

Asset Type: Shared Stimulus

Grade or Course: 3 Content Area: Reading

CONTENT

Read this passage. Then answer the questions that follow.

The Perfect Book

- 1 Miss Turner’s third graders walked in a line down the hall to the school library. Lizzy was line leader, and she could hardly wait to get there. Library day was her favorite! She loved choosing a new book each week. This time, Lizzy wanted to find a book that would take her on an exciting adventure.
- 2 When she arrived, Lizzy put her old book in the book drop and raced to the fiction section. She walked slowly along the shelves keeping her eyes open for the perfect book. She spotted one with a shiny, bright green cover. *This could be interesting*, she thought. Lizzy opened The Dinosaur’s Secret and began paging through the book. After a few pages, though, she decided the story was too babyish. Lizzy put it back and kept looking.
- 3 Then, she spotted a thick blue book with gold letters. Lizzy pulled it from the shelf and tried reading the title. “The Myst- . . . The Mys-ter-y of the Lost Tr- . . . Treas-ure . . . The Mystery of the Lost Treasure!” she exclaimed. Lizzy loved mysteries. Maybe this was the book for her! She began reading, remembering the Five-Finger Rule: put up a finger for each word she did not know and if all five fingers were up before the end of a page, the book was too hard.
- 4 Lizzy got to the middle of the page and looked at her right hand. All five fingers were up. *Ugh!* she thought. *Too many hard words*. Sighing, she set it back on the shelf and moved to the next row.
- 5 Lizzy looked at a few other books. She found a story about horses, a silly one about a talking squirrel, and even one about two friends who travel to the moon. None of them seemed quite right. Lizzy wanted a book that made her feel like she was part of the story.

- 6 Just then, Miss Turner glanced at the clock and announced, “Class, we’ll be lining up in five minutes.”
- 7 Lizzy’s stomach twisted in a **knot**. “I just *have* to find a book,” she whispered, and she hurried to the next shelf.
- 8 At that moment, Lizzy noticed a small red book hiding between two big, thick books. She reached down and slid the book off the shelf. The cover showed a girl exploring a big, green forest with a dog by her side. The title was The Secret Woods. Lizzy flipped the book over to read the summary.
- 9 “Jessie and her dog, Bob, discover a special forest on their walk. Unusual animals, glowing plants, and talking creatures all lead to exciting adventure!” Lizzy’s heart beat faster as she read. It was exactly the adventure she wanted!
- 10 Lizzy closed the book and hurried to the librarian’s desk. She checked out the book and joined her class in line, just in time.
- 11 As they walked back to class, Lizzy hugged The Secret Woods close to her chest. She could hardly wait to read her new book.

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914376 v1 Item ID: 484207 – Item Name: Perfect Book, The, OK Grade 3-8 - ELA - Gr03, oklahoma2, SEQ #: 2

Asset Type: Extended Text

Grade or Course: 3 **Content Area:** Language Arts

Released Status: Not Released **Flawed Status:** Not Flawed

Standards:

03.6.R.2 Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts.

Process Standards:

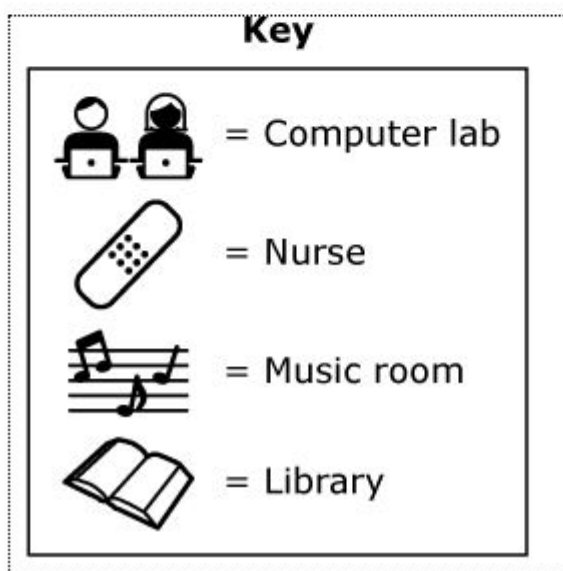
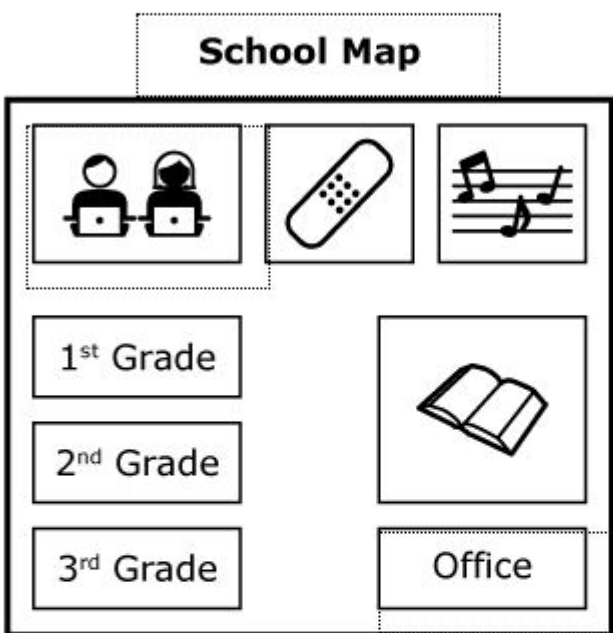
DOK1

CONTENT

914376 v1 Item ID: 484207 – Item Name: Perfect Book, The, OK Grade 3-8 - ELA - Gr03, oklahoma2, SEQ #: 2

1. Select the spot that tells what the symbols on the map mean.

To select a spot, click on the spot. To deselect the spot, click it again. You should click **one** of the spots.



