

Name:

Date:

Standard(s): [1.1.6.D](#), [1.1.7.D](#), [1.2.5.A](#), [1.2.5.B](#), [1.2.5.C](#), [1.2.5.D](#), [1.2.5.E](#), [1.2.6.A](#), [1.2.6.B](#), [1.2.6.D](#), [1.2.6.E](#), [1.2.7.A](#),
[1.2.7.B](#), [1.2.7.D](#), [1.2.7.E](#), [1.2.8.B](#), [1.4.5.A](#), [1.4.5.B](#), [1.4.6.A](#), [1.4.6.B](#), [1.4.7.A](#), [1.4.7.B](#), [1.5.3.D](#), [1.5.3.F](#), [1.5.4.C](#),
[1.5.4.D](#), [1.5.4.E](#), [1.5.4.F](#), [1.5.5.B](#), [1.5.5.C](#), [1.5.5.D](#), [1.5.5.F](#), [1.5.6.B](#), [1.5.6.C](#), [1.5.6.D](#), [1.5.6.E](#), [1.5.6.F](#), [1.5.7.B](#),
[1.5.7.C](#), [1.5.7.D](#), [1.5.7.F](#), [1.5.8.D](#), [1.8.5.A](#), [1.8.5.B](#), [1.8.5.C](#), [1.8.6.A](#), [1.8.6.B](#), [1.8.6.C](#), [1.8.7.A](#), [1.8.7.B](#), [1.8.7.C](#),
[1.9.5.A](#), [1.9.5.B](#), [1.9.6.A](#), [1.9.6.B](#), [1.9.7.A](#), [1.9.7.B](#), [1.2.8.C](#), [1.4.8.B](#), [1.5.8.F](#), [1.9.8.A](#), [R4.A.1.5.1](#), [R4.A.2.5.1](#),
[R5.A.1.3.1](#), [R5.A.1.3.2](#), [R5.A.2.3.1](#), [R5.A.2.3.2](#), [R5.B.1.2.1](#), [R5.B.3.1.1](#), [R5.B.3.2.1](#), [R5.B.3.2.2](#), [R5.B.3.3.1](#),
[R5.B.3.3.2](#), [R5.B.3.3.3](#), [R5.B.3.3.4](#), [R6.A.1.3.1](#), [R6.A.1.3.2](#), [R6.A.1.4.1](#), [R6.A.2.3.1](#), [R6.A.2.3.2](#), [R6.A.2.4.1](#),
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[R8.B.3.1.1](#), [R8.B.3.2.1](#), [CC.1.2.5.A](#), [CC.1.2.5.B](#), [CC.1.2.5.C](#), [CC.1.2.5.D](#), [CC.1.2.5.E](#), [CC.1.2.5.G](#), [CC.1.2.5.H](#),
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[CC.1.4.4.L](#), [CC.1.4.4.P](#), [CC.1.4.4.Q](#), [CC.1.4.4.R](#), [CC.1.4.4.S](#), [CC.1.4.4.T](#), [CC.1.4.5.A](#), [CC.1.4.5.B](#), [CC.1.4.5.C](#),
[CC.1.4.5.D](#), [CC.1.4.5.F](#), [CC.1.4.5.E](#), [CC.1.4.5.H](#), [CC.1.4.5.I](#), [CC.1.4.5.J](#), [CC.1.4.5.K](#), [CC.1.4.5.L](#), [CC.1.4.5.M](#),
[CC.1.4.5.N](#), [CC.1.4.5.O](#), [CC.1.4.5.P](#), [CC.1.4.5.Q](#), [CC.1.4.5.R](#), [CC.1.4.5.S](#), [CC.1.4.5.U](#), [CC.1.4.5.V](#), [CC.1.4.5.W](#),
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[CC.1.3.6.E](#), [CC.1.3.6.J](#), [CC.1.3.6.K](#), [CC.1.3.7.A](#), [CC.1.3.7.D](#), [CC.1.3.7.E](#), [CC.1.3.7.H](#), [CC.1.3.7.K](#), [CC.1.3.8.D](#),
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[CC.1.4.6.M](#), [CC.1.4.6.N](#), [CC.1.4.6.O](#), [CC.1.4.6.P](#), [CC.1.4.6.Q](#), [CC.1.4.6.R](#), [CC.1.4.6.S](#), [CC.1.4.6.T](#), [CC.1.4.6.U](#),
[CC.1.4.6.V](#), [CC.1.4.6.W](#), [CC.1.4.7.A](#), [CC.1.4.7.C](#), [CC.1.4.7.D](#), [CC.1.4.7.E](#), [CC.1.4.7.F](#), [CC.1.4.7.H](#), [CC.1.4.7.J](#),
[CC.1.4.7.K](#), [CC.1.4.7.L](#), [CC.1.4.7.M](#), [CC.1.4.7.N](#), [CC.1.4.7.O](#), [CC.1.4.7.P](#), [CC.1.4.7.Q](#), [CC.1.4.7.R](#), [CC.1.4.7.S](#),
[CC.1.4.7.U](#), [CC.1.4.7.V](#), [CC.1.4.7.W](#), [CC.1.4.8.A](#), [CC.1.4.8.E](#), [CC.1.4.8.F](#), [CC.1.4.8.K](#), [CC.1.4.8.L](#), [CC.1.4.8.Q](#),
[CC.1.4.8.R](#), [CC.1.4.8.S](#), [CC.1.4.8.U](#), [CC.1.5.6.C](#), [CC.1.5.6.E](#), [CC.1.5.6.G](#), [CC.1.5.7.C](#), [CC.1.5.7.E](#), [CC.1.5.7.G](#),
[CC.1.5.8.E](#), [CC.1.5.8.G](#)

