

English Language Arts
Paper-Pencil Practice Test and
Answer Booklets
Teacher Companion Document

Grades 6–High School

Directions for Using the Paper-Pencil Practice Test and Answer Booklets:

This companion document provides information about the paper presentation of test questions, instructions on how students record their answers in the answer booklet, and guidance for using the English Language Arts Paper-Pencil Practice Test and Answer Booklets for Grades 6–High School. These documents are intended to help students and teachers become familiar with using two booklets for the paper-pencil version of the Smarter Balanced assessment. Educators are encouraged to become familiar with the information in this companion document prior to using the test and answer booklets with students.

This document does *not* contain examples or guidance on every type of item or question students might see on a paper-pencil version of the Smarter Balanced Assessment. However, the sample and practice items provided should help students become familiar with the most commonly-used item and response types and how to use the Answer Booklet to record their responses. These item types and response formats can be incorporated into classroom lessons and assessments for additional practice. See the [Smarter Balanced item specifications](#) for specific item type and prompt guidance.

Overview of the Student Booklets

There are two booklets provided for student use, the *Paper-Pencil Practice Test Booklet* and the *Paper-Pencil Practice Answer Booklet*. You will need one copy of each for each student.

The test and answer booklets both contain directions similar to those in the Smarter Balanced Paper-Pencil Summative Assessment. Students will first, with guidance from the teacher, complete sample items (labeled Samples A–F). Following the samples, practice items taken from the online Smarter Balanced Practice Test have been formatted to appear as they will in the paper-pencil version of the summative assessment (labeled Practice Questions 1–5). Each item in the student test booklet has a corresponding answer space in the answer booklet.

Companion Document Items

The answer key for each item is included as a reference. To compare how the questions are presented online versus paper-pencil, access the online Smarter Balanced Practice Tests for grade 8: <https://wapt.cambiumtds.com/student>.

Note: The actual paper-pencil summative test booklet is separated into **three** sessions.

Session	Content	Item Types
1	Listening	Multiple Choice(s)/Matching Table
2	Reading	Multiple Choice(s)/Short Text
	Research	Multiple Choice(s)/Short Text
	Writing	Brief Write
3 (Performance Task)	Research	Multiple Choice(s)/Matching Table/Short Text
	Writing	Full Write

Directions for Sample Items

The following directions include teacher information in *italics* followed by directions to be read aloud to students marked as **Say**.

The test booklet contains several different types of items or questions as shown below. Each sample shows what a certain type of question looks like in the test booklet followed by how that question's response format will appear in the answer booklet. This guided exercise provides students the opportunity to read questions in the test booklet and practice marking the correct bubble in the corresponding answer booklet.

Say:

This test booklet contains several different types of questions as shown below. Each sample shows what a certain type of question looks like in the test booklet. Respond to each problem in your answer booklet. Let's begin!

Sample A

*Sample A is a multiple-choice, single correct response item. Students read the item in the test booklet and fill in **one** bubble for the correct option in their answer booklet.*

Say:

Sample A is a multiple-choice, single correct response question. Read the question in the test booklet. The correct answer is D. In your answer booklet fill in the circle with the letter D.

Test Booklet

Sample A – Multiple-choice, single-correct response:

Which sentence has an error in verb tense?

- A. Even though we were both tired, we decided to go to the party.
- B. After eating dinner, the family went for a walk in the nearby park.
- C. He is not sure if he should drive to his friend's house or if he should take the bus.
- D. Once she knows the due date, she made a plan to finish her paper over the weekend.

Answer

A A B C D

Sample B

Sample B is a multiple-choice, multiple correct response item. Students read the item in the test booklet and fill in the bubbles for all correct options in their answer booklet. Notice the direction, "Select **two**" below the answer bubbles in the answer booklet.

Say:

Sample B is a multiple-choice, multiple correct response question. Read the question in the test booklet and then fill in the bubbles for the correct options in your answer booklet. Notice the directions in the answer booklet under the answer bubbles remind you how many answers to mark. This question says "Choose **two**..." The correct answers are B and E. In your answer booklet fill in the circle with the letter B and the circle with the letter E.