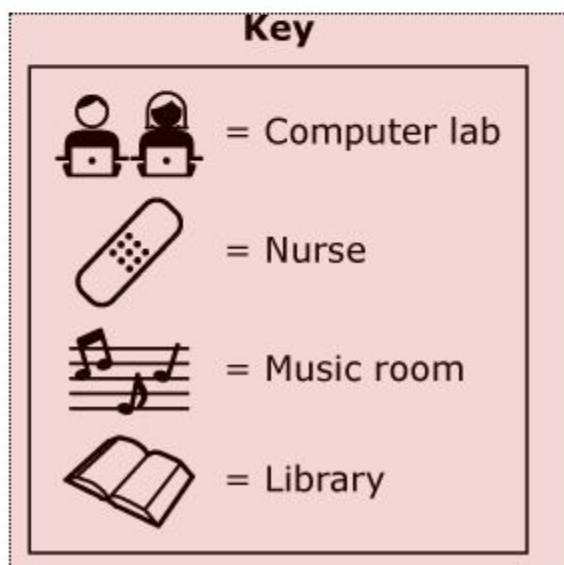
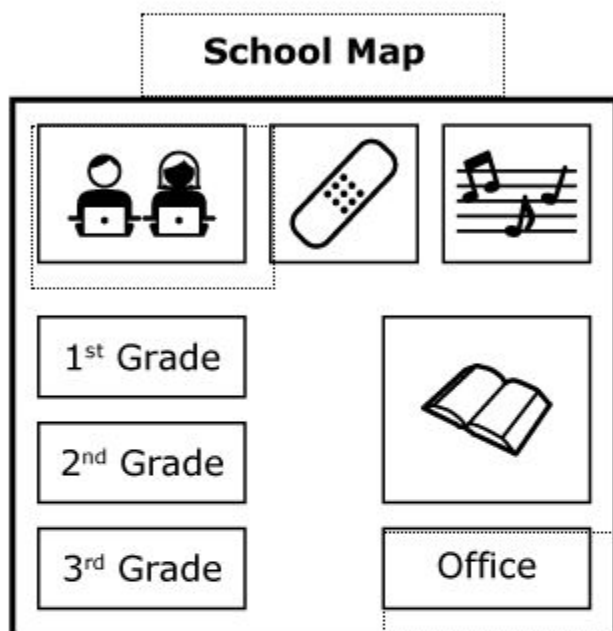
Alt Text:

1. A map is shown. The title is School Map. There is a box below the map. The box shows pictures and explains what each picture represents. On the map, in the top left is a picture of a boy and girl on a computer that represents the computer lab. To the right is a box with a band aid that represents the nurse. In the top right corner is a box with music notes in that represents the music room. Beneath the computer lab is a box labeled first grade. Under first grade is a box labeled second grade. Under second grade is a box labeled third grade. Across from the first and second grade boxes is box with an open book in that represents the library. Under the library is a box labeled office.

Rubric Block: Author, Proctor, Scorer, Test-creator, Tutor

Select the spot that tells what the symbols on the map mean.

To select a spot, click on the spot. To deselect the spot, click it again. You should click **one** of the spots.



914376 v1 Item ID: 484207 – Item Name: Perfect Book, The, OK Grade 3-8 - ELA - Gr03, oklahoma2, SEQ #: 2

Response Processing:

914372 v1 Item ID: 481619 – Item Name: Perfect Book, The, OK Grade 3-8 - ELA - Gr03, oklahoma2, SEQ #: 3

Asset Type: Extended Text

Grade or Course: 3 **Content Area:** Language Arts

Released Status: Not Released **Flawed Status:** Not Flawed

Standards:

03.5.R.1 Students will recognize simple and compound sentences.

Process Standards:

DOK1

CONTENT

2.

Select the compound sentence from the text.

To select a sentence, click on it. To deselect the sentence, click it again. You should select **one** of the sentences.

Miss Turner's third graders walked in a line down the hall to the school library. Lizzy was line leader, and she could hardly wait to get there. Library day was her favorite! She loved choosing a new book each week. This time, Lizzy wanted to find a book that would take her on an exciting adventure.

When she arrived, Lizzy put her old book in the book drop and raced to the fiction section. She walked slowly along the shelves keeping her eyes open for the perfect book. She spotted one with a shiny, bright green cover. *This could be interesting*, she thought. Lizzy opened *The Dinosaur's Secret* and began paging through the book. After a few pages, though, she decided the story was too babyish. Lizzy put it back and kept looking.

Alt Text:

1. No Alt Text

Response Processing:

Rubric Block: Author, Scorer, Test-constructor, Tutor

Select the compound sentence from the text.

To select a sentence, click on it. To deselect the sentence, click it again. You should select **one** of the sentences.

Miss Turner’s third graders walked in a line down the hall to the school library. **Lizzy was line leader, and she could hardly wait to get there.** Library day was her favorite! She loved choosing a new book each week. This time, Lizzy wanted to find a book that would take her on an exciting adventure.

When she arrived, Lizzy put her old book in the book drop and raced to the fiction section. She walked slowly along the shelves keeping her eyes open for the perfect book. She spotted one with a shiny, bright green cover. *This could be interesting,* she thought. Lizzy opened The Dinosaur’s Secret and began paging through the book. After a few pages, though, she decided the story was too babyish. Lizzy put it back and kept looking.

Asset Type: Shared Stimulus

Grade or Course: 4 Content Area: Language Arts

CONTENT

Read this passage. Then answer the questions that follow.

The Contest

- 1 The sun was just peeking over the horizon, but Tom and Mark had been up for an hour preparing for the yearly Kids' Barbecue Contest.
- 2 "I can't wait to see Mr. Rogers's face when he tastes our **special** barbecue chicken wings!" Tom stated as he placed the box of barbecue spices in the car. "I think we have the perfect recipe."
- 3 "I know what you mean," Mark replied as he got in the car. "I cleaned my room so there would be space for the trophy we're going to win."
- 4 Tom's mom started the car and drove Tom and Mark to the community center so they could set up their cooking station.



- 5 The boys got to work immediately.
- 6 "Okay, Tom," said Mark. "Everything is ready. Let's start cooking!"

- 7** Tom barely glanced at the recipe they had printed from the internet. “It looks pretty easy,” he said with a grin, and he dumped a large container of chili powder onto the chicken wings.
- 8** Before long, it was time to present their chicken wings to the judges. Mark carefully arranged the chicken wings on a plate, and together the boys proudly walked over to the judges’ table.
- 9** “These look delicious!” Mr. Rogers, the head judge, exclaimed as he picked up a bright red chicken wing. He took a big bite. In an instant, his expression changed. His eyes widened, and he gasped for air. “Oh, my goodness!” He coughed and reached for a glass of water. Tom and Mark exchanged worried glances. “These are too spicy!” Mr. Rogers finally gasped.
- 10** After a few moments, Mr. Rogers recovered and managed to say, “Boys, how much chili powder did you add?”
- 11** “The recipe said, ‘1 C of chili powder,’ so I added the whole container,” said Tom.
- 12** “1 C means one container, doesn’t it?” asked Mark.
- 13** Mr. Rogers continued coughing. “No, 1 C means one *cup*. You put about three times as much as you needed.”
- 14** Tom and Mark were not surprised when they did not win, but they wanted to try again. They decided to enter a different barbecue contest called the Children’s Grilling Contest the following month. This time, they did their homework. They learned about how to make a good barbecue sauce and what made a winning dish. They watched cooking shows, read articles, and even talked to their parents and friends who loved barbecue.
- 15** They found a recipe for barbecue ribs that looked perfect. It had a sweet and tangy sauce, with just a hint of spice. They practiced making the ribs at Tom’s house, carefully measuring each ingredient. Each time the boys made the ribs, they got better at it. Soon, the day of the new contest arrived.

