6

Oregon OSAS

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 Oregon OSAS Grade 8

English Language Arts (ELA)

Practice Tests

A Complete Guide To Building

English Language Mastery And

Excelling On The OSAS 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 Nora change over the course of the story?

(A) She moves from judging drawings mainly as finished products to valuing repeated attempts as ways of learning to see.
(B) She begins as a skilled artist and loses interest in sketching.
(C) She decides notebooks should always be returned unread.
(D) She chooses to imitate Luis's drawings exactly.

Use the story and poem to answer this question.

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

(A) Lost objects should never be opened under any circumstance.
(B) Finished art matters more than study or practice.
(C) Improvement often comes from returning to a subject repeatedly and noticing more each time.
(D) Talent is more important than attention in drawing.

Use the story and poem to answer this question.

12) What does the author suggest by saying Nora felt as if she were returning an object and keeping a method?

(A) She wanted to keep the notebook but was not allowed to.
(B) The notebook contained secret instructions for class assignments.
(C) She planned to buy the same kind of notebook for herself.
(D) She had learned a new approach to observation and practice from studying the notebook.

Use the story and poem to answer this question.

13) Why does the author include the many repeated drawings in paragraph 3?

(A) To show that the notebook values observation through multiple attempts rather than one perfect result
(B) To prove Luis did not know how to finish a sketch
(C) To show that bus windows are harder to draw than hands
(D) To explain why the notebook was left behind

Use the story and poem to answer this question.

14) How are the story and poem most alike?

(A) Both argue that first drafts are always stronger than later attempts.
(B) Both focus on the problem of losing an important notebook.
(C) Both describe students copying each other's work.
(D) Both suggest that repetition can deepen attention and lead to better understanding.

Use the story and poem to answer this question.

15) Which **TWO** lines from the poem best support the idea that repetition can improve perception?Select **TWO** correct answers.

(A) the same window,
(B) So I returned to the same hand,
(C) until repetition turned into noticing.
(D) One drawing was never the whole seeing.
(E) the moving world.

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 embarrassment
(B) From anger to humor
(C) From panic to relief
(D) From tentative observation to quiet confidence in a learning process

Use the story and poem to answer this question.

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

(A) Observation matters less than technique in drawing.
(B) A polished final page is the only sign of successful art.
(C) Practice becomes more meaningful when repetition is used to see more clearly rather than merely to repeat.
(D) Lost notebooks should never be opened by anyone else.

Use the story and poem to answer this question.

18) Which sentence best summarizes the story?

(A) Nora steals a notebook from the lost-and-found and hides it at home.
(B) A teacher assigns Nora to copy another student's drawings exactly.
(C) Nora stops sketching after realizing other students are more advanced.
(D) After studying a former student's sketch notebook, Nora learns to use repeated drawings as a way to observe more carefully and improve her own art.