Point Value:
See Rubric
Scoring Guide:

**New York State Testing Program
Grade 8 English Language Arts Rubric
English Language Arts Rubric Chart**

Listening/Writing			Reading/Writing		
Quality	6	5	4	3	2
Meaning: The extent to which the response exhibits understanding and interpretation of the task and text(s)	Responses at this level: Taken as a whole: • fulfill the requirements of the tasks • address the theme or key elements of the text • show an insightful interpretation of the text beyond the text Taken as a whole: • demonstrate most of the characteristics of responses at the 6-point level, but they may show slightly less understanding, provide less elaboration, or lack the consistent quality of responses at the 6-point level	Responses at this level: Taken as a whole: • fulfill some requirements of the tasks • address some key elements of the text • show a predominately literal interpretation of the text • make some connections Taken as a whole: • may be brief, with little elaboration, but are sufficiently developed to answer the questions • provide some examples and details from the text • may include minor inaccuracies	Responses at this level: Taken as a whole: • are similar to responses at the 4-point level, but they may be weakly organized or sketchy, with ideas that are not supported by examples from the text; there may be minor inaccuracies, and the responses indicate that the student had read or listened to the entire text but experiences gaps in understanding the whole	Responses at this level: Taken as a whole: • fulfill some requirements of the tasks • address basic elements of the text • Show little evidence that the student understood more than parts of the text • make few connections Taken as a whole: • may provide some text-based examples and details • may include some inaccurate details	Responses at this level: Taken as a whole: • are more difficult to read and understand than responses at the 2-point level; the responses show evidence of comprehension of only parts of the text, and may be repetitive, focusing on minor details
	Organization: The extent to which the response exhibits direction, shape, and coherence	The extended response: • establishes and maintains a clear focus • shows a logical, coherent sequence of ideas through the use of appropriate transitions or other devices	The extended response: • is generally focused, though may include some irrelevant details • shows a clear attempt at organization	The extended response: • may show an attempt to establish a focus • may include some irrelevant information • shows little attempt at organization	
Language Use: The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	The extended response: • is fluent and easy to read with vivid language and a sense of engagement or voice • is stylistically sophisticated, using varied sentence structure and challenging vocabulary	The extended response: • is readable, with some sense of engagement or voice • primarily uses simple sentences and basic vocabulary	The extended response: • is readable, with little sense of engagement or voice • uses minimal vocabulary • may indicate fragmented thoughts		

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.

