



Curriculum Aligned Competency Based Test Items English (Honeydew) Class - 8

Central Board of Secondary Education

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Curriculum Aligned Competency Based Test Items

Class 8

Foreword

The National Education Policy (2020), Government of India, envisions transforming school education by equipping students with 21st century skills. The endeavour is to shift focus from rote-learning to acquisition of competencies with a resolve to make education more meaningful and relevant.

The Central Board of Secondary Education (CBSE) in its continuous endeavour to improve the quality of education has already introduced some initiatives in this direction. Strengthening these efforts, the Board had signed an MoU with Sri Aurobindo Society (SAS), Pondicherry in November 2019. As a part of this initiative, SAS is supporting CBSE to develop resource materials, train teachers and take other measures that would facilitate adoption of Competency Based Education in schools. SAS has engaged with Australian Council for Educational Research (ACER) as its knowledge partner for this project.

CBSE, in collaboration with SAS and ACER, has prepared this resource material- ***Curriculum Aligned Competency Based Test Items (Class 8)*** in February, 2022 which is a compilation of assessment items in English that are aligned to the NCERT/CBSE curriculum. These tasks based on authentic real life situations focus on developing critical understanding among learners in the discipline. Each test covers about 10 questions from a chapter. The assessments, useful for students' practice, are also exemplars for teachers who with their ingenuity can develop many similar items.

— Team CBSE

About CBSE

The Central Board of Secondary Education (CBSE) is a national Board under the Ministry of Education, Government of India. The Board has more than 27,000 schools affiliated to it in India and overseas, in 25 countries. These include the Kendriya Vidyalayas, the Jawahar Navodaya Vidyalayas, schools run by Central Government organizations such as The Army, Navy, Air Force etc., schools run or aided by the State Governments and independent private schools. The Board's mission is to encourage quality of education focussed on holistic development of learners. It motivates schools and teachers to adopt learner centric enquiry-based pedagogies and use innovative methods to achieve academic excellence. The Board is committed to providing a stress-free learning environment to develop competent and confident students who emerge as enterprising citizens of tomorrow, promoting harmony and peace in the world.

About SAS

Sri Aurobindo Society (SAS) is an international, spiritual, and cultural, not-for-profit NGO. SAS has been recognised by the Government of India as a Charitable Organisation, a research institute and an institute of national importance. Sri Aurobindo Society has more than 300 centres and branches across the country, with its head office in Puducherry. SAS is setting up models, centers of excellence and training institutions that are sustainable, scalable and replicable in the country.

About ACER

Australian Council for Educational Research (ACER) is a leading and pioneer international organization working in the field of competency based learning. ACER has been instrumental in coordinating a consortium of international organizations for the implementation of the Programme for International Students Assessment survey in 2000, 2003, 2006, 2009 and 2012.

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Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 1A – The Best Christmas Present in the World

SAS21E08HD01A01

- 1 How did the table most likely get scorch marks?

SAS21E08HD01A02

- 2 Which of these most clearly conveys the importance of the letter?

- A. It was locked in a tin box.
- B. It was written on Christmas eve.
- C. Jim stopped writing further letters.
- D. Connie wished to be buried with it.

SAS21E08HD01A03

- 3 Jim had been feeling upset before the Christmas eve of 1914.
Give evidence to support the statement.

SAS21E08HD01A04

- 4 *'But the truth, I'm ashamed to say, is that Fritz began it.'*
What does the statement show?

- A. Jim was wary of the Germans.
- B. Jim felt guilty about the whole incident.
- C. Jim admired the Germans' bold gesture.
- D. Jim regretted interacting with the Fritz officer.

SAS21E08HD01A05

5 What do grey coats and khaki coats indicate?

SAS21E08HD01A06

6 Who are Batsheba, Gabriel Oak and Sergeant Troy?

- A. Hans's family
- B. Officers in the army
- C. Jim's neighbours in Dorset
- D. Characters from Hans's favourite book

SAS21E08HD01A07

7 What does Jim mainly do in the letter?

- A. Describe his longing to be home for Christmas
- B. Illustrate the struggles of soldiers during wartime
- C. Narrate an unlikely event of hope and compassion
- D. Explain how his army planned to put an end to the war

SAS21E08HD01A08

8 Based on the events in the text, which statement is true?

- A. Jim's optimism about returning home was misplaced.
- B. Jim's army was being tricked by the Germans.
- C. Jim did not believe he would survive the war.
- D. Jim was proud of his achievements.