Test Booklet

Sample B – Multiple-choice, multiple-correct response:

A student is writing a report about Spain. He is looking for information about the weather.

Choose **two** sentences that have information about the weather in Spain.

- A. Madrid is the capital of Spain.
- B. Spain usually has hot, dry summers.
- C. Spain has both mountains and beaches.
- D. Many people visit Spain to see its historic buildings.
- E. November is the rainiest month in many parts of Spain.

Answer

B A B C D E
Select two.

Sample C

Sample C is a two-part multiple choice item. Students choose a correct answer for Part A followed by an answer for Part B. The answer for Part B is based on the answer for Part A.

Say:

Sample C is a two-part question. Read the question in the test booklet. First choose a correct answer by filling in a bubble for Part A. The correct answer is C. In your answer booklet fill in the circle with the letter C for Part A. Next, choose an answer for Part B that supports your answer for Part A. The correct answer is C. In your answer booklet fill in the circle with the letter C for Part B.

Test Booklet

Sample C – Two-part multiple choice, with evidence responses:

Read the passage and answer the questions that follow.

**From President Ronald Reagan’s First Inaugural
Address, January 20, 1981**

We have every right to dream heroic dreams. Those who say that we are in a time when there are no heroes just don’t know where to look. You can see heroes every day going in and out of factory gates. Others, a handful in number, produce enough food to feed all of us and then the world beyond. You meet heroes across a counter—and they are on both sides of that counter.

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

Part A

Which central idea is expressed in the passage?

- A. People should work hard to become heroes.
- B. People who believe there are no heroes are wrong.
- C. Ordinary people we see in our daily lives are heroes.
- D. Those people who feed the world are the greatest heroes.

Part B

Which detail from the passage **best** supports your answer to part A?

- A. “We have every right to dream . . .”
- B. “. . . a time when there are no heroes . . .”
- C. “You can see heroes every day . . .”
- D. “. . . produce enough food to feed all of us . . .”

Answer

C Part A (A) (B) (C) (D)

Part B (A) (B) (C) (D)

Sample D

Sample D is a matching-table response item. Students read the item which includes a table and mark the correct response on the corresponding bubbles in the answer booklet. Notice the lowercase, italicized letters in front of each statement in the test booklet, a–d. These italicized letters will also appear in the answer booklet for this item. Also notice the column titles, day and night. Corresponding letters D and N appear inside the bubbles in the answer booklet. While students may write their answers within the table in the test booklet, remind them to record their answers in the answer booklet.

Say:

Sample D is a matching-table question. Read the question. Choose the correct answers by filling in the bubbles in the answer booklet. Notice the letters **a, b, c, d** in front of each word in the test booklet. Also notice the column titles, **day** and **night**. Letters appear inside the bubbles in the answer booklet: D for day and N for night. The correct answer for a is D. In your answer booklet fill in the circle with the letter D for a. The correct answer for b is N. In your answer booklet fill in the circle with the letter N for b. The correct answer for c is D. In your answer booklet fill in the circle with the letter D for c. The correct answer for d is N. In your answer booklet fill in the circle with the letter N for d.

Test Booklet

Sample D – Matching-table response:

Complete the chart to show when different objects are usually visible in the sky. For each object listed, select either D for day or N for night.

	day	night
a. clouds	(D)	(N)
b. comets	(D)	(N)
c. sun rays	(D)	(N)
d. moonbeams	(D)	(N)

Answer

D	a	<input checked="" type="radio"/>	<input type="radio"/>
	b	<input type="radio"/>	<input checked="" type="radio"/>
	c	<input checked="" type="radio"/>	<input type="radio"/>
	d	<input type="radio"/>	<input checked="" type="radio"/>

Sample E

Sample E is a short-text response item. On the paper-pencil test, students read the item in the test booklet and write their answer in the space provided in the answer booklet. While this sample item demonstrates a brief write short-text, students will also encounter short-text responses for reading.

Say:

Sample E is a short-text response question. Read the question in the test booklet and write your answer on the answer lines provided in the answer booklet.