**New York State Testing Program, January 2004
Grade 8 Listening/Writing Specific Rubric Chart**

Points	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
Overall	Demonstrate a thorough understanding of the article and support understanding with text-based details; the student understands the pros and cons of advertising and the purposes advertising serves	Provide evidence that the student fully understood the article and the pros and cons associated with advertising, but the responses, although logical and organized, may not be as thoroughly or consistently elaborated as 6-point responses	Are essentially logical and accurate, but may reflect a limited understanding of the article; responses may generalize or list facts without synthesizing them	Indicate only a partial understanding of the article; responses may draw some separate conclusions about advertising, but may be sketchy or reflect some misinterpretation of the text	Are readable but not truly logical, and indicate a limited understanding of the article	Are often very brief or repetitive, indicating that the student has understood only sections of the article
Graphic Organizer	Are accurate, complete, and thorough, listing one positive and one negative effect of advertising	Are complete and accurate, but may be brief	May contain minor inaccuracies	May be very brief or may contain some inaccuracies	Are incomplete or contain inaccuracies	Are incomplete or inaccurate
Short Response 1	Explain the main function of advertising as defined by Alex Brown, and support that understanding with text-based details	Accurately, if briefly, identify the main function of advertising	May identify but not fully explain the main function of advertising	May contain some accurate information, but may be incomplete or include unsustained ideas (e.g., may suggest the main function of advertising without much detail)	May address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the text; responses may contain some accurate details, but may not be thoroughly elaborated or draw conclusions (e.g., may mention Alex Brown but not clearly specify what he says is the main function of advertising.)	Show confusion and misunderstanding of the text
Short Response 2	Use text-based details to explain how advertising can be like selling a dream	Explain the concept that advertising is like selling a dream, but may not provide extensive text-based support	may be somewhat general, or may not include text-based support	May contain some accurate information, but may be incomplete or include unsustained ideas (e.g., may generalize about the concept of advertising's being like a dream without much support from the text)	May address only part of the task, show a misinterpretation of the task, or displays gaps in understanding of the text; responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may have difficulty explaining the concept of why advertising is like selling a dream.)	Show confusion and misunderstanding of the text
Extended Response	Describe an advertisement a student understands and explain what the purpose of the advertisement was and how the advertisement accomplished that purpose; responses are well organized, well developed, engaging, and use vivid language	Are organized, focused, and address all parts of the task, but in a less thorough or elaborated manner than 6-point responses	may discuss an advertisement without describing it or explaining whether it was trying to inform the public or to sell a dream, or without explaining how that purpose was accomplished; responses show a clear attempt at organization, but may occasionally introduce extraneous information	May contain some accurate information, but may be incomplete or include unsustained ideas (e.g., may attempt to address all parts of the task, but may be incomplete or weakly organized)	May address only part of the task, or display gaps in understanding of the text; responses may contain some accurate details, but may not make meaningful connections or draw conclusions; responses may only describe an advertisement in general terms, and may be very brief or not sustain its focus	Are unfocused or focus solely on minor details or extraneous information

SCORE POINT 0 = Responses are completely incorrect, irrelevant, or incoherent.

- 1: Standard(s): [1.1.7.D](#), [1.2.6.B](#), [1.2.6.D](#), [1.2.6.E](#), [1.2.7.B](#), [1.2.7.D](#), [1.2.7.E](#), [1.8.6.A](#), [1.8.6.B](#), [1.8.7.A](#), [1.8.7.B](#), [1.9.6.A](#), [1.9.6.B](#), [1.9.7.A](#), [1.9.7.B](#), [1.9.8.A](#), [R6.A.1.3.1](#), [R6.A.1.3.2](#), [R6.A.2.3.1](#), [R6.A.2.3.2](#), [R6.B.1.2.1](#), [R6.B.3.1.1](#), [R7.A.1.3.1](#), [R7.A.1.3.2](#), [R7.A.1.4.1](#), [R7.A.2.3.1](#), [R7.A.2.3.2](#), [R7.A.2.4.1](#), [R7.B.1.2.1](#), [R7.B.3.1.1](#), [CC.1.2.5.G](#), [CC.1.2.6.B](#), [CC.1.2.6.E](#), [CC.1.2.6.G](#), [CC.1.2.7.A](#), [CC.1.2.7.B](#), [CC.1.2.7.E](#), [CC.1.3.6.J](#), [CC.1.3.6.K](#), [CC.1.3.7.A](#), [CC.1.3.7.E](#), [CC.1.3.7.H](#), [CC.1.3.7.K](#), [CC.1.4.6.U](#), [CC.1.4.6.V](#), [CC.1.4.7.U](#), [CC.1.4.7.V](#), [CC.1.4.8.U](#), [CC.1.5.6.E](#), [CC.1.5.7.C](#), [CC.1.5.7.E](#), [CC.1.5.8.E](#)

