

Ohio's State Tests

PRACTICE TEST

**GRADE 8
ENGLISH LANGUAGE ARTS**

Student Name

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Directions:

Today you will be taking the Ohio Grade 8 English Language Arts Practice Assessment.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question. Then, choose or write the answer you think is best in your Answer Document.
2. Use only a #2 pencil to answer questions on this test.
3. For questions with bubbled responses, choose the correct answer and then fill in the circle with the appropriate letter in your Answer Document. Make sure the number of the question in this Student Test Booklet matches the number in your Answer Document. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.
4. For questions with response boxes, write your answer neatly, clearly and only in the space provided in your Answer Document. Any responses written in your Student Test Booklet will not be scored. Make sure the number of the question in this Student Test Booklet matches the number in your Answer Document.
5. If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet and Answer Document.
6. Check over your work when you are finished.

In Through the Looking Glass, Lewis Carroll's sequel to Alice's Adventures in Wonderland, Alice steps through a mirror into an imaginary world on the other side. She soon finds herself in a strange, special flower garden, where she encounters the Red Queen. The Red Queen suggests Alice take the place of Lily, the white pawn, in a game of chess.

from *Through the Looking Glass*

by Lewis Carroll

- 1 “Where do you come from?” said the Red Queen. “And where are you going? Look up, speak nicely, and don’t twiddle your fingers all the time.”
- 2 Alice attended to all these directions, and explained, as well as she could, that she had lost her way.
- 3 “I don’t know what you mean by YOUR way,” said the Queen: “all the ways about here belong to ME—but why did you come out here at all?” she added in a kinder tone. “Curtsey¹ while you’re thinking what to say, it saves time.”
- 4 Alice wondered a little at this, but she was too much in awe of the Queen to disbelieve it. “I’ll try it when I go home,” she thought to herself, “the next time I’m a little late for dinner.”
- 5 “It’s time for you to answer now,” the Queen said, looking at her watch: “open your mouth a LITTLE wider when you speak, and always say ‘your Majesty.’”
- 6 “I only wanted to see what the garden was like, your Majesty—”
- 7 “That’s right,” said the Queen, patting her on the head, which Alice didn’t like at all, “though, when you say ‘garden,’—I’VE seen gardens, compared with which this would be a wilderness.”
- 8 Alice didn’t dare to argue the point, but went on: “—and I thought I’d try and find my way to the top of that hill—”
- 9 “When you say ‘hill,’” the Queen interrupted, “I could show you hills, in comparison with which you’d call that a valley.”

¹Curtsey: a formal greeting made by bending one’s knees and bowing slightly



- 10 “No, I shouldn’t,” said Alice, surprised into contradicting her at last: “a hill CAN’T be a valley, you know. That would be nonsense—”
- 11 The Red Queen shook her head. “You may call it ‘nonsense’ if you like,” she said, “but I’VE heard nonsense, compared with which that would be as sensible as a dictionary!”
- 12 Alice curtsied again, as she was afraid from the Queen’s tone that she was a LITTLE offended: and they walked on in silence till they got to the top of the little hill.
- 13 For some minutes Alice stood without speaking, looking out in all directions over the country—and a most curious country it was. There were a number of tiny little brooks running straight across it from side to side, and the ground between was divided up into squares by a number of little green hedges, that reached from brook to brook.
- 14 “I declare it’s marked out just like a large chessboard!” Alice said at last. “There ought to be some men moving about somewhere—and so there are!” She added in a tone of delight, and her heart began to beat quick with excitement as she went on. “It’s a great huge game of chess that’s being played—all over the world—if this IS the world at all, you know. Oh, what fun it is! How I WISH I was one of them! I wouldn’t mind being a Pawn,² if only I might join—though of course I should LIKE to be a Queen,³ best.”
- 15 She glanced rather shyly at the real Queen as she said this, but her companion only smiled pleasantly, and said, “That’s easily managed. You can be the White Queen’s Pawn, if you like, as Lily’s too young to play; and you’re in the Second Square to begin with: when you get to the Eighth Square you’ll be a Queen—” Just at this moment, somehow or other, they began to run.
- 16 Alice never could quite make out, in thinking it over afterwards, how it was that they began: all she remembers is, that they were running hand in hand, and the Queen went so fast that it was all she could do to keep up with her: and still the Queen kept crying “Faster! Faster!” but Alice felt she COULD NOT go faster, though she had not breath left to say so.