- 16** "I hope we win this time, Mark," Tom remarked as the boys prepared the ribs. "I sure would like a trophy."
- 17** "Me, too," said Mark as he measured a single tablespoon of chili powder.
- 18** They carefully followed the recipe and even tasted their ribs to make sure they were not too spicy. Then, they presented their barbecue ribs to the judges. Mr. Rogers looked at the boys. Then he looked at the ribs. He poured himself a glass of water. Then he took a bite. This time his eyes lit up with delight. "Now this is what barbecue is all about!" he declared, smiling.
- 19** Finally, it was time to announce the winners. Mr. Rogers went on stage and turned on the microphone.
- 20** "I am proud to announce that the first-place winners of the Children's Grilling Contest are Tom Jones and Mark Lemke!"
- 21** Tom and Mark looked at each other and began jumping up and down.
- 22** "Yes!" Mark exclaimed.
- 23** "I knew we could do it!" shouted Tom.
- 24** As they held their trophy, they knew this was just the beginning of many more barbecue adventures to come!

"The Contest." Copyright © 2025 by Cognia, Inc.

Alt Text:

1. A drawing is shown of two boys cooking chicken wings in a pot on a stovetop. Next to the boys is a large container of chili powder.

915631 v1 Item ID: 531885 - Item Name: Contest, The_04.2.W.3_TEI3_2025-26_punctuation, OK Grade 3-8 - ELA - Gr04, oklahoma2, SEQ #: 2

Asset Type: Extended Text

Grade or Course: 2 **Content Area:** Language Arts

Released Status: Not Released **Flawed Status:** Not Flawed

Standards:

04.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

Process Standards:

DOK2

CONTENT

915631 v1 Item ID: 531885 - Item Name: Contest, The_04.2.W.3_TEI3_2025-26_punctuation, OK Grade 3-8 - ELA - Gr04, oklahoma2, SEQ #: 2

1. This question has **two** dropdown boxes. Select the correct punctuation marks from the dropdown boxes to complete the sentences.

To select a punctuation mark, click the dropdown box and then click the desired punctuation mark. To choose a different punctuation mark, click the dropdown box and click the new punctuation mark.

Be sure to select an answer for **both** dropdown boxes.

Barbecue is the most wonderful tasting food ever -Select an Answer Some barbecue tastes sweet while other barbecue tastes spicy. Some people like barbecued pork. Other people prefer barbecued beef -Select an Answer There are so many ways to make barbecue! There is a flavor for everyone.

This question has **two** dropdown boxes. Select the correct punctuation marks from the dropdown boxes to complete the sentences.

To select a punctuation mark, click the dropdown box and then click the desired punctuation mark. To choose a different punctuation mark, click the dropdown box and click the new punctuation mark.

Be sure to select an answer for **both** dropdown boxes.

Barbecue is the most wonderful tasting food ever
-Select an Answer

Some barbecue tastes sweet. Some barbecue tastes spicy. Some people like pork. Other people prefer barbecue. There are so many flavors of barbecue! There is a flavor for everyone.

915631 v1 Item ID: 531885 - Item Name: Contest, The_04.2.W.3_TEI3_2025-26_punctuation, OK Grade 3-8 - ELA - Gr04, oklahoma2, SEQ #: 2

This question has **two** dropdown boxes. Select the correct punctuation marks from the dropdown boxes to complete the sentences.

To select a punctuation mark, click the dropdown box and then click the desired punctuation mark. To choose a different punctuation mark, click the dropdown box and click the new punctuation mark.

Be sure to select an answer for **both** dropdown boxes.

Barbecue is the most wonderful tasting food ever
-Select an Answer>

Some barbecue tastes sweet while other barbecue tastes spicy. Some people like barbecued pork. Other people prefer barbecued beef
-Select an Answer>

There are so many ways to m
?

There is a flavor

:

.

Alt Text:

1. No Alt Text
2. No Alt Text
3. No Alt Text

Response Processing:

915631 v1 Item ID: 531885 - Item Name: Contest, The_04.2.W.3_TEI3_2025-26_punctuation, OK Grade 3-8 - ELA - Gr04, oklahoma2, SEQ #: 2

Rubric Block: Author, Scorer, Test-constructor, Tutor

This question has **two** dropdown boxes. Select the correct punctuation marks from the dropdown boxes to complete the sentences.

To select a punctuation mark, click the dropdown box and then click the desired punctuation mark. To choose a different punctuation mark, click the dropdown box and click the new punctuation mark.

Be sure to select an answer for **both** dropdown boxes.

Barbecue is the most wonderful tasting food ever Some barbecue tastes sweet while other barbecue tastes spicy. Some people like barbecued pork. Other people prefer barbecued beef There are so many ways to make barbecue! There is a flavor for everyone.

915748 v1 Item ID: 532235 - Item Name: Contest, The_04.4.R.1_TEI1_2025-26_ antonyms, OK Grade 3-8 - ELA - Gr04, oklahoma2, SEQ #: 3

Asset Type: Extended Text

Grade or Course: 1 **Content Area:** Reading

Released Status: Not Released **Flawed Status:** Not Flawed

Standards:

04.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.

Process Standards:

DOK2

CONTENT

2. Read this sentence from paragraph 2.

"I can't wait to see Mr. Rogers's face when he tastes our **special** barbecue chicken wings!"

Select **two** antonyms for the word **special**.

To select an antonym, click the word. To deselect the word, click it again. You should select **two** words.

common

different

unusual

normal

Alt Text:

1. No Alt Text

Response Processing:

915748 v1 Item ID: 532235 - Item Name: Contest, The_04.4.R.1_TEI1_2025-26_ antonyms, OK Grade 3-8 - ELA - Gr04, oklahoma2, SEQ #: 3

Rubric Block: Author, Scorer, Test-constructor, Tutor

Read this sentence from paragraph 2.

"I can't wait to see Mr. Rogers's face when he tastes our **special** barbecue chicken wings!"

Select **two** antonyms for the word **special**.

To select an antonym, click the word. To deselect the word, click it again. You should select **two** words.

common

different

unusual

normal

915653 v1 Item ID: 532189 - Item Name: Contest, The_04.3.R.3_TEI2_2025-26_setting, OK Grade 3-8 - ELA - Gr04, oklahoma2, SEQ #: 4

Asset Type: Extended Text

Grade or Course: 2 **Content Area:** Reading

Released Status: Not Released **Flawed Status:** Not Flawed

Standards:

04.3.R.3 Students will find textual evidence of literary elements: ? setting ? plot ? characters (i.e., protagonist, antagonist) ? characterization ? conflict

Process Standards:

DOK2

CONTENT

3.

Select the phrase that shows the setting.

To select a phrase, click the highlighted text. To deselect the phrase, click it again. You should select **one** phrase.

The sun was just peeking over the horizon, but Tom and Mark had been up for an hour preparing for the yearly Kids' Barbecue Contest.

"I can't wait to see Mr. Rogers's face when he tastes our special barbecue chicken wings!" Tom stated as he placed the box of barbecue spices in the car. "I think we have the perfect recipe."