SAS21E08HD01A09

9 What was the best Christmas present, according to Connie?

- A. The letter's safe return
- B. Jim's presence during Christmas
- C. The visitor reading the letter for her
- D. Sharing the marzipan cake with the visitor

SAS21E08HD01A10

10 Which of these does the author do?

- A. Starts the story with an exciting event
- B. Ends with a revelation that changes the plot
- C. Teaches a life lesson through the characters
- D. Narrates events from the past to set the context

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 1B – The Ant and the Cricket

SAS21E08HD01B01

1 Why did the cricket complain?

- A. He could not sing.
- B. The ant refused to help him.
- C. He did not have anything to eat.
- D. His house was covered in snow.

SAS21E08HD01B02

2 Which line from the poem most clearly shows that the cricket approached the ant only because he was forced to?

SAS21E08HD01B03

3 What belief did ants live by?

SAS21E08HD01B04

4 *'...Go then,' says the ant, 'and dance the winter away.'*
Which of these best describes the ant's tone when it says this?

- A. Encouraging
- B. Sarcastic
- C. Amused
- D. Furious

SAS21E08HD01B05

5 Which of these best describes the ant?

- A. Wicked
- B. Modest
- C. Righteous
- D. Annoying

SAS21E08HD01B06

6 Which of these is true about cricket?

- A. He was not brave enough to face his struggles.
- B. He did not take responsibility for his actions.
- C. He learned from his life experiences.
- D. He trusted other creatures blindly.

SAS21E08HD01B07

7 Which of these ideas does the poem mainly convey?

- A. Never borrow food or money.
- B. A friend in need is a friend indeed.
- C. Think ahead and save for the future.
- D. Always live in the present and enjoy life.

SAS21E08HD01B08

8 *'Some crickets have four legs, and some have two.'*
According to the poet, who are the crickets with two legs?

SAS21E08HD01B09

9 According to the poet, the incident in the poem

- A. Mirrors real-life experiences of some people.
- B. Shows how nature teaches us important lessons.
- C. Illustrates the struggles faced by animals during winter.
- D. Explains why some creatures survive longer than others.

SAS21E08HD01B10

10 What does the poem do?

- A. Describe
- B. Instruct
- C. Explain
- D. Narrate

Read the given stanza from the poem and answer the following questions:

*At last by starvation and famine made bold,
All dripping with wet, and all trembling with cold,
Away he set off to a miserly ant,
To see if, to keep him alive, he would grant
Him shelter from rain,
And a mouthful of grain.
He wished only to borrow;
He'd repay it tomorrow;
If not, he must die of starvation and sorrow.*

SAS21E08HD01B11

- 11** What made the cricket ask the ant for food?
- A. His food had gone bad
 - B. He was friends with the ant
 - C. He was facing an extreme shortage of food
 - D. The ant had borrowed food from him earlier

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 2A – The Tsunami

SAS21E08HD02A01

- 1 How are the three sections of the text related to each other?
- A. They analyse the cause of related incidents.
 - B. They compare different but similar incidents.
 - C. They place a series of incidents in proper sequence.
 - D. They relate the same incident from different perspectives.

SAS21E08HD02A02

- 2 Why is the television mentioned in the second paragraph?

SAS21E08HD02A03

- 3 Sanjeev's actions were more heroic than Almas' father's. Do you agree? Justify your answer.

SAS21E08HD02A04

- 4 How many people in Almas' family survived?