Point Value:
See Rubric
Scoring Guide:

According to the passage, advertising has both pros and cons. Complete the boxes below, listing one positive effect and one negative effect of advertising.

Sample response

Positive effects may include:

- Advertising reminds people where to vote, thus serving a valuable public function
- Advertising provides people with product information so they can be more informed buyers
- Advertising can save people money (for example, if someone sees a movie clip and doesn't like it, the person won't go to see the movie)
- Advertising informs people about what candidates for political office stand for
- Advertising can inform people about issues that affect their lives

Negative effects may include:

- Advertising can make people spend money for things they don't need
- Advertising can mislead people by making them think a product will greatly improve something about themselves
- Advertising can influence people's purchases in ways they aren't aware of
- Advertising can make people pay more for identical products

- 2: Standard(s): [1.4.6.A](#), [1.4.6.B](#), [1.4.7.A](#), [1.4.7.B](#), [1.5.6.B](#), [1.5.7.B](#), [1.8.6.C](#), [1.8.7.C](#), [CC.1.4.4.S](#), [CC.1.4.6.A](#), [CC.1.4.6.C](#), [CC.1.4.6.H](#), [CC.1.4.6.M](#), [CC.1.4.6.N](#), [CC.1.4.6.O](#), [CC.1.4.6.S](#), [CC.1.4.6.W](#), [CC.1.4.7.A](#), [CC.1.4.7.C](#), [CC.1.4.7.H](#), [CC.1.4.7.M](#), [CC.1.4.7.N](#), [CC.1.4.7.O](#), [CC.1.4.7.S](#), [CC.1.4.7.W](#)

Point Value:

See Rubric

Scoring Guide:

What does Alex Brown, the vice president of the advertising agency, say is the main function of advertising? Use details from the article to support your answer.

Sample response

Alex Brown says that the main function of advertising is to spread information. He says that advertising can inform the public about an issue, such as the importance of bicycle helmets or seat belts. Advertising informs us about elections and about what products are like so we can make better decisions.

The response may include the following details:

- Advertising reminds us where to vote on Election Day.
- Advertising serves a valuable public function.
- Advertising lets people know about things that affect their lives.
- Advertising tells what a product does.
- Advertising tells why one product is better than another.
- Advertising helps you decide what to buy.

- 3: Standard(s): [1.4.6.A](#), [1.4.6.B](#), [1.4.7.A](#), [1.4.7.B](#), [1.5.6.B](#), [1.5.7.B](#), [1.8.6.C](#), [1.8.7.C](#), [CC.1.4.4.S](#), [CC.1.4.6.A](#), [CC.1.4.6.C](#), [CC.1.4.6.H](#), [CC.1.4.6.M](#), [CC.1.4.6.N](#), [CC.1.4.6.O](#), [CC.1.4.6.S](#), [CC.1.4.6.W](#), [CC.1.4.7.A](#), [CC.1.4.7.C](#), [CC.1.4.7.H](#), [CC.1.4.7.M](#), [CC.1.4.7.N](#), [CC.1.4.7.O](#), [CC.1.4.7.S](#), [CC.1.4.7.W](#)

Point Value:

See Rubric

Scoring Guide:

In the passage, Maya Drexler says, "Advertising is like selling a dream." Explain how advertising is like selling a dream. Use details from the article to support your answer.

Sample response

Maya Drexler says "Advertising is like selling a dream" because advertising is often about persuading you that a product will make important changes in your life. This type of advertising appeals to your feelings and emotions. For example, a product may be advertised with an appealing image. You imagine if you use that product, you will look like the people in the advertisement. So when you buy a product you have seen advertised, you are also buying an image, a dream.