Alt Text:

1. No Alt Text

Response Processing:

Rubric Block: Author, Scorer, Test-constructor, Tutor

Select the phrase that shows the setting.

To select a phrase, click the highlighted text. To deselect the phrase, click it again. You should select **one** phrase.

The **sun was just peeking over the horizon,** but Tom and Mark had been up for an hour preparing for the yearly Kids' Barbecue Contest.

"I can't wait to see Mr. Rogers's face when he tastes our **special barbecue chicken wings!**" Tom stated as he **placed the box of barbecue spices** in the car. "I think we have the perfect recipe."

Asset Type: Shared Stimulus

Grade or Course: 5 Content Area: Language Arts

CONTENT

Read this passage. Then answer the questions that follow.

The Iditarod

serum—a type of liquid medicine**relay**—a type of race where members of a team take turns completing parts of a racecourse

- 1 Every March, a very special race takes place in Alaska. The name of this race is the Iditarod Trail Sled Dog Race. During the race, teams of dogs and their mushers race across more than 1,000 miles of ice, snow, and slush. It is the longest dog sled race in the world.
- 2 However, the Iditarod is more than just a race. The Iditarod celebrates the brave sled dog teams that raced hundreds of miles during a raging winter storm to deliver medicine to the town of Nome, Alaska, in 1925.

What Is Dog Sledding?

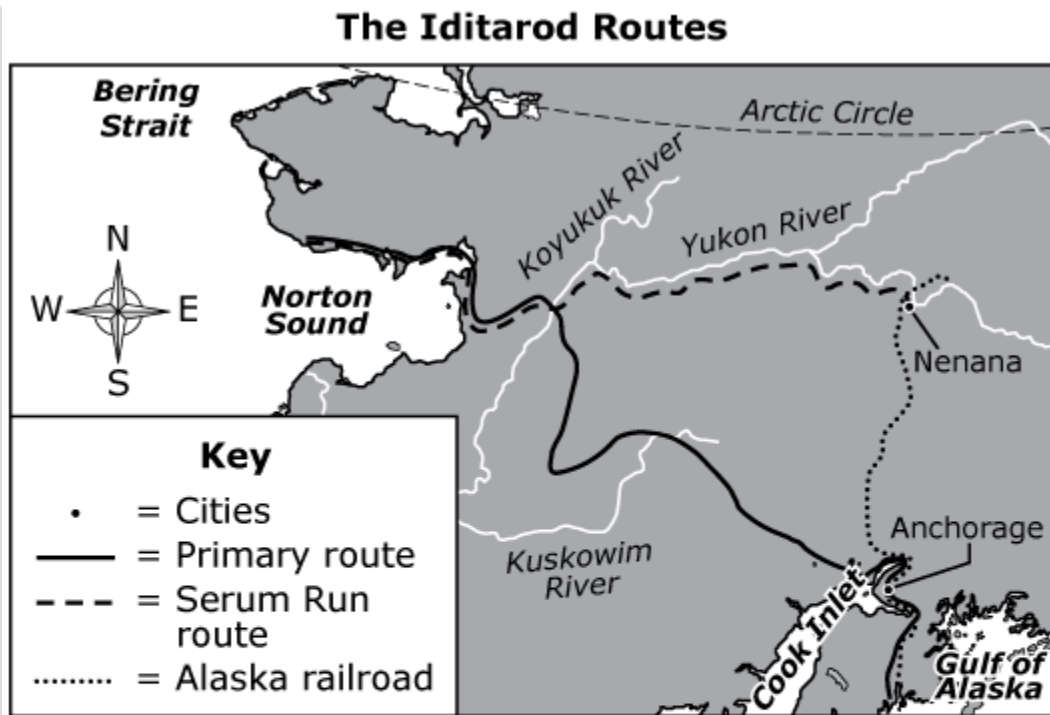
- 3 Traveling by dog sled requires at least four large, strong dogs, a reliable sled, and a skilled driver, called a musher. Alaskan and Siberian huskies remain the most common dogs used in dog sledding. These dogs have thick fur coats that can handle very cold temperatures. They are also very strong, which is important when you are pulling a sled filled with supplies. The musher and the dogs build a special relationship. The musher teaches the dogs how to pull the sled and follow commands. They work as a team when it comes to traveling by sled during harsh, wintery conditions. This working relationship was especially important in January 1925.



This photograph shows a sled dog team in 1908. Dogs are harnessed together to pull a sled. The sled could be used to transport supplies or help people get from place to place. Sled dog teams are still set up the same way.

Medicine Run

- 4** In January 1925, people in Nome, Alaska, began getting sick. They needed special medicine to help them get better, but there was no way to get the medicine from Anchorage to Nome. It was too dangerous to drive or fly the medicine to Nome because automobiles and airplanes did not have heat. The pilot or driver and the medicine would freeze before it could arrive. It was impossible to send the medicine by ship because the port in Nome was frozen. Train tracks did not go all the way to Nome, so sending the medicine by train was not possible, either. There was only one way to get the medicine to Nome: by dog sled.
- 5** Town leaders came up with a plan. The medicine, wrapped in fur blankets, would travel by train across Alaska from Anchorage to a town called Nenana. Then 20 different dog sled teams would cross the Alaskan wilderness in a dog relay all the way to Nome. The relay was called "The Great Serum Run." It seemed like such a simple plan!



The Iditarod race uses two different routes. In even-numbered years, the race follows the Serum Run route, also called the northern route. In odd-numbered years, the race follows the Primary route, also called the southern route. Each route is the same number of miles. Different routes are used to help keep the trails in good condition.

- 6** However, in late January 1925, Nome, Alaska, experienced a fierce winter storm. During that storm, temperatures dropped to -50 degrees. The winds were very strong and made it feel like it was -85 degrees. To make matters worse, the blowing snow made it impossible to see. The dog sled teams would have to brave these dangerous conditions for almost 700 miles to get the medicine to Nome.
- 7** The relay was not easy for the mushers or their dogs. Many of the mushers got frostbite on their fingers and faces. Some of the dogs' lungs were damaged from breathing in such cold air. The snow was so thick that the dogs could not see the trail. In fact, the storm was so bad that the wind even blew sleds off the trail! Brave dogs named Togo and Balto used their sense of smell to help guide the team.

- 8 Finally, after five and a half days, the medicine arrived in Nome. People got better with the medicine. The mushers and their teams of dogs became famous. Newspaper articles told the story of this incredible feat. Years later, books and movies were created to tell about this event. A statue of Balto, one of the dogs, exists in New York's Central Park!

Remembering the Teams

- 9 Nearly 50 years later, the people in Alaska decided to do something to honor the mushers and their dog sled teams. A man named Joe Redington, Sr. thought that the best way to do that was to have a dog race that covered the route. The name of this race would be the Iditarod Trail Sled Dog Race. The first Iditarod race took place in 1973.
- 10 The race helps people remember how hard the mushers and their dog sled teams worked to save the citizens of Nome. It also keeps the tradition of dog sledding alive and shows the importance of teamwork.

