English Language Arts

Original exam A, full-length form B and three-week preparation

Why these demands were selected

The two current reading maps assign six questions each to R.4. R.3 accounts for six in June and seven in August; R.2 for five and four. The two argument issues were horse racing and invasive species. Both require a claim, engagement with another position and evidence from at least three sources.

January 2026 used the prior standards. Its debate about employer screening of social media offers a historical task comparison. Its reading codes and content are outside the current probability model.

Released forecast example **State design / administration guidance**

Original exam A

Four sets, 8 multiple-choice and 4 written responses. Suggested time: 75–100 min; divide across two periods if needed. Each selected response earns one local point. Each written response earns one local point per numbered criterion on the key. Maximum 24 local points. Accept defensible alternative reasoning. Allow consistent follow-through where the local criterion assesses a new operation; annotate the originating error.

Full-length form B

Use the intact linked 2026-06 official booklet except Part 3. The insert preserves one response position and its maximum credit. Report the original-component subtotal and replacement result separately. State conversion charts are specific to the unmodified state form. Record prior exposure if students have used the released booklet in preparation.

Preparation and feedback

Use the six Studio sessions, then one new retrieval check per week. Use Form A as an independent transfer check after preparation. Form B is optional for full-length rehearsal. On return after absence, students can start with the re-entry line on the current week’s sheet. After testing, return to the first unsupported step in the student’s reasoning.

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Questions 1–6 • One point per selected response.

1 A • The label “things to try”
The label defines a category by possibility instead of by the parts’ apparent usefulness.

2 B • The shop seems marked by its closure like a person in changed clothing.
The personifying verb gives an ordinary sign of closure emotional force.

3 Written response / 3 local points
1. She initially protects the drawer as a possession linked to her father.
2. Taking the bent key outside turns preservation into an attempt to help someone.
3. The gesture carries forward her father’s willingness to experiment even though success is uncertain.
Credit another interpretation grounded in both moments.

4 C • To show that a new measure can reveal missing demand yet still omit some readers
The box adds previously invisible requests while excluding people who never visit.

5 D • An experience the method cannot register
The collection method cannot capture the absent commuter’s request.

6 Written response / 3 local points
1. The empty drawer can signal continued possibility after the loss of the shop.
2. The missing booking record exposes an evidence gap in a public decision.
3. The fiction develops character or theme while the informational passage develops an argument about measurement.

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Questions 7–12 • One point per selected response.

7 B • Lena can continue a practice even without certainty about the outcome.
The narrator explicitly leaves success uncertain and shows Lena acting anyway.

8 C • It gives an ordinary object an ongoing role beyond storing the past.
The waiting drawer links the father’s former practice to what Lena might do next.

9 Written response / 4 local points
1. Establish a defensible central idea, such as inheriting a way of responding to problems.
2. Identify a specific strategy, such as repeated drawer imagery or personification.
3. Analyze an early detail such as the handwritten category.
4. Analyze a later detail such as the emptied drawer waiting while Lena acts, linking it to the same central idea. Accept other supported readings.

10 A • Did the pilot reach households new to the collection?
The pilot records a count of first-time donor households.

11 D • Its recruitment was limited to archive website users.
Website-only recruitment can underrepresent residents who do not use the site.

12 Written response / 6 local points
1. Take a specific position consistent with the funding limit.
2. Use at least three relevant sources accurately and identify them.
3. Explain how the evidence supports the recommendation rather than listing it.
4. Give a plausible counterclaim and a reasoned response.
5. Account for a genuine evidence limitation or consent issue.
6. Organize a coherent argument. Example: pilot scanning days to broaden participation, seek separate display consent, and acknowledge survey support for searchability.

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Replacement scoring and retrieval-check keys

Form B replacement / Part 3 / 4 credits maximum

Use the linked public Part 3 holistic rubric with the new text. A well-developed reading might trace a shift from searching for a physical mark of belonging to creating recognition through a shared sound. Evidence can contrast the old hollow and identical keys with the answered scale. Judge precision, analysis, evidence, organization and conventions holistically. Other well-supported readings are valid.

Public scoring materials for base form

Official holistic scoring guide

Week 1 / retrieval check

“The lock swallowed the last click.” What does the verb add beyond “made a click”?
It gives the lock agency and can suggest finality or silence; other supported readings work.

Week 2 / retrieval check

A survey of bus riders supports a bus extension. What can it establish and who might be missing?
It can show views of surveyed riders. People lacking bus access may be missing.

Week 3 / retrieval check

Write a counterclaim about extending a library day when staffing is limited, then answer it with a conditional proposal.
Longer opening could spread staffing too thin; trial one extra evening and check staffing and use before expanding.

Department follow-up

ELA-C1 Choose evidence that supports the claim
If a reader accepted your evidence, why would that make your particular recommendation more persuasive?

ELA-C2 Make the reader’s inference explicit
Which few words from the quotation do the most work, and what do they make the reader understand?

ELA-C3 Move from defining craft to analyzing it
Change the highlighted words to plain language. What does the reader lose?

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Use the independent exam only after practice, or document the order if using it diagnostically.

Which preparation sessions lead into each exam set?

A1 · The drawers • original fiction / Studio session(s) 1,2

A2 · The absent number • original informational text / Studio session(s) 5

A3 · Text analysis • return to the fiction / Studio session(s) 4

A4 · Source-based argument • a town archive / Studio session(s) 3,6

Likely reading of a partial response to investigate

A quotation fits the topic but its function is unclear. Ask the student to replace one phrase with neutral wording and describe what changes.

Bridge rehearsal / worked feedback

A reporter counts sold tickets and claims everyone who wanted to attend was admitted. Identify the missing perspective and propose evidence.

Sold tickets omit unsuccessful buyers. Track sold-out inquiries or a waitlist while acknowledging people who never registered.

Local holistic descriptors for the Form B replacement

0 • Blank, unrelated or wholly copied.

1 • An unclear idea or confused reading with minimal relevant support.

2 • A general idea and surface treatment of a writing choice. Some support is present, with limited links to the idea.

3 • Defensible idea, sufficient analysis of a specific writing choice, appropriate evidence and an organized explanation.

4 • Well-developed idea, thorough analysis of how a writing choice develops it, precise evidence and coherent language that sustains meaning.