SAS21E08HD02A05

5 Penny Smith's initial reaction to the tsunami was

- A. Terror
- B. Anxiety
- C. Confusion
- D. Indifference

SAS21E08HD02A06

6 How did Tilly know what was happening?

SAS21E08HD02A07

7 What convinced Penny Smith to leave the beach?

- A. Seeing how upset his daughter was
- B. The severity of the earthquake
- C. Seeing other people leave
- D. The size of the waves

SAS21E08HD02A08

8 What is the main idea of the third section?

- A. Animals were not affected much by the tsunami
- B. Animals helped save many humans from the tsunami
- C. Animals seem to be able to sense natural calamities early
- D. Animals in different places react differently to natural calamities

SAS21E08HD02A09

9 The second paragraph of the third section begins with

- A. A new discovery.
- B. A well-known fact.
- C. A commonly held opinion.
- D. An unsupported argument.

SAS21E08HD02A10

10 In the third section, the writer mainly

- A. Makes an argument.
- B. Provides information.
- C. Describes new findings.
- D. Recounts some incidents.

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 2B – Geography Lesson

SAS21E08HD02B01

1 Where was the poet?

SAS21E08HD02B02

2 What was the poet's opinion about the city before he saw it from above?

- A. He thought it was too crowded.
- B. He thought it was disorganised.
- C. He thought it developed naturally.
- D. He thought it was too far from the river.

SAS21E08HD02B03

3 *scaled six inches to the mile*
What does the phrase mean?

SAS21E08HD02B04

4 What is the logic of geography?

SAS21E08HD02B05

5 Why is the poem titled geography lesson?

SAS21E08HD02B06

6 What phrase best describes the poet?

- A. Unpredictable
- B. Meticulous
- C. Observant
- D. Ignorant

SAS21E08HD02B07

7 *From that height, it was not clear why.*
What is 'not clear why'?

SAS21E08HD02B08

8 The poem ends on a note of

- A. Grief
- B. Despair
- C. Uncertainty
- D. Contemplation

SAS21E08HD02B09

9 What is the main point the poet is making in the poem?

- A. Geography limits the potential of human development
- B. Geography highlights human ingenuity and achievement
- C. Geography is a significant factor in harmful human behaviour
- D. Geography is a primary factor in the course of human development

SAS21E08HD02B10

10 In the poem, the poet mainly

- A. Argues a position
- B. Narrates an incident
- C. Describes new insights
- D. Expresses his frustration

Read the given stanza from the poem and answer the following questions:

*When the jet rose six miles high,
it was clear the earth was round
and that it had more sea than land.
But it was difficult to understand
that the men on the earth found
causes to hate each other, to build
walls across cities and to kill.
From that height, it was not clear why.*

SAS21E08HD02B11

11 What was clear to the poet when the jet reached six miles high?

- A. Jet planes could fly higher than he had imagined
- B. The earth was round and had more sea than land
- C. Cities of the world stood out compared to other regions
- D. The buildings on earth were not visible from that height

SAS21E08HD02B12

12 During his flight, the poet felt that the hatred between men on the earth was _____

- A. Normal
- B. Harmful
- C. Reasonable
- D. Meaningless

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 3A – Glimpses of the Past

SAS21E08HD03A01

- 1** How were the Indian princes short-sighted?
- A. They were inefficient rulers.
 - B. They did not respect far-sighted rulers like Tipu.
 - C. They gave the British opportunities to gain power.
 - D. They overlooked the superiority of British weapons.

SAS21E08HD03A02

- 2** What does the panel 'How did Indians react to these conquests?' convey?
- A. It reveals the hypocrisy of Indians.
 - B. It highlights the patriotism of Indians.
 - C. It shows that Indians were unhappy with the British rulers.
 - D. It contrasts the attitudes of the princes and common men.

SAS21E08HD03A03

- 3** According to Ram Mohan Roy, what was the solution to India's problems?
- A. Absolute faith in religion
 - B. Pride in one's own heritage
 - C. Putting an end to internal fights
 - D. Respecting religious differences

SAS21E08HD03A04

- 4** Identify two ways in which the British earned profits from India.
-
-

SAS21E08HD03A05

5 Why did Indian industries begin to die?

SAS21E08HD03A06

6 Governor-General Bentick's words show that the British were _____.

- A. Sly
- B. Wrathful
- C. Indifferent
- D. Condescending

SAS21E08HD03A07

7 What is the main idea of the section 'Sparks'?

- A. The origins of the revolt
- B. The impacts of the rise in taxes
- C. The response of the British to the revolt
- D. The ways in which the British tortured the Indians

SAS21E08HD03A08

8 What led the Indian soldiers to revolt?

- A. They lost their land.
- B. They had to face discrimination.
- C. Gopal had a habit of indulging in practical jokes.
- D. They were disrespected by the emperor.