Test Booklet

Sample E – Short-text response:

A student is writing a story for class about a busy day in the life of a teenager. Read the paragraphs from the story and complete the task that follows.

"Travis, don't forget your soccer shorts and socks in the laundry room," my mother called to me this morning as she ran out to catch the bus to work, coffee in hand. "Sure thing, Mom!" I hollered as I wolfed down my cereal and grabbed my backpack. Then I saw Sam outside waiting to walk to school, and out the door I went. No shorts or socks in hand.

Now here I am after school, late for soccer practice because I have to race home to get these pesky articles of clothing. Instead of slowing down and thinking about why I am so forgetful these days, I'm running as fast as I can. I've got to get back to practice before the coach notices!

In one or two paragraphs, write an ending for the narrative that solves the problem using details and description. **Write your answer in the lines provided in the answer booklet.**

Answer Booklet

E

Write your response here.

In no time, I turn onto my street and see my house ahead on the left. Running up the front steps of my porch, I slide my backpack around to my stomach so that I can get out my house key. I'm in such a desperate hurry that I pound on the front door even though I know that no one is home. Finally, I find the key and shove it into the lock to open the door. I rush into the laundry room and find my shorts and socks still lying right there. Sprinting back out the front door, I grab my bike off the porch.

As I pedal back to school, my mind is racing about what went wrong this morning. It seems I'm always rushing around in the morning on school days. My mother's voice rings in my head: "You just need to set your alarm earlier, Travis!" As I reach the school grounds, I let out a deep breath and admit to myself that Mom is probably right. I pedal around to the back of the school and decide to give her advice a chance this time. Anything will be better than feeling this worried. Dropping my bike near the soccer field, I run toward my teammates feeling a little relieved about my plan, but mostly excited that tomorrow is Saturday!

Sample F

Sample F is a full write response item. On the paper-pencil version of the summative assessment, students will not be shown a sample of a full write within the directions. One is provided here to give you an opportunity to discuss and practice it with your students.

The performance task full write is Part 2 of Session 3. On the summative assessment, students will read multiple sources and be given a specific writing assignment. Students will record their essay in the answer booklet. For practice, only the student's assignment is included.

Say:

Sample F is a full write response question. On the actual summative test you will read multiple sources and be given a specific writing assignment. For practice, only the writing assignment is included.

Test Booklet

Sample F– Full write response:

Your Assignment:

Now that you have completed research on the topic of sleep, the journalism club advisor has asked you to write an explanatory article about sleep and naps for the next issue of the school newspaper. The audience for your article will be other students, teachers, and parents.

Using more than one source, develop a thesis/controlling idea to explain about sleep and naps. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea.

Then, write a multiparagraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate your ideas. Unless quoting directly from the sources, use your own words. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources. **Write your answer in the lines provided in the answer booklet.**

Answer

Sample F does not include a sample student response

Say:

Check to be sure you have correctly recorded your answers in your answer booklet.

Practice Questions

Now, have students practice items on their own.

Practice questions 1–2 are based on the reading passage, “Antoine of Oregon: A Story of the Oregon Trail,” which is not included in the test booklet. However, the passage is included at the end of this document as a reference, to be printed for student use at educators’ discretion. Since the purpose of the test and answer booklets is to practice navigating between the two booklets, it is not necessary to provide the passage.

Say:

Now turn to page 6 of your test booklet. This section of the test booklet contains questions to practice on your own. Continue recording your responses in your answer booklet. Your responses will not be scored for this practice section.

- 1** The reader can infer that the narrator is in charge of the group. Which sentence from the text best supports this inference?

Which sentence from the text **best** supports this inference?

- A.** There we drove down a dry ravine on our winding way to the river bottoms, stopping now and then to gather a store of wild currants and gooseberries which grew in abundance.
- B.** There was in the company a girl of about Susan's age, whose name was Mary Parker, and from that time I had two companions as I rode in advance of the train.
- C.** I could have found no fault with these new members of our company, for they obeyed my orders without question from the oldest man to the youngest child.
- D.** It was such a sight as I had seen more than once, but to my companions it was terrifying at the same time that it commanded their closest attention.

