5 Oregon OSAS English Language Arts Practice Tests

Grade 8



Practice Smart. Score Higher.

Small Steps, Big Gains! Small Steps, Big Gains!

Practice Master Achieve

Reza Nazari

Oregon OSAS Grade 8
English Language Arts:
Five Full Practice Tests
For Confident Prep

Focused Review To Help Students Ace The Test

Quick Start | Skill Check | Confidence

Best for a strong opening stretch

Build momentum with a compact set of full practice tests that sharpen close reading, careful evidence use, and calm decision-making from day one.

Reza Nazari

Built for a strong, steady start to Grade 8 practice

Copyrighted Material

Copyright © 2026

Effortless Math Education Inc

Published by Effortless Math Education
www.effortlessmath.com

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the author, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law, including Section 107 or 108 of the 1976 United States Copyright Act.

This publication is independently produced and has no official connection to any state, district, or national testing program.

Test names and organizational names used herein are the property of their respective trademark holders.

Copyright © 2026

Copyrighted Material

The Big Day

Your Test Day Playbook.

Calm is a skill. This is how to bring it with you.

◯ The Night Before

- Pack everything tonight. Pencils, eraser, water, ID, approved calculator if needed.
- Do light review only — a single short passage. No new material. No all-nighter.
- Eat something familiar. Tonight is not the night to experiment with anything new.
- Phone out of the room an hour before bed. Protect your sleep like it is part of the grade.

◯ The Morning Of

- Eat protein and complex carbs. Skip the sugar spike — the crash comes during the test.
- Move your body for five minutes. Walk, stretch, shake out your hands. Lower the nerves.
- Arrive early enough to settle, not so early that waiting builds up pressure.
- At the door, four slow breaths: *in for four, hold for four, out for six.* It works.

During the Test

- **Preview the questions**, then read the passage hunting specific answers.
- **Answer every question.** A guess has better odds than a blank — always.
- **Skip hard ones and return.** Easy points protect your time budget. Come back with fresh eyes.
- **Trust your first read.** Change an answer only when you find concrete evidence, not a hunch.
- **Pace by section, not by question.** Check the clock every few minutes, not every question.
- **If anxiety spikes, breathe and reset.** Ten slow seconds saves ten lost minutes.
- **Save 2–3 minutes at the end.** Review flagged items, confirm your bubbled answers.

One last thing.

High school starts soon, but you do not have to wait for it to begin showing up as the reader and writer you want to be. Test day is just a window. Open it, show your thinking clearly, and step through. The next version of you is already on the other side.

— Reza Nazari

Table of Contents

★ Practice Test 1 ____ 10
★ Practice Test 2 ____ 45
★ Practice Test 3 ____ 80
★ Practice Test 4 ____ 118
★ Practice Test 5 ____ 152
Practice Test Answer Keys ____ 186
Practice Test Answers and Explanations ____ 189

4 When the program's final public exhibit opened to the community, many visitors certainly admired the glossy digital posters that students had carefully made on tablets and computers, but several individuals notably lingered at the demonstration table where Suri was showing the vintage letterpress. She watched their expressions change dramatically and noticeably when a blank sheet of paper passed slowly beneath the heavy rollers and emerged carrying precise sharp black text. For the first time throughout the entire summer program, she did not feel like she was merely presenting a finished project for evaluation. She felt profoundly like she was authentically sharing a real process that had taught her viscerally how careful attention can become visible and tangible in the final work.

5 That evening, after the community print shop closed for the day, Suri deliberately stayed behind independently for one final, special impression on the press. She chose a single meaningful sentence to print carefully and then pinned the resulting page above her desk at home as a personal reminder: *Slow is not the opposite of skill.* Looking at that page much later, she realized with insight that the letterpress had given her substantially more than a simple printing technique or mechanical skill. It had fundamentally altered the fundamental pace and rhythm at which she trusted herself to learn and develop proficiency over time.

Impression

The page enters blank but not empty,
waiting for pressure to teach it shape.
Ink does not rush.
It settles where the hand has prepared a place.

Scan Me

Metal letters speak only when aligned,
when patience closes the distance
between intention and result.

By the time the page is lifted,
what matters is not only what it says
but the care made visible in how it says it.

---

9) What does the word *relic* mean as it is used in paragraph 1 of the story?

(A) a brand-new tool
(B) a machine missing essential parts
(C) an object from an earlier time
(D) a temporary display label

Use the story and poem to answer this question.

10) How does Suri change over the course of the story?

(A) She starts as an expert printer and ends uninterested in design.
(B) She begins skeptical of the old press and gradually comes to value the patience and precision it requires.
(C) She becomes frustrated because the machine is easier than she expected.
(D) She decides digital tools have no place in art programs.

Use the story and poem to answer this question.

11) Which statement best expresses a theme of the story?

(A) Attention and patience can transform difficult work into a source of confidence.
(B) Art matters only when many people admire it.
(C) Modern tools are always superior to older ones.
(D) Machines prevent people from being creative.

Use the story and poem to answer this question.

12) What does the author suggest by describing the press as *honest* in paragraph 3?

(A) The machine speaks directly to students when they make mistakes.
(B) The machine is simple enough for anyone to use perfectly.
(C) The machine reveals mistakes clearly instead of hiding them.
(D) The machine belongs to a trustworthy owner.

Use the story and poem to answer this question.

13) Why does the author include the detail that visitors linger at Suri's demonstration table?

(A) To prove that the digital posters were unsuccessful
(B) To suggest the exhibit should have been held somewhere else
(C) To show that the machine is easy to repair
(D) To show that the press helps others notice the value of process as well as product