"The Iditarod." Copyright © 2025 by Cognia, Inc.

Alt Text:

1. A photograph is shown of two people standing with a dog sled team attached to a sled. The caption beneath the picture reads, This photograph shows a sled dog team in 1908. Dogs are harnessed together to pull a sled. The sled could be used to transport supplies or help people get from place to place. Sled dog teams are still set up the same way.
2. A map titled the Iditarod Routes is shown. The map has a compass rose. There is also a key that shows what the symbols on the map mean. A dark circle indicates a city. A solid black line shows the Primary route. A dashed line shows the Serum Run route. A dotted line shows part of the Alaska railroad. The map shows the locations of the Bering Strait, Norton Sound, the Arctic Circle, 3 major rivers, Cook Inlet, and the Gulf of Alaska. Two cities are also labeled: Nenana and Anchorage. The two routes of the Iditarod Race are also shown. The caption beneath the map says, The Iditarod race uses two different routes. In even-numbered years, the race follows the Serum Run route, also called the northern route. In odd-numbered years, the race follows the Primary route, also called the southern route. Each route is the same number of miles. Different routes are used to help keep the trails in good condition.

916682 v1 Item ID: 541719 - Item Name: Iditarod, The_05.2.R.1_TEI1_2025-26_key detail, OK Grade 3-8 - ELA - Gr05, oklahoma2, SEQ #: 2

Asset Type: Extended Text

Grade or Course: 1 **Content Area:** Reading

Released Status: Not Released **Flawed Status:** Not Flawed

Standards:

05.2.R.1 Students will explain how key supporting details support the main idea of a text.

Process Standards:

DOK2

CONTENT

1. Read the main idea of the passage.

Mushers and their dogs must work together to be successful.

Select **one** detail from paragraph 3 that supports the main idea.

To select a detail, click it. To deselect the detail, click it again. You should select **one** of the sentences.

Traveling by dog sled requires at least four large, strong dogs, a reliable sled, and a skilled driver, called a musher. Alaskan and Siberian huskies remain the most common dogs used in dog sledding. These dogs have thick fur coats that can handle very cold temperatures. They are also very strong, which is important when you are pulling a sled filled with supplies. The musher and the dogs build a special relationship. The musher teaches the dogs how to pull the sled and follow commands. They work as a team when it comes to traveling by sled during harsh, wintery conditions. This working relationship was especially important in January 1925.

Alt Text:

1. No Alt Text

Response Processing:**Rubric Block:** Author, Scorer, Test-constructor, Tutor

Read the main idea of the passage.

Mushers and their dogs must work together to be successful.

Select **one** detail from paragraph 3 that supports the main idea.

To select a detail, click it. To deselect the detail, click it again. You should select **one** of the sentences.

Traveling by dog sled requires at least four large, strong dogs, a reliable sled, and a skilled driver, called a musher. Alaskan and Siberian huskies remain the most common dogs used in dog sledding. These dogs have thick fur coats that can handle very cold temperatures. They are also very strong, which is important when you are pulling a sled filled with supplies. The musher and the dogs build a special relationship. The musher teaches the dogs how to pull the sled and follow commands. They work as a team when it comes to traveling by sled during harsh, wintery conditions. This working relationship was especially important in January 1925.

Asset Type: Shared Stimulus

Grade or Course: 6 Content Area: Language Arts

CONTENT

Read this passage. Then answer the questions that follow.

Where Is Everyone?

- 1 For Lucia, it always felt like the fall season was woven around the rhythm of Saturday morning soccer games. It was as if the games themselves—week after week—orchestrated the transition from late summer into early fall. It wasn't just about the game, although she loved the feeling of the wind in her hair as she sprinted across the field. It wasn't even the thrill of winning. It was the friendships. Sharing this sport with friends transformed every match into a kaleidoscope¹ of laughter and energy.
- 2 As her mom parked the car by the field, Lucia looked out the window, searching for blue and green players dotting the field. But something seemed . . . off. The soccer field looked emptier than usual. Her heart sank.
- 3 *Maybe we're just early*, Lucia thought, sliding her soccer bag over her shoulder. She jogged toward the familiar field.
- 4 "Hey, Lucia!" called out Ming, in her green shirt. Ming was a friend from last year's team.
- 5 Lucia's face brightened. "Ming! Where is everyone?"
- 6 Ming shrugged. "It's weird, right? A lot of the girls from last year didn't sign up for rec² soccer again."
- 7 Lucia's eyes swept the field. It was true. She could only see about 12 girls. Last year, the girls' teams had swelled to 40.
- 8 "Why didn't they sign up?" Lucia asked.
- 9 Ming hesitated, shifting from one foot to the other. "Most of them are playing competitive soccer now."

- 10** Competitive soccer. Lucia had heard about it. It meant more practices, more games, and traveling to different towns for weekend tournaments. Some of the older girls at school played on those teams, and they always talked about how busy their lives were.
- 11** “I didn’t know so many people switched,” Lucia said, feeling a little uneasy. She had always thought soccer would stay the same—just like it had every year.
- 12** The coach’s whistle pierced the air, calling everyone in. As Lucia stretched her legs, she couldn’t help but think about the missing players. Cassie, Megan, Sophie. She missed their laughter and jokes as they practiced.
- 13** Throughout the practice, Lucia’s thoughts kept wandering. She enjoyed soccer, but did she want to play competitively with her old teammates? Competitive soccer meant two practices a week and games on both Saturday and Sunday. That sounded like a lot, especially with schoolwork. She liked having her weekends free to do her artwork, hang out with her family, and relax.
- 14** At the end of practice, Coach Callie gathered the team together. “Great job, everyone. We’ve got a small but mighty crew this year. We’ll work hard and have fun. Remember, soccer’s all about enjoying the game.”
- 15** Lucia liked Coach Callie’s attitude. She always focused on having fun and getting better without the pressure of winning all the time.
- 16** But as Lucia packed up her gear and made her way to her car, her thoughts and emotions swirled. Ming caught up with her.
- 17** “You okay?” Ming asked.
- 18** “Yeah,” Lucia replied, but she wasn’t sure if that was true. “It’s just . . . it’s weird that so many people switched. Like, maybe I’m missing out.”
- 19** “Maybe,” Ming replied. “I think it depends on what you want. Competitive soccer is fun, but it’s serious . . .” She paused. “Do you think we should try it next year?” Ming asked.