Key: C

Practice Questions

- 2 This question has two parts. First, answer part A. Then, answer part B.

Part A

Which statement **best** summarizes the central idea of the text?

- A. Several small families traveled the lengthy Oregon Trail.
- B. There were numerous small towns along the Oregon Trail.
- C. Many hardships and obstacles were met on the Oregon Trail.
- D. Stormy weather often faced the travelers on the Oregon Trail.

Part B

Which detail from the text **best** supports your answer in Part A?

- A. Susan rode with me, as she had from the beginning of the journey. Nothing of note happened to us, unless I should set down that this day was stormy, and on that day the sun shone, until we came into the valley of the North Fork of the Platte, through a pass which is known as Ash Hollow.
- B. Truly it was a small company to set out on so long a march, and when the leader begged that they be allowed to join us, I could not object, understanding that unless the strangers had someone of experience to guide them, the chances were strongly against their arriving at the Columbia River.
- C. Mary Parker was a companionable girl, and she and Susan often cheered me on the long way, for even when the rain was coming down in torrents, drenching them to the skin, they rode by my side, laughing and singing.
- D. This fort, if it can be called such, is simply a wall enclosing an open square of twenty-five yards each way, along the sides of which are the dwellings, storerooms, blacksmith shops, carpenter shops, and offices all fronting inside, while from the outside can be seen only two gates, one of which faces the north and the other the south.

Key: Part A: A; Part B: C (Must have both correct)

Practice Questions

- 3** A student is writing a realistic fiction narrative for language arts class. Read the draft of the narrative and complete the task that follows.

An Important Decision

With a few clicks on the school's website, I find what I am looking for - the dates for volleyball tryouts. Nothing makes me happier than that sport. Whether I am casually bumping the ball with friends in the backyard or spiking one into the opposition's court with laser accuracy, I feel completely alive. Even though the official tryouts are a few weeks away, I have been practicing relentlessly when the gymnasium is open to students.

My excitement leads me to call my best friend Katelyn. As soon as I hear the line ringing, a thought occurs to me and makes my heart flutter. The first day of tryouts is the same date as Katelyn's dance recital! She is depending on my moral support. When Katelyn's chipper voice answers, a sudden paralysis takes over my mind and body. Eventually I mumble, "Hey Katelyn . . . hang on a second . . . uh, let me call you back."

Continue the narrative by writing one to three paragraphs that help readers better understand the central conflict of the story. **Write your answer in the lines provided in the answer booklet.**

Key: Answers will vary, see the grade 8 [practice test scoring guide](#) for rubric and exemplars

- 4** Select the **two** sentences that are punctuated correctly.
- A.** While I was growing up in the Midwest my favorite question to hear from my parents was "Guess where we're going this time?"
 - B.** Although by that point, my parents had the whole vacation planned out; the moment they told me, I started looking up the location to see what activities were available.
 - C.** When I was eight my family voted on a vacation to New York City where we stayed in downtown Times Square. Then later when I was ten we flew to Florida again, this time we departed on a cruise to Mexico, Jamaica and the Bahamas for a second time.
 - D.** The average life expectancy is seventy years on this planet, this planet has so many different geological features, different climates and different cultures.

- E.** The places I have already visited make my curiosity even greater, and I think that it's important to view the world and ways of life from a different point of view.
- F.** Last year when I was sixteen we went on another cruise where we sailed the Western Caribbean to Puerto Rico, the Bahamas yet again and St Thomas.

Key: B, E (Must have both correct)

Practice Questions

On the actual summative assessment Performance Task students will read multiple sources before answering research questions. For this practice test we have not included source materials.

- 5 Look at the claims in the table. Decide if the information in Source #3, Source #4, both sources, or neither source supports each claim. Select the box that identifies the source that supports each claim. There will be only one box selected for each claim.