SAS21E08HD03A09

9 What do the sections 'Revolt' and 'The Fight for Freedom' together mainly convey?

- A. Show the impact of the revolt on British rule in India
- B. Demonstrate the damage caused by the revolt
- C. Highlight the extent of the revolt
- D. Identify the leaders of the revolt

SAS21E08HD03A10

10 What is the main purpose of the text?

- A. To narrate the events that caused the revolt
- B. To give information about the impacts of the revolt
- C. To persuade the readers to honour freedom fighters
- D. To describe the role of various sections of society in the revolt

Read the given paragraph from the poem and answer the following questions:

Ram Mohan Roy, a learned man from Bengal, understood what was wrong with the country. 'Let us not despise ourselves, our ancient culture is great. And we are capable of greater achievements. We must first reform our society. Superstitions have been ruining us. He told his wife Uma, 'Cows are of different colours, but the colour of their milk is the same. Different teachers have different opinions but the essence of every religion is the same.' He was attracted by science and modern knowledge. Knowledge should be practical and scientific.

SAS21E08HD03A11

11 Why did Ram Mohan Roy think that superstitions were ruining us?

- A. Because no one believed in superstition, in Bengal
- B. Because he was attracted by science and modern knowledge
- C. Because he thought that our ancient culture was great
- D. Because he thought our society needed reformation

SAS21E08HD03A12

12 'Cows are of different colours, but the colour of their milk is the same.'
In the above statement, Ram Mohan Roy is trying to highlight

- A. The diversity of Indian society
- B. The commonality among religions
- C. The discrimination against cow's milk
- D. The need to encourage different opinions

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 3B – Macavity: The Mystery Cat

SAS21E08HD03B01

- 1** Why is Macavity called the Hidden Paw?
- A. He escapes the police.
 - B. His crimes are difficult to track.
 - C. Other cats are scared of Macavity.
 - D. No one knows where Macavity lives.

SAS21E08HD03B02

- 2** What is the first stanza of the poem mainly about?
- A. Why Macavity committed crimes
 - B. What made Macavity mysterious
 - C. How Macavity escaped crime scenes
 - D. How Macavity became a master criminal

SAS21E08HD03B03

- 3** *'...he breaks the law of gravity.
His powers of levitation would make a fakir stare,'*
These lines show?
- A. Macavity's agility
 - B. Macavity's lack of fear
 - C. Macavity's unusual contacts
 - D. Macavity's ability to draw attention

SAS21E08HD03B04

- 4** Which line most clearly shows that Macavity had a distinct appearance?
-
-

SAS21E08HD03B05

- 5 Did Macavity pay attention to his looks? Support your answer with evidence from the poem.

SAS21E08HD03B06

- 6 Macavity is easy to find when there is no crime. Justify the statement.

SAS21E08HD03B07

- 7 Which of the following aptly describes the poet's description of Macavity?

- A. Vague
- B. Indirect
- C. Rambling
- D. Exaggerated

SAS21E08HD03B08

- 8 Which of the following best describes Macavity?

- A. Proud
- B. Sneaky
- C. Vicious
- D. Stubborn

SAS21E08HD03B09

- 9 What is not true about the poem?

- A. It gives the subject human-like qualities.
- B. It maintains a consistent rhyme scheme.
- C. It uses vivid language to describe beautiful sights.
- D. It uses sarcasm to add humour to situations.

SAS21E08HD03B10

- 10 What is the poet's tone?

- A. Excited
- B. Admiring
- C. Cautionary
- D. Accusatory

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 4A – Bepin Choudhury’s Lapse of Memory

SAS21E08HD04A01

1 What can be said about Bepin Choudhury from the first paragraph?

- A. He was a hard worker.
- B. He was a man of routine.
- C. He had an active lifestyle.
- D. He was a keen judge of character.