²Pawn: the least powerful piece on a chessboard that can only move forward one square at a time

³Queen: the most powerful piece on a chessboard that can move any number of squares in all directions



Grade 8 English Language Arts—Part 1

- 17 The most curious part of the thing was, that the trees and the other things round them never changed their places at all: however fast they went, they never seemed to pass anything. “I wonder if all the things move along with us?” thought poor puzzled Alice. And the Queen seemed to guess her thoughts, for she cried, “Faster! Don’t try to talk!”
- 18 Not that Alice had any idea of doing THAT. She felt as if she would never be able to talk again, she was getting so much out of breath: and still the Queen cried “Faster! Faster!” and dragged her along. “Are we nearly there?” Alice managed to pant out at last.
- 19 “Nearly there!” the Queen repeated. “Why, we passed it ten minutes ago! Faster!” And they ran on for a time in silence, with the wind whistling in Alice’s ears, and almost blowing her hair off her head, she fancied.
- 20 “Now! Now!” cried the Queen. “Faster! Faster!” And they went so fast that at last they seemed to skim through the air, hardly touching the ground with their feet, till suddenly, just as Alice was getting quite exhausted, they stopped, and she found herself sitting on the ground, breathless and giddy.
- 21 The Queen propped her up against a tree, and said kindly, “You may rest a little now.”
- 22 Alice looked round her in great surprise. “Why, I do believe we’ve been under this tree the whole time! Everything’s just as it was!”
- 23 “Of course it is,” said the Queen, “what would you have it?”
- 24 “Well, in OUR country,” said Alice, still panting a little, “you’d generally get to somewhere else—if you ran very fast for a long time, as we’ve been doing.”
- 25 “A slow sort of country!” said the Queen. “Now, HERE, you see, it takes all the running YOU can do, to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!”

Excerpt from *Through the Looking Glass* by Lewis Carroll. In the public domain.

1. What is emphasized by Alice's and the Queen's differing perspectives?

- A. The garden is a dangerous environment.
- B. Alice must follow the Queen's leadership.
- C. Alice is overwhelmed by the scenery in the garden.
- D. The garden is a place that follows a different type of logic.

2. Read this sentence from paragraph 4.

"Alice wondered a little at this, but she was too much in awe of the Queen to disbelieve it."

What is the effect of the author's word choice in this sentence?

- A. It shows Alice's ability to adapt to a new environment.
- B. It highlights Alice's excitement about speaking with the Queen.
- C. It emphasizes the confusion that Alice feels about the Queen's words.
- D. It creates a sense of surprise because of Alice's reaction to the Queen.



Grade 8 English Language Arts—Part 1

3. In the **Answer Document**, select the letter before the detail that shows that Alice prefers to avoid conflict with the Queen.
- 6 **A** “I only wanted to see what the garden was like, your Majesty—”
- 7 **B** “That’s right,” said the Queen, patting her on the head, which Alice didn’t like at all, **C** “though, when you say ‘garden,’—I’VE seen gardens, compared with which this would be a wilderness.”
- 8 **D** Alice didn’t dare to argue the point, but went on: “—and I thought I’d try and find my way to the top of that hill—”
- 9 **E** “When you say ‘hill,’” the Queen interrupted, “I could show you hills, in comparison with which you’d call that a valley.”
4. What does paragraph 14 reveal about Alice?
- A. She is starting to feel comfortable in her circumstances.
- B. She is feeling lonely and has a need for companionship.
- C. She is confident in the relationship she has with the Queen.
- D. She knows more about the rules of chess than the Queen does.

5. In the **Answer Document**, select the letters before **two** details that provide clues to the meaning of contradicting in these paragraphs.
- 9 “When you say ‘hill,’” the Queen interrupted, “I could show you hills, in comparison with which you’d call that a valley.”
- 10 “No, I shouldn’t,” said Alice, surprised into contradicting her at last: “a hill CAN’T be a valley, you know. That would be nonsense—”
- A. “When you say ‘hill,’” the Queen interrupted,
- B. “I could show you hills, in comparison with which you’d call that a valley.”
- C. “No, I shouldn’t,” said Alice,
- D. surprised into
- E. her at last:
- F. “a hill CAN’T be a valley, you know. That would be nonsense—”



Grade 8 English Language Arts—Part 1

6. This question has two parts. In the **Answer Document**, first, answer Part A. Then, answer Part B.

Part A

What is a theme of the passage?

- A. People must work hard to reach their goals.
- B. Childhood is a time for imagination and play.
- C. Being in a new situation requires learning new rules.
- D. A person should always work to show respect for authority.