	Source #3: Give a Penny— Save the	Source #4: The Ever- Changing Penny	Both	Neither
a. The penny has more value than what it can buy.	(1)	(2)	(3)	(4)
b. Rounding price totals will cause an increase in prices.	(1)	(2)	(3)	(4)
c. The low value of a penny is a good thing.	(1)	(2)	(3)	(4)
d. Changing the metals in the penny is a possible solution for people who want to keep	(1)	(2)	(3)	(4)

Key: a) 3
 b) 4
 c) 1
 d) 2
 (Must have all correct)

Optional – For Practice Questions 1–2

Antoine of Oregon

A Story of the Oregon Trail

by James Otis

Susan rode with me, as she had from the beginning of the journey. Nothing of note happened to us, unless I should set down that this day was stormy, and on that day the sun shone, until we came into the valley of the North Fork of the Platte, through a pass which is known as Ash Hollow.

There we drove down a dry ravine on our winding way to the river bottoms, stopping now and then to gather a store of wild currants and gooseberries which grew in abundance.

Near the mouth of the ravine we came upon a small log cabin, which had evidently been built by trappers, but the emigrants on their way into the Oregon country had converted it into a post office, by sticking here and there, in the crevices of the logs, letters to be forwarded to their friends in the States. Hung on the wall where all might see it, was a general notice requesting any who passed on their way to the Missouri River to take these missives, and deposit them in the nearest regular post office.

The little cabin had an odd appearance, and Susan confessed that, almost for the first time since leaving Independence, she was growing homesick, solely because of seeing this post office.

After crossing the stream we came upon a party of emigrants from Ohio, having only four wagons drawn by ten yoke of oxen, and driving six cows.

Truly it was a small company to set out on so long a march, and when the leader begged that they be allowed to join us, I could not object, understanding that unless the strangers had someone of experience to guide them, the chances were strongly against their arriving at the Columbia River.

There was in the company a girl of about Susan's age, whose name was Mary Parker, and from that time I had two companions as I rode in advance of the train.

I could have found no fault with these new members of our company, for they obeyed my orders without question from the oldest man to the youngest child.

Mary Parker was a companionable girl, and she and Susan often cheered me on the long way, for even when the rain was coming down in torrents, drenching them to the skin, they rode by my side, laughing and singing.

On the twenty-fourth day of June we arrived at Fort Laramie, in the midst of a heavy storm. We had traveled six hundred sixty-seven miles since leaving Independence, if our course had been the most direct; but allowing for the distances some of us had ridden in search of cattle or here and there off the trail looking for a camping place it must have been that we made at least a hundred miles more.

Fort Laramie is on the west side of a stream known as Laramie's Fork and about two miles from the Platte River. It is a trading post belonging to the North American Fur Company, and built of adobe, by which I mean sun dried bricks, with walls not less than two feet thick and twelve or fourteen feet high.

This fort, if it can be called such, is simply a wall enclosing an open square of twenty-five yards each way, along the sides of which are the dwellings, storerooms, blacksmith shops, carpenter shops, and offices all fronting inside, while from the outside can be seen only two gates, one of which faces the north and the other the south.

Just south of the fort is a wall enclosing about an acre of land, which is used as a stable or corral, while a short distance farther on is a cultivated field, the scanty crops of which give good evidence that the soil is not suitable for farming.

About a mile below Fort Laramie, and having much the same appearance as that fortification, although not so large, is Fort John, which is in possession of the St. Louis Fur Company.

We were given quarters inside Fort Laramie, which was much to our liking.

Then, when we set off once more, it was with greater cheerfulness and increased hope, for the way could not have been improved nor made more pleasant.

Ten days after we celebrated the independence of this country we encamped near the Narrows, within sight of the snow-capped Wind River Mountains, and then it was that our company got some idea of what a herd of buffaloes looked like.

When we broke camp in the morning it seemed as if the entire land was covered with the animals. They were in such throngs that the sound of their hoofs was like the rumbling of distant thunder.

One could compare the scene to nothing more than to an ocean of dark water surrounding us on every side, pitching and tossing as if under the influence of a strong wind.

It was such a sight as I had seen more than once, but to my companions it was terrifying at the same time that it commanded their closest attention.

"Antoine of Oregon" by James Otis, from <http://www.gutenberg.org/cache/epub/43897/pg43897.txt>. In the public domain.