The response may include the following details:

- Facts are not as important as persuasion.
- Advertising shows how a product will make you feel or look.
- Some products are almost identical but they don't have the same price.
- Jingles are catchy, so they attract your attention.
- Some advertisers imply that you will look better, be thinner, or run faster if you use their product.

- 4: Standard(s): [1.4.6.A](#), [1.4.6.B](#), [1.4.7.A](#), [1.4.7.B](#), [1.5.6.B](#), [1.5.6.D](#), [1.5.6.F](#), [1.5.7.B](#), [1.8.6.C](#), [1.8.7.C](#), [CC.1.4.4.S](#), [CC.1.4.6.A](#), [CC.1.4.6.C](#), [CC.1.4.6.E](#), [CC.1.4.6.F](#), [CC.1.4.6.H](#), [CC.1.4.6.K](#), [CC.1.4.6.L](#), [CC.1.4.6.M](#), [CC.1.4.6.N](#), [CC.1.4.6.O](#), [CC.1.4.6.Q](#), [CC.1.4.6.R](#), [CC.1.4.6.S](#), [CC.1.4.6.W](#), [CC.1.4.7.A](#), [CC.1.4.7.C](#), [CC.1.4.7.H](#), [CC.1.4.7.M](#), [CC.1.4.7.N](#), [CC.1.4.7.O](#), [CC.1.4.7.S](#), [CC.1.4.7.W](#), [CC.1.5.6.G](#)

Point Value:
See Rubric
Scoring Guide:

Describe an advertisement you have seen or heard. It can be a radio or television advertisement, or something you saw in a magazine, newspaper, or on a billboard. Explain whether the advertisement was trying to inform the public or to sell a dream, and how that purpose was accomplished.

In your essay, be sure to include

- *a description of the advertisement*
- *an explanation of whether the purpose of the advertisement was to inform the public or to sell a dream*
- *an explanation of how that purpose was accomplished*
- *details from the article to support your answer*

Sample response

Student essays should first describe an advertisement they have heard on the radio, seen on television, or read in print. After describing the advertisement, students should classify the advertisement as one that attempts either to inform the public, or to persuade, or to sell a dream. They should then discuss how well the advertisement achieved its purpose, i.e., was it an effective advertisement? Student responses should use details from the article to support their answers.

5:

Point Value:
1
Scoring Guide:

Practice task corrections:

- Sentence 2: "Katie" should be capitalized.
- Sentence 4: The word "school" should start with a lowercase "s."
- Sentence 6: The period should be changed to a question mark.

Exemplary response:

Winter is a fun month. It snows a lot where I live. I like to play in the snow. My brother likes to play in the snow, too. We make snowballs and snow houses. When it gets dark, we go inside, but we know we can go out again the next day.

Score points:

Apply the 3-point editing task rubric for Grade 3.