- 20** Lucia bit her lip. “I don’t know. I kind of like things the way they are now.” They walked in silence.
- 21** As they reached the car, Lucia turned to Ming. “I think I’m going to stick with rec soccer for now. I like having time for other adventures. Who knows? Maybe next year I’ll feel differently.”
- 22** “Same here,” Ming said, grinning. “Right now, I just want to have fun.”
- 23** Lucia smiled back. The unsettling feeling in her chest was still there, but it wasn’t as strong anymore. She realized that it was okay to feel unsure. For now, she would focus on enjoying this soccer season.
- 24** As Lucia climbed into the car and waved goodbye to Ming, she felt a little lighter.
- 25** She didn’t have to map out every step of her journey.

¹kaleidoscope: a constantly changing pattern or sequence of events

²rec: slang for the word “recreation”

“Where Is Everyone?” Copyright © 2025 by Cognia, Inc.

914821 v1 Item ID: 522149 – Item Name: Where is Everyone, OK Grade 3-8 - ELA - Gr06, oklahoma2, SEQ #: 2

Asset Type: Extended Text

Grade or Course: 1 **Content Area:** Language Arts

Released Status: Not Released **Flawed Status:** Not Flawed

Standards:

06.4.W.1 Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.

Process Standards:

DOK2

CONTENT

1.

Read this sentence from paragraph 2.

But something seemed . . . **off**.

This question has **one** dropdown box.

Select the word that can replace **off** to more clearly communicate the meaning of the word.

To select a word, click the arrow and then click the answer. To choose a different answer, click the arrow and click the new answer.

But something seemed

-Select an Answer▾

amusing

rotten

wrong

sad

Alt Text:

1. No Alt Text

Response Processing:

The presentation of this item and its images does not necessarily reflect the administration format

Rubric Block: Author, Scorer, Test-creator, Tutor

Read this sentence from paragraph 2.

But something seemed . . . **off**.

This question has **one** dropdown box.

Select the word that can replace **off** to more clearly communicate the meaning of the word.

To select a word, click the arrow and then click the answer. To choose a different answer, click the arrow and click the new answer.

But something seemed .

Asset Type: Shared Stimulus

Grade or Course: 7 Content Area: Language Arts

CONTENT

Read this passage. Then answer the questions that follow.

The Garbage Runner

- 1 It was a mild September afternoon, and Henry and Tallulah were on their usual stroll home from school. As they rounded the corner onto Crawford Street, Tallulah's mouth dropped open.
- 2 She nudged Henry and pointed up ahead.
- 3 There was a woman jogging along the road, a black trash bag swinging in one hand. They watched in confusion as she stopped, put the bag on the side of the road, and continued down the road.
- 4 They quickened their pace to get a better view. The jogger then ran to the end of the block, picked up something from the ground, and ran back to deposit it in the trash bag. She then ran a little farther, paused mid-run to scoop up something else off the ground, and ran back again to put it in the trash bag.
- 5 "What is she doing?" Henry said with a chuckle.
- 6 "Maybe she's on a treasure hunt," Tallulah laughed. "Or, more likely, she's collecting cans for cash."
- 7 They stopped to watch her.
- 8 "Actually, I think . . ." Tallulah continued, "she's picking up trash."
- 9 Henry wrinkled his face. "While running? That's kind of cool . . . and also kind of odd. But mostly cool."
- 10 They followed the jogger, keeping a respectful distance as she ran to the other side of the road.

- 11** "Wow," Henry went on. "When I see garbage on the street, it annoys me, but I don't actually do anything about it. What she's doing is pretty selfless." Talullah nodded.
- 12** Just then, Mr. Weiberg, a neighbor, swung open his front door. "Excuse me!" he bellowed, his arms waving wildly to flag down the jogger. "Why is your garbage bag on *my* property?" He gestured toward the trash bag near his front lawn.
- 13** The jogger stopped running and turned toward the discontented voice. Sweat glistened on her face. She smiled politely and responded, "Oh, I'm just picking up litter while I run. I'll collect the bag when I'm done. I promise it won't be long."
- 14** Mr. Weiberg's face scrunched up. "Well, I don't want your garbage bag in front of my house. This isn't a garbage dump, you know!"
- 15** Henry and Tallulah exchanged surprised glances. They had assumed everyone would be grateful for the free cleanup. Seeing this conflict made them both feel uneasy.
- 16** The jogger nodded respectfully. "I understand. I'll move the bag down the street a bit. Thank you for letting me know." With a gracious wave, she continued her route.
- 17** Henry shook his head. "I don't get it. She's *cleaning* up the road. Why is Mr. Weiberg worried about things looking *messy*?"
- 18** Tallulah shrugged and sighed. "I guess people just see things differently. You're right, though. If everyone picked up trash instead of walking past it, our community would look beautiful."
- 19** Henry nodded, inspiration bubbling inside of him. "Yeah, yeah. And it's not just about how beautiful or tidy everything looks. It keeps animals safe and the soil healthy so we can grow clean food and have clean water. That's what will make the biggest difference."
- 20** Tallulah's eyes lit up with excitement. "So, why don't we help her? I have some gloves in my backpack. We can each wear one." Talullah rummaged around in her

backpack until she found the thick, black gloves she was looking for. "Here, you're a lefty, aren't you?" she said, handing him a glove.

- 21** "Thanks," he smiled, as they each put on a glove and ran to catch up with the jogger.
- 22** "Excuse me!" they called out.
- 23** The jogger looked toward the voices. Her face conveyed nervousness. Would they, too, be bothered by her "garbage run"? Her look softened into a surprised smile when they showed their gloved hands and offered their assistance. Her name was Emma, and she was grateful for the help.
- 24** "I'm sorry that guy was so rude to you back there—" Henry started.
- 25** "It's really pretty common, actually," Emma responded. "Most people are just concerned about how *their* space looks. But they don't consider that garbage sometimes blows out of *their* garbage cans or out of *their* pockets. Or even that we're *all* responsible for keeping our world clean. It doesn't matter who did the littering." Henry and Tallulah nodded in agreement and joined Emma, jogging alongside her.
- 26** As they worked, Emma chatted with Henry and Tallulah. She explained that she did this every week. Jogging while picking up trash was something that other people did, too, to clean up litter in cities and natural spaces. It was called "plogging"; it began in Sweden and was becoming popular worldwide.
- 27** After they finished the route, Emma thanked them. "It's us who should be thanking you, Emma!" Tallulah said. Emma gave a grateful smile and waved as she jogged off to collect her bag.
- 28** Tallulah turned to Henry. "This is not what I was expecting to do this afternoon. But, I'm so glad we did."
- 29** "Yeah," Henry agreed, his eyes scanning the now tidy street with pride. "Maybe we can get our friends to join us."

- 30** Tallulah nodded eagerly. "Yeah, and we could organize a monthly cleanup day, like a community event, or something. It could be fun. Whoever collects the most trash could get a prize!"
- 31** Henry chuckled. "That's a great idea. We can make a real difference, one piece of trash at a time."

"The Garbage Runner." Copyright © 2025 by Cognia, Inc.