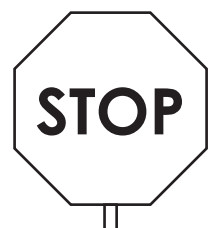
Part B

How do Alice's actions develop the theme?

- A. She misunderstands the Queen's commands and questions.
- B. She questions everything she sees in order to make sense of it.
- C. She befriends the Queen in order to learn the quickest way to return home.
- D. She runs a great distance to arrive at the chessboard and get a chance to be Queen.

7. How does the difference between Alice's perspective and the Queen's in paragraphs 24–25 affect the passage?

- A. It highlights the Queen's authority over Alice.
- B. It explains why Alice is nervous about her situation.
- C. It emphasizes the humor created by Alice's bewilderment.
- D. It creates a sense of distrust between the Queen and Alice.



Do not go on

Do not go on

Do not go on

Machu Picchu

Source 1: The Stones of Machu Picchu

by Duane Damon



- 1 On a steamy July afternoon in 1911, American explorer Hiram Bingham pushed aside a tangle of undergrowth and stared. For long weeks he had scoured the sweltering jungles of eastern Peru for clues. A casual remark from a native farmer . . . the hint of a trail long unused . . . a glimpse of pale stone through the trees . . . all were “ghosts” of an ancient Inca¹ city lost among the soaring peaks of the Andes Mountains long ago. Now, some two thousand feet above the rushing Urubamba River, Bingham was at last face-to-face with the find he had been seeking.
- 2 “Suddenly I found myself confronted with the walls of ruined houses built of the finest quality of Inca stonework,” he recorded later. “It was hard to see them, for they were partly covered with trees and moss, the growth of centuries.” Bingham stared in amazement at the “walls of white granite ashlar [stone building blocks] carefully cut and exquisitely fitted together.” The larger stones appeared to weigh 10 to 15 tons. How had they been moved? Did they stay together without the application of mortar?
- 3 Bingham, his nine-year-old native guide, and his military escort swarmed over the ruins. The explorer gaped in awe at a huge altar carved from the mountainside itself—the *intihuatana*, or “hitching post of the sun.” He marveled at *El Torreón*—a graceful semicircular “tower.” A pair of three-sided temples with

¹Inca: a South American civilization that was conquered by the Spanish in the 1500s

triple windows held him “spellbound.” Bingham methodically snapped photos, scribbled notes, and sketched maps. All the while his hopes rose. Had he found it? Could these long-forgotten ruins be the remains of Vilcabamba, the last capital of the Inca?

- 4 Bingham was not the first white man to examine the Inca civilization. After its takeover by the Spanish conqueror Francisco Pizarro in the 1530s, men like Pedro Cieza de León, a soldier, and Father Bernabé Cobo, a Jesuit missionary, recorded their impressions of Inca rituals, social structure, and engineering. Bingham’s fascination had begun as a professor of Latin American history at Yale University in New Haven, Connecticut. The present expedition had been funded by his former classmates, who wanted to solve a 400-year-old mystery: the location of Vitcos, or Vilcabamba. This city was the secret stronghold built by the Inca ruler Manco II after he fled the Spanish Conquest in 1535.
- 5 Bingham now believed that he had found it—but not for long. Only a few days later, he came upon a larger set of ruins, some 60 miles away. This site, Bingham decided, must really be Vilcabamba. His earlier discovery was dubbed Machu Picchu, after the mountain over whose ridge it sprawled. Soon afterward, Bingham uncovered a third set of ruins, called Vilcabamba Viejo (“the old”), at Espíritu Pampa.
- 6 The following summer, Bingham returned to Machu Picchu . . . Careful digging around its ruins yielded scores of Inca graves, some stone dishes, and several bronze implements. Tantalizing clues, yes, but intriguing questions remained. What Inca chief had built Machu Picchu? When? Why? Bingham himself died uncertain as to which of his three discoveries had been the “lost” Inca capital.
- 7 Despite the mysteries surrounding it, Machu Picchu is recognized as one of the world’s great archaeological wonders. Nestled in a breathtaking natural setting, the city’s lasting beauty comes from the careful blending of its striking architecture with its mountaintop environment. Each year, thousands of fascinated visitors come to the “city in the clouds” to look, to reflect, and to wonder.

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Source 2: Historic Sanctuary of Machu Picchu

by the United Nations Educational, Scientific, and Cultural Organization (UNESCO)

A World Heritage Site is a place (such as a forest, mountain, lake, monument, building, etc.) that is listed by the United Nations Educational, Scientific and Cultural Organization as being of special importance to the common heritage of humanity. UNESCO considers it in the interest of the international community to protect and preserve each site. The document was written by UNESCO in support of Machu Picchu as a world heritage site.