Standard(s): [1.2.5.A](#), [1.2.6.A](#), [1.2.6.B](#), [1.2.6.C](#), [1.2.7.A](#), [1.2.7.B](#), [1.2.7.C](#), [1.3.3.D](#), [1.3.4.D](#), [1.3.5.C](#), [1.3.5.D](#), [1.3.6.C](#), [1.3.6.D](#), [1.3.7.C](#), [1.3.7.D](#), [1.8.5.A](#), [1.8.6.A](#), [1.8.7.A](#), [1.9.5.B](#), [1.9.6.B](#), [1.9.7.B](#), [1.2.8.A](#), [1.3.8.D](#), [R3.B.2.1.1](#), [R4.B.2.1.1](#), [R4.B.2.1.2](#), [R4.B.2.1.3](#), [R5.A.1.3.1](#), [R5.A.1.3.2](#), [R5.B.1.1.1](#), [R5.B.2.1.1](#), [R5.B.2.1.2](#), [R5.B.2.1.3](#), [R5.B.2.1.4](#), [R5.B.3.3.1](#), [R5.B.3.3.2](#), [R5.B.3.3.3](#), [R5.B.3.3.4](#), [R6.A.1.3.1](#), [R6.A.1.3.2](#), [R6.B.1.1.1](#), [R6.B.2.1.1](#), [R6.B.2.1.2](#), [R6.B.2.1.3](#), [R6.B.2.1.4](#), [R6.B.3.1.1](#), [R6.B.3.2.1](#), [R6.B.3.2.2](#), [R6.B.3.3.1](#), [R6.B.3.3.2](#), [R6.B.3.3.3](#), [R6.B.3.3.4](#), [R7.A.1.3.1](#), [R7.A.1.3.2](#), [R7.B.1.1.1](#), [R7.B.2.1.1](#), [R7.B.2.1.2](#), [R7.B.3.1.1](#), [R7.B.3.2.1](#), [R7.B.3.3.1](#), [R7.B.3.3.2](#), [R7.B.3.3.3](#), [R7.B.3.3.4](#), [R8.A.1.3.1](#), [R8.A.1.3.2](#), [R8.B.2.1.1](#), [R8.B.2.1.2](#), [R8.B.3.3.1](#), [R8.B.3.3.2](#), [R8.B.3.3.3](#), [R8.B.3.3.4](#), [CC.1.2.5.H](#), [CC.1.3.4.D](#), [CC.1.3.5.B](#), [CC.1.3.5.C](#), [CC.1.3.5.G](#), [CC.1.3.5.H](#), [CC.1.2.6.C](#), [CC.1.2.6.D](#), [CC.1.2.7.C](#), [CC.1.2.8.A](#), [CC.1.2.8.D](#), [CC.1.2.8.E](#), [CC.1.3.6.B](#), [CC.1.3.6.D](#), [CC.1.3.6.E](#), [CC.1.3.6.H](#), [CC.1.3.7.C](#), [CC.1.3.7.D](#), [CC.1.3.8.C](#), [CC.1.3.8.B](#), [CC.1.3.8.D](#)

Point Value:
--Please Select--

- 6: Standard(s): [1.2.6.C](#), [1.2.7.C](#), [R6.B.3.1.1](#), [R6.B.3.2.1](#), [R6.B.3.2.2](#), [R7.B.3.1.1](#), [R7.B.3.2.1](#)

Answer:
A
Point Value:
1

- 7: Standard(s): [1.3.6.C](#), [1.3.6.D](#), [1.3.7.C](#), [1.3.7.D](#), [1.3.8.D](#), [R6.B.1.1.1](#), [R6.B.2.1.1](#), [R6.B.2.1.2](#), [R6.B.2.1.3](#), [R6.B.2.1.4](#), [R7.B.1.1.1](#), [R7.B.2.1.1](#), [R7.B.2.1.2](#), [R8.B.2.1.1](#), [R8.B.2.1.2](#), [CC.1.2.6.C](#), [CC.1.2.7.C](#), [CC.1.3.6.B](#), [CC.1.3.6.H](#), [CC.1.3.7.C](#), [CC.1.3.8.C](#)

Answer:
F
Point Value:
1

- 8: Standard(s): [1.3.6.C](#), [1.3.6.D](#), [1.3.7.C](#), [1.3.7.D](#), [1.3.8.D](#), [R6.B.1.1.1](#), [R6.B.2.1.1](#), [R6.B.2.1.2](#), [R6.B.2.1.3](#), [R6.B.2.1.4](#), [R7.B.1.1.1](#), [R7.B.2.1.1](#), [R7.B.2.1.2](#), [R8.B.2.1.1](#), [R8.B.2.1.2](#), [CC.1.2.6.C](#), [CC.1.2.7.C](#), [CC.1.3.6.B](#), [CC.1.3.6.H](#), [CC.1.3.7.C](#), [CC.1.3.8.C](#)

Answer:
D
Point Value:
1

- 9: Standard(s): [1.3.6.C](#), [1.3.6.D](#), [1.3.7.C](#), [1.3.7.D](#), [1.3.8.D](#), [R6.B.1.1.1](#), [R6.B.2.1.1](#), [R6.B.2.1.2](#), [R6.B.2.1.3](#), [R6.B.2.1.4](#), [R7.B.1.1.1](#), [R7.B.2.1.1](#), [R7.B.2.1.2](#), [R8.B.2.1.1](#), [R8.B.2.1.2](#), [CC.1.2.6.C](#), [CC.1.2.7.C](#), [CC.1.3.6.B](#), [CC.1.3.6.H](#), [CC.1.3.7.C](#), [CC.1.3.8.C](#)