916040 v1 Item ID: 530839 - Item Name: Garbage Runner 7.4.R.3 prex, OK Grade 3-8 - ELA - Gr07, oklahoma2, SEQ #: 2

Asset Type: Extended Text
Grade or Course: 2 Content Area: Language Arts
Released Status: Not Released Flawed Status: Not Flawed
Standards:
07.4.R.3 Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.
Process Standards:
DOK2

CONTENT

1.
Read the sentence from paragraph 13.

The jogger stopped running and turned toward the **discontented** voice.

The word **contented** means “feeling or showing satisfaction with one’s situation.”

Select **one** button in each row of the table to show whether each prefix has the **Same Meaning** or **Different Meaning** as **dis-** in **discontented**.

Prefix	Same Meaning as dis-	Different Meaning from dis-
<i>anti-</i> (antihero)	<input type="radio"/>	<input type="radio"/>
<i>non-</i> (nonviolent)	<input type="radio"/>	<input type="radio"/>
<i>re-</i> (redo)	<input type="radio"/>	<input type="radio"/>
<i>un-</i> (unpleasant)	<input type="radio"/>	<input type="radio"/>

Alt Text:

1. No Alt Text

Response Processing:

Rubric Block: Author, Scorer, Test-constructor, Tutor

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<i>re-</i> (redo)	<input type="radio"/>	<input checked="" type="radio"/>
<i>un-</i> (unpleasant)	<input checked="" type="radio"/>	<input type="radio"/>

916052 v1 Item ID: 530882 - Item Name: The Garbage Runner 7.3.R.4 hyperbole, OK Grade 3-8 - ELA - Gr07, oklahoma2, SEQ #: 3

Asset Type: Extended Text

Grade or Course: 1 **Content Area:** Language Arts

Released Status: Not Released **Flawed Status:** Not Flawed

Standards:

07.3.R.4 Students will analyze literary devices to support an interpretation of a text: ? figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) ? sound devices (i.e., onomatopoeia, alliteration) ? verbal irony

Process Standards:

DOK1

CONTENT

2.

Select the detail from paragraphs 12–14 that is an example of alliteration.

To select a detail, click on the detail. To deselect the detail, click it again.

Just then, Mr. Weiberg, a neighbor, swung open his front door. "Excuse me!" he bellowed, his arms **waving wildly** to flag down the jogger. "Why is your garbage bag on *my* property?" He gestured toward the trash bag near his front lawn.

The jogger stopped running and turned toward the discontented voice. **Sweat glistened** on her face. She smiled politely and responded, "Oh, I'm just picking up litter while I run. I'll collect the bag when I'm done. I promise it won't be long."

Mr. Weiberg's face **scrunched up**. "Well, I don't want your garbage bag in front of my house. This isn't a **garbage dump**, you know!"

Alt Text:

1. No Alt Text

Response Processing:

Rubric Block: Author, Scorer, Test-constructor, Tutor

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Just then, Mr. Weiberg, a neighbor, swung open his front door. "Excuse me!" he bellowed, his arms **waving wildly** to flag down the jogger. "Why is your garbage bag on *my* property?" He gestured toward the trash bag near his front lawn.

The jogger stopped running and turned toward the discontented voice. **Sweat glistened** on her face. She smiled politely and responded, "Oh, I'm just picking up litter while I run. I'll collect the bag when I'm done. I promise it won't be long."

Mr. Weiberg's face **scrunched up**. "Well, I don't want your garbage bag in front of my house. This isn't a **garbage dump**, you know!"

Asset Type: Shared Stimulus

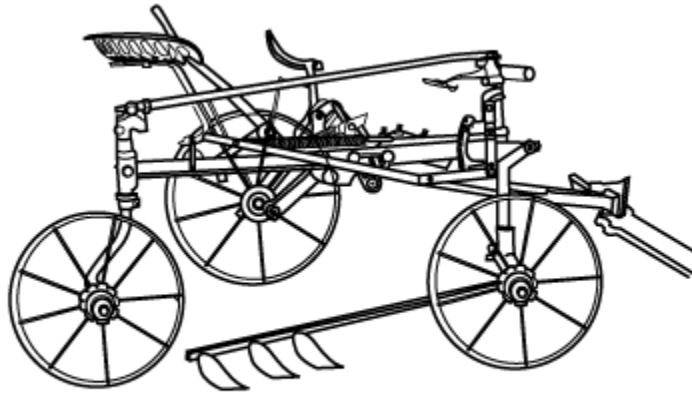
Grade or Course: 8 Content Area: Language Arts

CONTENT

You will now read two related passages and answer the questions that follow. Some of these questions may ask you to compare the two passages.

A Camping Trip **Excerpt from *Boy Life on the Prairie***

by Hamlin Garland



An old-fashioned corn plow

- 1** It was the fifteenth of June, and the sun blazed down upon the dry cornfield as if it had a spite against Lincoln Stewart, who was riding a cheerfully painted new sulky¹ corn plow, guiding the shovels with his feet. The corn was about knee-high and rustled softly, almost as if whispering, not yet large enough to speak aloud.
- 2** Riding about all day, in such a level field, with the sun burning one's neck brown as a leather glove, is apt to make one dream of cool river pools where the water snakes wiggle across, and the kingfishers fly, or of bright ripples in which the rock bass love to play.
- 3** It was about four o'clock, and Lincoln was tired. His neck ached, his feet were swollen, and his tongue called out for a drink of water. He got off the plow, after

turning the horses' heads to the faint western breeze, and took a seat on the fence in the shade of a small tree on which a king-bird had a nest.

- 4** Somebody was galloping up the road in a regular rise and fall that showed the perfect horseman and easy rider. It was Milton Jennings.
- 5** "Hello, Lincoln!" shouted Milton.
- 6** "Hello, Milt," Lincoln returned. "Why ain't you at home workin' like an honest man?"
- 7** "Better business on hand. I've come clear over here today to see you."
- 8** "Well, here I am."
- 9** "Let's go to Clear Lake."
- 10** Lincoln stared hard at him.
- 11** "D'ye mean it?"
- 12** "You bet I do! I can put in a horse. Bert Jenks will lend us his boat—we can put it right in the wagon box—and we can borrow Captain Knapp's tent."
- 13** "I'm with you," said Lincoln, leaping down, his face aglow with the idea. "But won't you go up and break it gently to the boss? He's got his mind kind o' set on my goin' through this corn again. When'll we start?"
- 14** "Let's see—today is Wednesday—we ought to get goin' by Monday."
- 15** "Well, now, if you don't mind, Milt, I'd like to have you go up and see what Father says."
- 16** "I'll do that," said Milton. "Where is he?"
- 17** "Right up the road, mending fences."
- 18** Lincoln was so tickled he not only leaped the fence but sprang into the high plow seat from behind and started on another round, singing, showing how instantly hope

of play can lighten a boy's task. But when he came back to the fence, Milton was not in sight, and his heart fell—the outlook was not so assuring.