SAS21E08HD04A02

2 Do you think Bepin Choudhury was well-known? Support your answer with evidence from the story.

SAS21E08HD04A03

3 Why did Bepin Choudhury start doubting himself?

- A. The man narrated his story with conviction.
- B. The man was familiar with the places in Ranchi.
- C. The man remembered who Bepin lived with in Ranchi.
- D. The man had information about Bepin that few people knew.

SAS21E08HD04A04

4 Why did Bepin hesitate to contact Dinesh Mukerji?

SAS21E08HD04A05

5 What did Bepin Choudhury most likely feel after the conversation with Dinesh?

- A. Panic
- B. Disgust
- C. Exhaustion
- D. Resentment

SAS21E08HD04A06

6 Which of the following best describes Bepin's attitude towards Chuni?

- A. Insincere
- B. Malicious
- C. Dismissive
- D. Patronising

SAS21E08HD04A07

7 *'I know that old friendships don't mean much to you, but at least you had a good memory.'*

What would most likely have been Chuni's attitude when he said the above line?

- A. Bitter
- B. Amused
- C. Defensive
- D. Accusatory

SAS21E08HD04A08

8 What did Chuni's letter to Bepin prove?

- A. Bepin was losing his memory.
- B. Bepin was not good at his job.
- C. Bepin had never been to Ranchi.
- D. Bepin's visit to Ranchi had upset Chuni.

SAS21E08HD04A09

9 What is the tone of Chuni's letter?

- A. Formal
- B. Nostalgic
- C. Vindictive
- D. Miserable

SAS21E08HD04A10

10 Chuni took a lot of effort to convince Bepin that he had been to Ranchi. Justify.

Read the given paragraph from the poem and answer the following questions:

Every Monday, on his way back from work, Bepin Choudhury would drop in at Kalicharan's in New Market to buy books. Crime stories, ghost stories and thrillers. He had to buy at least five at a time to last him through the week. He lived alone, was not a good mixer, had few friends, and didn't like spending time in idle chat. Today, at Kalicharan's, Bepin Babu had the feeling that someone was observing him from close quarters. He turned round and found himself looking at a round faced, meek looking man who now broke into a smile.

SAS21E08HD04A11

11 How can you tell that Bipin was a regular reader?

- A. He visited bookstores.
- B. He read a variety of books.
- C. He bought new books for every week.
- D. He visited the market only to buy books.

SAS21E08HD04A12

12 Q12 What could be the reason behind Bepin not being a good mixer?

- A. Bipin's preference of keeping less friends
- B. Bipin's preference of spending more time with books
- C. Bipin's living condition
- D. Bipin's preference of not engaging in idle talk

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 4B – The Last Bargain

SAS21E08HD04B01

1 What does the poet want at the beginning of the poem?

- A. He wants to be offered work.
- B. He wants to impress the King.
- C. He wants someone to listen to his sorrows.
- D. He wants someone to join him on his journey.

SAS21E08HD04B02

2 Which word best describes the poet's attitude towards the King's power?

- A. Fearful
- B. Wishful
- C. Dismissive
- D. Overwhelmed

SAS21E08HD04B03

3 What did the old man offer the poet?

SAS21E08HD04B04

4 *He weighed his coins one by one, but I turned away.*
Why did the poet turn away?

SAS21E08HD04B05

5 Her smile paled and melted into tears
What does the poet try to indicate in the line above?

- A. The loneliness of the maid
- B. The insincerity of her smile
- C. The transient nature of beauty
- D. The maid's sadness at the poet's rejection

SAS21E08HD04B06

6 How does the tone in the third stanza change?

- A. Sympathetic to angry
- B. Excited to indifferent
- C. Curious to confused
- D. Hopeful to dismal

SAS21E06HS05A07

7 What made the poet accept the child's offer?

- A. He already knew the child.
- B. He felt that it would give him liberty.
- C. He did not want to hurt the child.
- D. He felt the child's innocence was trustworthy.

SAS21E06HS05A08

8 Why did the poet say that the bargain had made him a free man?

- A. He could go where he wanted to.
- B. It ensured that he was not in anyone's debt.
- C. He had already fulfilled his obligations.
- D. It allowed him to look after the child as he wanted.

