6

North Dakota

NDSA

English Language Arts Practice Tests

for Grade 8

A Complete Guide to Building Math Mastery and Excelling on the Test



- **Real Practice. Real Results.**
- Small Steps, Big Gains!
- **Practice Smart.** Score Higher:
- Detailed Explanations
- **Practice**
- **Master**
- **Achieve**

Reza Nazari

6 North Dakota NDSA Grade 8

English Language Arts (ELA)

Practice Tests

A Complete Guide To Building

English Language Mastery And

Excelling On The NDSA Assessment

Read

Track the central idea and gather evidence that matters.

Revise

Slow down, test your thinking, and make stronger choices.

Reflect

Build a repeatable routine across all six tests.

Build the habits that strong readers use every day.

Six tests give students enough repetition to build habit, reflection, and control without losing momentum.

Reza Nazari

Built for deliberate practice and steady revision

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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

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Use the story and poem to answer this question.

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

(A) She blames the stage manager for distracting her.
(B) She begins confident and ends unwilling to practice.
(C) She decides rehearsal is less useful than private lessons.
(D) She shifts from attacking one problem in isolation to understanding the importance of context and preparation.

Use the story and poem to answer this question.

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

(A) The best musicians avoid practicing difficult passages.
(B) Stage managers understand music better than conductors do.
(C) Short breaks always improve performance.
(D) Problems often become more manageable when people understand what leads into them.

Use the story and poem to answer this question.

12) What does the author suggest by saying the measure had stopped feeling impossible in paragraph 3?

(A) Changing her approach made the difficulty feel workable rather than hopeless.
(B) Tessa had mastered the passage perfectly at once.
(C) The conductor had shortened the piece for rehearsal.
(D) The violin had become easier to tune.

Use the story and poem to answer this question.

13) Why does the author include the examples of cellos and percussion in paragraph 4?

(A) To show that the idea of preparing for difficulty applies beyond Tessa's one measure
(B) To suggest that strings and percussion should rehearse separately
(C) To prove that all instruments require the same technique
(D) To show that the orchestra is badly organized

Use the story and poem to answer this question.

14) How are the story and poem most alike?

(A) Both focus on the fear of performing for an audience.
(B) Both argue that difficult moments become clearer when they are understood as part of a larger sequence.
(C) Both describe a competition between musicians.
(D) Both claim that practice should be fast rather than careful.

Use the story and poem to answer this question.

15) Which **TWO** lines from the poem best support the idea that preparation changes performance?Select **TWO** correct answers.

(A) a measure that prepares the hand,
(B) a breath before it,
(C) lifting it out of its sentence
(D) Now I practice the path, not only the point,
(E) and the music answers differently.

Use the story and poem to answer this question.

16) How does the mood of the poem shift from beginning to end?

(A) From joy to fear
(B) From boredom to anger
(C) From frustration to steady confidence
(D) From confusion to humor

Use the story and poem to answer this question.

17) What shared message do the story and poem convey?

(A) Musical talent matters more than method.
(B) Practice journals are more important than rehearsal.
(C) Difficult sounds should be avoided until later.
(D) People can improve when they stop isolating difficulty and begin practicing the path into it.

Use the story and poem to answer this question.

18) Which sentence best summarizes the story?

(A) Tessa misses rehearsal because she stays on the bus too long.
(B) Mr. Alvarez replaces the conductor during orchestra practice.
(C) After struggling with a difficult passage, Tessa learns from a stage manager that practicing what leads into a problem can make it more manageable.
(D) A rehearsal break prevents Tessa from fixing her mistake.

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