- 19** It was nearly an hour later when Milton came riding back. Lincoln looked up and saw him wave his hand and heard his shout. The victory was won. Mr. Stewart had consented.
- 20** Lincoln whooped with such wild delight that the horses grew frightened, and swerving to the right, plowed up two rows of corn for several rods² before they could be brought back into place.
- 21** "It's all O.K.," Milton called. "But I've got to come over with my team and help you go through the corn the other way."
- 22** From then on, nothing else was thought of or talked of. Each night the boys got together at Mr. Jennings's house, each time bringing things that they needed. In their dreams, the gleam of the lake drew nearer. They had never looked upon a sheet of water larger than the mill-pond on the Cedar River, and the cool wind of that beautiful lake, of which they had heard so much, seemed to beckon them.
- 23** For the first hour or two of the trip, the road was familiar and excited no interest. But at last they began to come upon new roads, new fields, and new villages. Streams came down the slopes and ran musically across the road, as if on purpose to water their horses. Wells beside the road under silver-leaf maples invited them to stop and drink and lunch. Boys they didn't know, on their way to work, stopped and looked at them enviously. How marvelous it all was!
- 24** It was glorious business to these prairie boys. Released from work in the hot cornfields, traveling to make camp on a lovely lake with nothing to do but swim or doze when they pleased, they had the delicious feeling of being travelers in a strange country—explorers of desert wilds, hunters and fishers in the wildernesses of the mysterious West.

¹ **sulky:** a light 2-wheeled vehicle having a seat for the driver only and usually no body

910391 v1 Passage ID: 67667 - Passage Name: A Camping Trip, OK Grade 3-8 - ELA - Gr08, oklahoma2, SEQ #: 1

² **rods** : units of linear measurement equaling 5 1/2 yards

In the public domain.

Alt Text:

1. This is an illustration with a caption that reads, An old-fashioned corn plow.

916935 v1 Item ID: 543386 - Item Name: A Camping Trip; A Summer Mood (Practice Test)_08.3.R.5_TEI2, OK Grade 3-8 - ELA - Gr08, oklahoma2, SEQ #: 2

Asset Type: Extended Text

Grade or Course: 1 **Content Area:** Language Arts

Released Status: Not Released **Flawed Status:** Not Flawed

Standards:

08.3.R.5 Students will identify literary elements and devices that impact a text's theme, mood, and tone.

Process Standards:

DOK2

CONTENT

1. Select **one** detail from paragraphs 1–3 of “A Camping Trip” that uses personification to create a mood of exhaustion.

To select a detail, click on the detail. To deselect the detail, click it again.

It was the fifteenth of June, and the sun blazed down upon the dry cornfield as if it had a spite against Lincoln Stewart, who was riding a cheerfully painted new sulky corn plow, guiding the shovels with his feet. The corn was about knee-high and rustled softly, almost as if whispering, not yet large enough to speak aloud.

Riding about all day, in such a level field, with the sun burning one's neck brown as a leather glove, is apt to make one dream of cool river pools where the water snakes wiggle across, and the kingfishers fly, or of bright ripples in which the rock bass love to play.

It was about four o'clock, and Lincoln was tired. His neck ached, his feet were swollen, and his tongue called out for a drink of water. He got off the plow, after turning the horses' heads to the faint western breeze, and took a seat on the fence in the shade of a small tree on which a king-bird had a nest.

Alt Text:

1. No Alt Text

Response Processing:

Rubric Block: Author, Scorer, Test-constructor, Tutor

Select **one** detail from paragraphs 1–3 of “A Camping Trip” that uses personification to create a mood of exhaustion.

To select a detail, click on the detail. To deselect the detail, click it again.

It was the fifteenth of June, and the **sun blazed down upon the dry cornfield as if it had a spite** against Lincoln Stewart, who was riding a cheerfully painted new sulky corn plow, guiding the shovels with his feet. **The corn was about knee-high and rustled softly, almost as if whispering,** not yet large enough to speak aloud.

Riding about all day, in such a level field, with the sun burning one’s neck brown as a leather glove, is apt to make one dream of cool river pools where the water snakes wiggle across, and the kingfishers fly, or of bright ripples in which the rock bass love to play.

It was about four o’clock, and **Lincoln was tired.** **His neck ached, his feet were swollen,** and his tongue called out for a drink of water. He got off the plow, after turning the horses’ heads to the faint western breeze, and took a seat on the fence in the shade of a small tree on which a king-bird had a nest.

916922 v1 Item ID: 543020 - Item Name: A Camping Trip; A Summer Mood (Practice Test)_08.4.R.1_TEI1, OK Grade 3-8 - ELA - Gr08, oklahoma2, SEQ #: 3

Asset Type: Extended Text

Grade or Course: 1 **Content Area:** Language Arts

Released Status: Not Released **Flawed Status:** Not Flawed

Standards:

08.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.

Process Standards:

DOK2

CONTENT

916922 v1 Item ID: 543020 - Item Name: A Camping Trip; A Summer Mood (Practice Test)_08.4.R.1_TEI1, OK Grade 3-8 - ELA - Gr08, oklahoma2, SEQ #: 3

2.

This item has **two** dropdown boxes.

Select the synonym that **best** completes each sentence in paragraph 18 of "A Camping Trip."
To select a word, click the arrow and then click the desired word. To choose a different word, click the arrow and click the new word.

Be sure to select an answer for **both** dropdown boxes.

Lincoln was so he not only leaped the fence but sprang into the high plow seat from behind and started on another round, singing, showing how instantly hope of play can lighten a boy's task. But when he came back to the fence, Milton was not in sight, and his heart fell—the was not so assuring.

This item has **two** dropdown boxes.

Select the synonym that **best** completes each sentence in paragraph 18 of "A Camping Trip." To select a word, click the arrow and then click the desired word. To choose a different word, click the arrow and click the new word.

Be sure to select an answer for **both** dropdown boxes.

Lincoln was so

-Select an Answer

pleased

amused

he not only
the high plow seat
her round, singing,
ay can lighten a
boy's task. But when he came back to the fence,
Milton was not in sight, and his heart fell—the

-Select an Answer

attitude

prospect

was not so assuring.

Alt Text:

1. No Alt Text
2. No Alt Text

Response Processing:

Rubric Block: Author, Scorer, Test-constructor, Tutor

This item has **two** dropdown boxes.

Select the synonym that **best** completes each sentence in paragraph 18 of "A Camping Trip."
To select a word, click the arrow and then click the desired word. To choose a different word, click the arrow and click the new word.

Be sure to select an answer for **both** dropdown boxes.

Lincoln was so he not only leaped the fence but sprang into the high plow seat from behind and started on another round, singing, showing how instantly hope of play can lighten a boy's task. But when he came back to the fence, Milton was not in sight, and his heart fell—the was not so assuring.