SAS21E06HS05A09

9 What main idea is conveyed in the poem?

- A. Children possess the inner wisdom that adults lack.
- B. Pride in wealth, money and beauty will lead to downfall.
- C. It is important to balance material needs with spirituality.
- D. Freedom of the spirit is more important than worldly comforts.

SAS21E06HS05A10

10 Which word best describes the style of the poet?

- A. Simple
- B. Formal
- C. Flowery
- D. Emphatic

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 5A – The Summit Within

SAS21E08HD05A01

- 1** What is the purpose of the first paragraph of the text?
- A. To express the writer's fear of returning home after the journey
 - B. To highlight the conflicting reactions of the writer's mind and body
 - C. To explain the reasons behind the writer's decision to climb Everest
 - D. To describe how the writer's emotional nature affected his Everest experience

SAS21E08HD05A02

- 2** What is the writer worried about at the beginning of the text?
- A. Whether his efforts to climb Everest would be recognised
 - B. Whether the success in scaling Everest was worth celebrating
 - C. Whether future events would be as inspiring as climbing Everest
 - D. Whether he would be able to go on other adventurous journeys in future

SAS21E08HD05A03

- 3** According to the writer, why do people usually climb mountains?
-
-

SAS21E08HD05A04

- 4** Which of these words best describes the writer's attitude towards mountains?
- A. Nostalgic
 - B. Inquisitive
 - C. Intimidated
 - D. Passionate

SAS21E08HD05A05

5 According to the writer, the appeal of climbing Everest is mainly related what?

- A. Its size
- B. Its location
- C. Its lack of inhabitants
- D. The difficulty of the return journey

SAS21E08HD05A06

6 *The man who has been to the mountain-top becomes conscious in a special manner of his own smallness in this large universe.*

In which line does the writer express a similar sentiment?

- A. Of all the emotions which surged through me as I stood on the summit of Everest, looking over miles of panorama below us, the dominant one I think was humility.
- B. By climbing the summit of Everest you are overwhelmed by a deep sense of joy and thankfulness.
- C. Their beauty and majesty pose a great challenge, and like many, I believe that mountains are a means of communion with God.
- D. And then, when the summit is climbed, there is the exhilaration, the joy of having done something, the sense of a battle fought and won.

SAS21E08HD05A07

7 The success of a climber is also dependent on their companions. Justify the statement using evidence from the text.

SAS21E06HS05B08

8 According to the writer, what is the summit within?

- A. The ability to face challenges fearlessly
- B. The ability to conquer the temptations of the mind
- C. The ability to develop an understanding about oneself
- D. The ability to build physical strength to finish tiring tasks

SAS21E08HD05A09

9 Which of these words best describes the writer's tone?

- A. Factual
- B. Reflective
- C. Detached
- D. Optimistic

- 10** What does the writer mainly do through the text?
- A. Narrates the ways in which an external event changed his personality
 - B. Gives a detailed description of the various stages of a difficult journey
 - C. Provides instructions to aspiring climbers of Everest
 - D. Describes a significant personal experience

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 5B – The School Boy

SAS21E08HD05B01

1 What does the poet mainly talk about in the first stanza?

- A. The sights on his way to school
- B. The things that he loves about morning
- C. The desire to befriend the birds in his garden
- D. The things that makes staying at home enjoyable

SAS21E08HD05B02

2 How does the poet's tone change from from the first stanza to the second stanza?

- A. Happy to miserable
- B. Peaceful to anxious
- C. Excited to frightened
- D. Respectful to irreverent

SAS21E08HD05B03

3 *Under a cruel eye outworn*
What does the line above indicate?

- A. The poet is tired after studying hard.
- B. The poet spends all day in school crying.
- C. The poet tries hard to stay awake during lessons.
- D. The poet feels that teachers don't allow students freedom.