Outstanding Universal Value

- 8 Embedded within a dramatic landscape at the meeting point between the Peruvian Andes and the Amazon Basin, the Historic Sanctuary of Machu Picchu is among the greatest artistic, architectural and land use achievements anywhere and the most significant tangible legacy of the Inca civilization. Recognized for outstanding cultural and natural values, the mixed World Heritage property covers [79 acres] of mountain slopes, peaks and valleys surrounding its heart, the spectacular archaeological monument of “La Ciudadela” (the Citadel) at more than [7,800 feet] above sea level. Built in the fifteenth century Machu Picchu was abandoned when the Inca Empire was conquered by the Spaniards in the sixteenth century. It was not until 1911 that the archaeological complex was made known to the outside world.
- 9 The approximately 200 structures making up this outstanding religious, ceremonial, astronomical and agricultural centre are set on a steep ridge, crisscrossed by stone terraces.¹ Following a rigorous plan the city is divided into a lower and upper part, separating the farming from residential areas, with a large square between the two. To this day, many of Machu Picchu’s mysteries remain unresolved, including the exact role it may have played in the Incas’ sophisticated understanding of astronomy and domestication of wild plant species
- 10 Standing 2,430 m above sea level, in the midst of a tropical mountain forest in an extraordinarily beautiful setting, Machu Picchu was probably the most amazing urban creation of the Inca Empire at its height. Its giant walls, terraces and ramps seem as if they have been cut naturally in the continuous rock

¹terraces: flat areas created on the side of a hill and used for growing crops

escarpments. The natural setting, on the eastern slopes of the Andes, encompasses the upper Amazon basin with its rich diversity of flora and fauna.

- 11 Machu Picchu [is] in some of the scenically most attractive mountainous territory of the Peruvian Andes. As the last stronghold of the Incas and of superb architectural and archaeological importance, Machu Picchu is one of the most important cultural sites in Latin America; the stonework of the site remains as one of the world's great examples of the use of a natural raw material to provide outstanding architecture which is totally appropriate to the surroundings. The surrounding valleys have been cultivated continuously for well over 1,000 years, providing one of the world's greatest examples of a productive man-land relationship; the people living around Machu Picchu continue a way of life which closely resembles that of their Inca ancestors, being based on potatoes, maize and llamas. Machu Picchu also provides a secure habitat for several endangered species, notably the spectacled bear, one of the most interesting species in the area. Other animals include: dwarf brocket, the otter, long-tailed weasel, pampas cat and the vulnerable ocelot, boa, the Andean cock of the rock, and the Andean condor. . . .
- 12 Machu Picchu is a world renowned archaeological site. The construction of this amazing city, set out according to a very rigorous plan, comprises one of the most spectacular creations of the Inca Empire. It appears to date from the period of the two great Incas, Pachacutec Inca Yupanqui (1438–71) and Tupac Inca Yupanqui (1472–93). . . .
- 13 Without making a judgement as to their purpose, several quite individual quarters may be noted in the ruins of Machu Picchu: a quarter 'of the Farmers' near the colossal terraces whose slopes were cultivated and transformed into hanging gardens; an 'industrial' quarter; a 'royal' quarter and a 'religious' quarter. Inca architecture reveals itself here in all of its force

Protection and management requirements

- 14 The state-owned Historic Sanctuary of Machu Picchu is an integral part of Peru's national protected areas system and enjoys protection through several layers of a comprehensive legal framework for both cultural and natural heritage. The boundaries of the Historic Sanctuary of Machu Picchu are clearly defined and the protected area is surrounded by a buffer zone² exceeding the size of the property.

²buffer zone: a space that cushions against shock or damage due to contact



Grade 8 English Language Arts—Part 2

- 15 The Management Unit of the Historic Sanctuary of Machu Picchu (UGM) was established in 1999 . . . [and] is indispensable for the management of a property which forms part of Peru's very identity and is the country's primary domestic and international tourist destination. . . .
- 16 Tourism itself represents a double-edged sword by providing economic benefits but also by resulting in major cultural and ecological impacts. . . . The planning and organization of transportation and infrastructure construction, as well as the sanitary and safety conditions for both tourists and new residents attracted by tourism requires the creation of high quality and new long-term solutions, and is a significant ongoing concern.

Excerpt from "Historic Sanctuary of Machu Picchu" by UNESCO, from whc.unesco.org/en/list/274. Copyright © 2014 UNESCO World Heritage Centre. All Rights Reserved. Not for Reproduction or Distribution.