Answer:
G
Point Value:
1

- 10: Standard(s): [1.2.6.A](#), [1.2.6.B](#), [1.2.7.A](#), [1.2.7.B](#), [1.8.6.A](#), [1.8.7.A](#), [1.9.6.B](#), [1.9.7.B](#), [1.2.8.A](#), [R6.A.1.3.1](#), [R6.A.1.3.2](#), [R6.B.3.1.1](#), [R6.B.3.3.1](#), [R6.B.3.3.2](#), [R6.B.3.3.3](#), [R6.B.3.3.4](#), [R7.A.1.3.1](#), [R7.A.1.3.2](#), [R7.B.3.1.1](#), [R7.B.3.3.1](#), [R7.B.3.3.2](#), [R7.B.3.3.3](#), [R7.B.3.3.4](#), [R8.A.1.3.1](#), [R8.A.1.3.2](#), [R8.B.3.3.1](#), [R8.B.3.3.2](#), [R8.B.3.3.3](#), [R8.B.3.3.4](#), [CC.1.3.4.D](#), [CC.1.2.6.D](#), [CC.1.2.8.A](#), [CC.1.2.8.D](#), [CC.1.2.8.E](#), [CC.1.3.6.D](#), [CC.1.3.6.E](#), [CC.1.3.7.D](#), [CC.1.3.8.B](#), [CC.1.3.8.D](#)

Answer:
D
Point Value:
1

Standard(s): [1.2.5.A](#), [1.2.6.A](#), [1.2.7.A](#), [1.3.3.D](#), [1.3.4.D](#), [1.3.5.C](#), [1.3.5.D](#), [1.3.6.C](#), [1.3.6.D](#), [1.3.7.C](#), [1.3.7.D](#), [1.3.8.D](#), [R3.B.2.1.1](#), [R4.B.2.1.1](#), [R4.B.2.1.2](#), [R4.B.2.1.3](#), [R5.A.1.3.1](#), [R5.A.1.3.2](#), [R5.B.1.1.1](#), [R5.B.2.1.1](#), [R5.B.2.1.2](#), [R5.B.2.1.3](#), [R5.B.2.1.4](#), [R5.B.3.3.1](#), [R5.B.3.3.2](#), [R5.B.3.3.3](#), [R5.B.3.3.4](#), [R6.A.1.3.1](#), [R6.A.1.3.2](#), [R6.B.1.1.1](#), [R6.B.2.1.1](#), [R6.B.2.1.2](#), [R6.B.2.1.3](#), [R6.B.2.1.4](#), [R6.B.3.3.1](#), [R6.B.3.3.2](#), [R6.B.3.3.3](#), [R6.B.3.3.4](#), [R7.A.1.3.1](#), [R7.A.1.3.2](#), [R7.B.1.1.1](#), [R7.B.2.1.1](#), [R7.B.2.1.2](#), [R7.B.3.3.1](#), [R7.B.3.3.2](#), [R7.B.3.3.3](#), [R7.B.3.3.4](#), [R8.B.2.1.1](#), [R8.B.2.1.2](#), [CC.1.2.5.H](#), [CC.1.3.4.D](#), [CC.1.3.5.B](#), [CC.1.3.5.C](#), [CC.1.3.5.G](#), [CC.1.3.5.H](#), [CC.1.2.6.C](#), [CC.1.2.6.D](#), [CC.1.2.7.C](#), [CC.1.3.6.B](#), [CC.1.3.6.D](#), [CC.1.3.6.E](#), [CC.1.3.6.H](#), [CC.1.3.7.C](#), [CC.1.3.7.D](#), [CC.1.3.8.C](#), [CC.1.3.8.D](#)

Point Value:
--Please Select--

11:

Answer:
C
Point Value:
1

12:

Answer:
G
Point Value:
1

13:

Answer:
C
Point Value:
1

14:

Answer:
H
Point Value:
1