SAS21E08HD05B04

4 What is the main idea of the third stanza?

- A. The poet's inability to read
- B. The poet's fear of teachers
- C. The poet's restlessness in school
- D. The poet's dislike for rainy weather

SAS21E08HD05B05

- 5 What does the poet do in the fourth stanza?
- A. Compares two dissimilar things
 - B. Says one thing but means another
 - C. Uses an interesting sound to convey pain
 - D. Uses sarcasm to add drama to the situation

SAS21E08HD05B06

- 6 Which lines clearly show the poet's lack of interest in classroom activities?
-
-

SAS21E08HD05B07

- 7 What is the main idea of the fourth stanza?
- A. The beauty of a caged bird's song
 - B. The gentleness of a new-born bird
 - C. The loss of children's freedom in schools
 - D. How fear suppresses the talent of students

SAS21E08HD05B08

- 8 Which word best describes the poet's tone in the fifth stanza?
- A. Fierce
 - B. Pleading
 - C. Defeated
 - D. Complaining

SAS21E08HD05B09

- 9 What are children compared to in the fifth stanza?
-
-

SAS21E08HD05B10

- 10 What is the main purpose of the poem?
- A. To inspire readers to cherish their school days
 - B. To reflect on the poet's fondest childhood memories
 - C. To highlight how schooling deprives the joy of childhood
 - D. To describe the ways in which children try to escape school

Curriculum Aligned Competency Based Test Items

English

Class 8– Honeydew

Unit 6 – This is Jody’s Fawn

SAS21E08HD0601

1 What does the first paragraph suggest?

- A. Jody had been thinking about the fawn for a while.
- B. Jody was afraid to discuss the fawn with his father.
- C. Jody felt relieved that his father was out of danger.
- D. Jody wondered whether he had done the right thing.

SAS21E08HD0602

2 Which word best describes Pa’s attitude towards the doe?

- A. Sympathetic
- B. Remorseful
- C. Indifferent
- D. Thankful

SAS21E08HD0603

3 Why did Jodi want to bring the fawn home?

- A. He wanted to own a pet.
- B. He felt responsible for its loss.
- C. He felt that the fawn was his friend.
- D. He wanted to show that he could be responsible.

SAS21E08HD0604

4 Which word best describes Ma’s reaction to the idea of bringing the fawn home?

- A. Angry
- B. Hesitant
- C. Desperate
- D. Suspicious

SAS21E08HD0605

5 How did Jody know that the fawn was male?

SAS21E08HD0606

6 Jody knew his way around the forest. Justify the statement with evidence from the story.

SAS21E08HD0607

7 Why did Jody want to search for the fawn on his own?

- A. He feared that Mill-wheel would be bitten by a snake.
- B. He wanted to prove to Mill-wheel that he was fearless.
- C. He feared that Mill-wheel might try to befriend the fawn.
- D. He wanted to keep his emotions for the fawn from Mill-wheel.

SAS21E08HD0608

8 Why were the big cats not feeding on the doe?

- A. The doe was already dead.
- B. The buzzards found the doe first.
- C. Jody's presence scared the big cats away.
- D. They had eaten the doe and left the remains for the buzzards.

SAS21E08HD0609

9 The touch made him delirious. (Part III, Page 90)
What does the line above suggest?

- A. Jody was relieved that the fawn was alive.
- B. Jody was scared that the fawn would run away.
- C. Jody was delighted to make contact with the fawn.
- D. Jody was thinking about how to take the fawn home safely.

SAS21E08HD0610

10 Which of these words best describes Jody?

- A. Patient
- B. Modest
- C. Optimistic
- D. Compassionate

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 7A – A Visit to Cambridge

SAS21E08HD07A01

- 1 What was the writer's first reaction when he realised that Hawking lived in Cambridge?
- A. Shock
 - B. Surprise
 - C. Excitement
 - D. Nervousness

SAS21E08HD07A02

- 2 According to the writer, what gives courage to a disabled person?
- A. The success of people with disabilities
 - B. Spending time with inspirational people
 - C. Ignoring people who ask them to be brave
 - D. Doing things others suggest they could not

SAS21E08HD07A03

- 3 Does the writer agree with Hawking's opinion that he had no choice? Justify your answer.

SAS21E08HD07A04

- 4 And sitting opposite him I could feel his anguish, the mind buoyant with thoughts that came out in frozen phrases and sentences stiff as corpses.
In the line above, the writer is trying to highlight how
- A. He communicated with Hawking.
 - B. Hawking's intelligence intimidated him.
 - C. Hawking struggled to use the machine.
 - D. The disability limited Hawking's expression.