1. How does paragraph 1 in Passage 1 help develop a central idea of the passage?
- A. It illustrates the skills and experience that Bingham needed to be successful in his search.
 - B. It provides historical context to help the reader understand the importance of the discovery.
 - C. It demonstrates the difficulty that Bingham had in uncovering the site and why the discovery was significant.
 - D. It highlights the dangerous nature of searching for ancient archaeological sites and why most explorers gave up the search.



2. What does the phrase “gaped in awe” reveal about Bingham as it is used in paragraph 3?

- A. It suggests that he was astonished by what he saw.
- B. It illustrates his fear of the unusual artifacts that he had discovered.
- C. It implies that he was confused by the building methods of the altar.
- D. It emphasizes his exhaustion after his extensive search for the missing site.

3. Read this sentence from Passage 1.

“Careful digging around its ruins yielded scores of Inca graves, some stone dishes, and several bronze implements.” (paragraph 6)

What does the phrase yielded scores mean as it is used in this sentence?

- A. shaped easily
- B. waited nearby
- C. explored often
- D. produced many



Grade 8 English Language Arts—Part 2

4. In the **Answer Document**, select **two** details from Passage 1 that support the idea that Bingham's search for Machu Picchu was a collective effort.
- A. “For long weeks he had scoured the sweltering jungles of eastern Peru for clues.” (paragraph 1)
 - B. ““It was hard to see them, for they were partly covered with trees and moss, the growth of centuries.”” (paragraph 2)
 - C. “Bingham, his nine-year-old native guide, and his military escort swarmed over the ruins.” (paragraph 3)
 - D. “Bingham was not the first white man to examine the Inca civilization.” (paragraph 4)
 - E. “The present expedition had been funded by his former classmates, who wanted to solve a 400-year-old mystery: the location of Vitcos, or Vilcabamba.” (paragraph 4)

5. What is the meaning of the word tangible as it is used in paragraph 8 of Passage 2?
- A. having long term value
 - B. found with great difficulty
 - C. physical proof of existence
 - D. demonstrating dramatic beauty
6. How does paragraph 10 contribute to the development of Passage 2?
- A. It focuses on the idea that Machu Picchu was a very difficult structure to build.
 - B. It clarifies how Machu Picchu provided the Incas with an understanding of wild plants.
 - C. It emphasizes the marvel of Machu Picchu by describing its architecture and location in nature.
 - D. It explains how the Incas intended to keep Machu Picchu hidden by describing how it was built into a cliffside.



Grade 8 English Language Arts—Part 2

7. This question has two parts. In the **Answer Document**, first, answer Part A. Then, answer Part B.

Part A

What is the central idea of Passage 2?

- A. Machu Picchu is of cultural importance.
- B. Machu Picchu is ideal for educational opportunities.
- C. Machu Picchu is a mystery due to its remote location.
- D. Machu Picchu is significant for connecting different civilizations.

Part B

Which phrase from paragraph 8 introduces the central idea in Part A?

- A. “the meeting point between the Peruvian Andes and the Amazon Basin”
- B. “the greatest artistic, architectural and land use achievements anywhere”
- C. “Machu Picchu was abandoned when the Inca Empire was conquered”
- D. “that the archaeological complex was made known to the outside world”

8. In the **Answer Document**, select the boxes to show how Passage 1, Passage 2, or both passages present the topic of visitors to Machu Picchu.

	Passage 1	Passage 2	Both
Visitors will enjoy beautiful scenery while at Machu Picchu.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
Machu Picchu needs to be carefully protected from visitors.	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F
Visitors use Machu Picchu as a place for consideration and reflection.	<input type="checkbox"/> G	<input type="checkbox"/> H	<input type="checkbox"/> I

Writing Prompt

9. In your own words, write a multi-paragraph response in which you analyze the significance of Machu Picchu as a travel destination. Be sure to consider the cultural and historical aspects of Machu Picchu. Your response must be based on ideas and information that can be found in the passages.

Manage your time carefully so that you can:

- use your own words to establish and develop your thesis statement;
- use evidence from both passages to support your thesis statement;
- focus on the purpose and audience of the task; and
- use your own words to develop your thesis statement by clarifying the relationship between your ideas and evidence.

Be sure to:

- include an introduction with a clear thesis statement;
- create clear, organized paragraphs that reflect a sense of cohesion;
- edit your response to check the grammar, structure, and mechanics of your sentences; and
- include a conclusion that follows from the ideas you developed.

Write your multi-paragraph response in the space provided in the **Answer Document**.

