | | Evaluation | | | | | | | |
| 56 | 1.1 - Writing | Low | | | | Evaluation | | | | | | | |
| 57 | 2.5 - Reading | Low | | | | | | | | Comprehension | | | |
| 58 | 2.5 - Reading | Low | | | | | | | | Comprehension | | | |

| # | Standard | Difficulty Level | | | | Bloom's Taxonomy | | | | | | | |
|--------------|---------------|------------------|-----------|-----------|----------|------------------|-----------|-----------|-------------|---------------|-----------|--------------------------|----------|
| | | Low | Medium | High | N/A | Evaluation | Synthesis | Analysis | Application | Comprehension | Knowledge | Conceptual Understanding | N/A |
| 59 | 2.5 - Reading | Low | | | | | | | | Comprehension | | | |
| 60 | 2.5 - Reading | Low | | | | | | | Application | | | | |
| Total | | 19 | 31 | 10 | 0 | 10 | 3 | 23 | 11 | 6 | 7 | 0 | 0 |

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| Item # | Correct Answer | Standard |
|---------------|-----------------------|---|
| 1 | C | 8 - 2.2 - Reading - Analyze text that uses proposition and support patterns. |
| 2 | D | 8 - 2.2 - Reading - Analyze text that uses proposition and support patterns. |
| 3 | D | 8 - 2.2 - Reading - Analyze text that uses proposition and support patterns. |
| 4 | B | 8 - 2.7 - Reading - Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. |
| 5 | D | 8 - 2.6 - Reading - Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. |
| 6 | A | 8 - 1.3 - Reading - Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast. |
| 7 | A | 8 - 2.4 - Reading - Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. |
| 8 | B | 8 - 2.6 - Reading - Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. |
| 9 | D | 8 - 2.6 - Reading - Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. |
| 10 | C | 8 - 2.6 - Reading - Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. |
| 11 | D | 8 - 1.3 - Reading - Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast. |
| 12 | C | 8 - 2.2 - Reading - Analyze text that uses proposition and support patterns. |
| 13 | A | 8 - 2.7 - Reading - Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. |
| 14 | A | 8 - 1.1 - Reading - Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. |
| 15 | C | 8 - 2.4 - Reading - Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. |
| 16 | A | 8 - 1.1 - Reading - Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. |
| 17 | C | 8 - 3.2 - Reading - Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. |
| 18 | A | 8 - 3.2 - Reading - Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. |
| 19 | D | 8 - 3.2 - Reading - Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. |
| 20 | C | 8 - 3.2 - Reading - Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. |
| 21 | D | 8 - 3.6 - Reading - Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. |
| 22 | B | 8 - 3.6 - Reading - Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. |
| 23 | A | 8 - 3.6 - Reading - Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. |
| 24 | C | 8 - 3.6 - Reading - Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work. |
| 25 | D | 8 - 1.1 - Reading - Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. |
| 26 | B | 8 - 1.1 - Reading - Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. |

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| Item # | Correct Answer | Standard |
|---------------|-----------------------|--|
| 27 | A | 8 - 2.4 - Reading - Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. |
| 28 | D | 8 - 2.7 - Reading - Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. |
| 29 | B | 8 - 2.7 - Reading - Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. |
| 30 | C | 8 - 1.3 - Reading - Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast. |
| 31 | B | 8 - 1.3 - Reading - Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast. |
| 32 | D | 8 - 2.4 - Reading - Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. |
| 33 | D | 8 - 1.2 - Writing - Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. |
| 34 | A | 8 - 1.6 - Writing - Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. |
| 35 | D | 8 - 1.3 - Written and Oral English Language Conventions - Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. |
| 36 | B | 8 - 1.2 - Writing - Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. |
| 37 | C | 8 - 1.6 - Writing - Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. |
| 38 | C | 8 - 1.6 - Writing - Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. |
| 39 | B | 8 - 1.6 - Writing - Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. |
| 40 | A | 8 - 1.2 - Writing - Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. |
| 41 | C | 8 - 1.4 - Written and Oral English Language Conventions - Edit written manuscripts to ensure that correct grammar is used. |
| 42 | D | 8 - 1.3 - Written and Oral English Language Conventions - Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. |
| 43 | B | 8 - 1.5 - Written and Oral English Language Conventions - Use correct punctuation and capitalization. |
| 44 | A | 8 - 1.4 - Written and Oral English Language Conventions - Edit written manuscripts to ensure that correct grammar is used. |
| 45 | B | 8 - 1.1 - Writing - Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. |
| 46 | B | 8 - 1.4 - Written and Oral English Language Conventions - Edit written manuscripts to ensure that correct grammar is used. |
| 47 | B | 8 - 1.4 - Written and Oral English Language Conventions - Edit written manuscripts to ensure that correct grammar is used. |
| 48 | C | 8 - 1.5 - Written and Oral English Language Conventions - Use correct punctuation and capitalization. |
| 49 | B | 8 - 1.2 - Writing - Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. |
| 50 | D | 8 - 1.5 - Written and Oral English Language Conventions - Use correct punctuation and capitalization. |
| 51 | C | 8 - 1.3 - Written and Oral English Language Conventions - Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. |

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| Item # | Correct Answer | Standard |
|---------------|-----------------------|--|
| 52 | A | 8 - 1.3 - Written and Oral English Language Conventions - Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. |
| 53 | A | 8 - 1.5 - Written and Oral English Language Conventions - Use correct punctuation and capitalization. |
| 54 | B | 8 - 1.1 - Writing - Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. |
| 55 | D | 8 - 1.1 - Writing - Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. |
| 56 | D | 8 - 1.1 - Writing - Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. |
| 57 | C | 8 - 2.5 - Reading - Understand and explain the use of a complex mechanical device by following technical directions. |
| 58 | B | 8 - 2.5 - Reading - Understand and explain the use of a complex mechanical device by following technical directions. |
| 59 | C | 8 - 2.5 - Reading - Understand and explain the use of a complex mechanical device by following technical directions. |
| 60 | B | 8 - 2.5 - Reading - Understand and explain the use of a complex mechanical device by following technical directions. |