6

Washington Smarter Balanced

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 Washington Smarter Balanced Grade 8

English Language Arts (ELA)

Practice Tests

A Complete Guide To Building

English Language Mastery And

Excelling On The Smarter Balanced 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

Table of Contents

★ Practice Test 1 ____ 10
★ Practice Test 2 ____ 43
★ Practice Test 3 ____ 80
★ Practice Test 4 ____ 113
★ Practice Test 5 ____ 145
★ Practice Test 6 ____ 177
Practice Test Answer Keys ____ 211
Practice Test Answers and Explanations ____ 214

Use the story and poem to answer this question.

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

(A) He begins as an expert planner and ends confused by maps.
(B) He moves from seeing transit maps as fixed facts to seeing them as records of debate and choice.
(C) He decides museums should display only final drafts.
(D) He stops using public transit after visiting the museum.

Use the story and poem to answer this question.

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

(A) Transit is valuable only in large cities.
(B) Museums should avoid preserving unfinished work.
(C) Systems people take for granted are often shaped by hidden decisions and competing priorities.
(D) Drafts are less meaningful than final versions.

Use the story and poem to answer this question.

12) What does the author suggest by saying the maps were not neutral records in paragraph 3?

(A) The maps reflected values and decisions about access and movement.
(B) The maps were inaccurate and unusable.
(C) The museum had organized the drawer incorrectly.
(D) The maps were printed with unusual colors.

Scan Me

Use the story and poem to answer this question.

13) Why does the author include the curator's statement, *Because the final version hides the debate*?

(A) To show that the curator dislikes modern maps
(B) To explain why old maps are more accurate than new ones
(C) To prove that transit planners ignored all public meetings
(D) To summarize the story's idea that finished systems can conceal the arguments that shaped them

Use the story and poem to answer this question.

14) How are the story and poem most alike?

(A) Both treat maps as records of choices that affect daily life, not just lines on a page.
(B) Both argue that every proposed route should be built.
(C) Both focus on tourists getting lost in a city.
(D) Both compare buses to trains in detail.

Use the story and poem to answer this question.

15) Which **TWO** lines from the poem best support the idea that maps reflect social priorities?Select **TWO** correct answers.

(A) Some routes remain graphite possibilities,
(B) It is an argument about where a day may go,
(C) Others harden into track and timetable.
(D) whose distance should shorten,
(E) with absence still visible

Use the story and poem to answer this question.

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

(A) From playful humor to embarrassment
(B) From thoughtful observation to deeper reflective awareness
(C) From panic to relief
(D) From anger to celebration

Use the story and poem to answer this question.

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

(A) Only experts should study transit maps.
(B) Final plans matter more than drafts.
(C) Public systems carry the traces of decisions about whose movement and access matter most.
(D) The best routes are always the oldest ones.

Use the story and poem to answer this question.

18) Which sentence best summarizes the story?

(A) Eli accidentally destroys an important transit plan at the museum.
(B) While sorting archived transit maps, Eli learns that the city's current system reflects past debates and decisions rather than inevitability.
(C) The museum closes its map archive to volunteers.
(D) A curator teaches Eli how to label photographs more efficiently.

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