SAS21E08HD07A05

- 5 What was actually shocking about the first glimpse of Hawking?
- A. The lack of movement
 - B. The expression in his eyes
 - C. The resemblance to photographs
 - D. The uniqueness of his appearance

SAS21E08HD07A06

- 6 Before you, like a lantern whose walls are worn so thin you glimpse only the light inside, is the incandescence of a man.
What does the lantern represent?
-
-

SAS21E08HD07A07

- 7 What did meeting Hawking help the writer realise?
- A. The irrelevance of the accessories that aid disabled people
 - B. The ways in which he judged himself for his disability
 - C. The similarities between Hawking and himself
 - D. The importance of spirit over body

SAS21E08HD07A08

- 8 The limited time he spent with Hawking was precious to the writer. Support using evidence from the text.
-
-

SAS21E08HD07A09

9 Based on the interaction, what best describes Hawking?

- A. Optimistic
- B. Generous
- C. Considerate
- D. Straightforward

SAS21E08HD07A10

10 The ending of the text shows that for the writer, the meeting with Hawking was

- A. Emotional
- B. Nostalgic
- C. Humbling
- D. Thrilling

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 7B – When I set out for Lyonnesse

SAS21E08HD07B01

- 1 What is the purpose of the text before the poem?
- A. To provide details about the poet's early life
 - B. To describe the nature of the poet's other works
 - C. To give background information about the poem
 - D. To explain why the poet first started writing poems

SAS21E08HD07B02

- 2 Based on the text, what did the piece of paper in the poet's pocket contain?

SAS21E08HD07B03

- 3 Which line from the poem shows that the poet travelled to Lyonnesse alone?

SAS21E08HD07B04

- 4 What does the poet mainly discuss in the first stanza?

- A. The journey to Lyonnesse
- B. The reasons for going to Lyonnesse
- C. The excitement of reaching Lyonnesse
- D. The people he met on his way to Lyonnesse

SAS21E08HD07B05

- 5 *No prophet durst declare;
Nor did the wisest wizard guess*

According to the lines above, the events at Lyonesse were

- A. Joyous
- B. Confusing
- C. Memorable
- D. Unpredictable

SAS21E08HD07B06

- 6 What is the second stanza mainly about?

- A. The beauty of Lyonesse
- B. The magical quality of Lyonesse
- C. The impact of the journey to Lyonesse
- D. The mystery of the experiences at Lyonesse

SAS21E08HD07B07

- 7 *All marked with mute surmise*

What does the line above indicate about the poet's return from Lyonesse?

- A. People did not expect the poet to return.
- B. He did not wish to talk about his journey to other people.
- C. The changes in the poet created curiosity among people.
- D. The poet enjoyed the attention he received from people upon return.

SAS21E08HD07B08

- 8 What was noticeable about the poet after return from Lyonesse?
-
-

SAS21E08HD07B09

- 9 Which information is **NOT** revealed in the poem?

- A. Who went to Lyonesse?
- B. How far was Lyonesse?
- C. What happened in Lyonesse?
- D. What was the effect of the journey to Lyonesse?

SAS21E08HD07B10

- 10 The same lines are repeated at the beginning and ending of each stanza. Why?

- A. To state the poet's doubts
- B. To add humour to the poem
- C. To highlight the main ideas of the stanzas
- D. To reveal important details about the topic

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 8A – A Short Monsoon Diary

SAS21E08HD08A01

1 Why does the writer associate mist with sadness?

- A. Mist brings darkness.
- B. The birds stop singing.
- C. Mist envelops the hills.
- D. The weather becomes cold.

SAS21E08HD08A02

2 Based on the text, the writer finds early-monsoon rain to be

- A. Inconvenient
- B. Unexpected
- C. Energising
- D. Pleasant

SAS21E08HD08A03

3 What effect do the monsoon rains have on the writer's surroundings?

- A. The flowers start blooming.
- B. A variety of wildlife emerges.
- C. The animals become ferocious.
- D. Disease-causing insects become common.

SAS21E08HD08A04

4 What makes the minivets different?

- A. They hide amongst colourful plants.
- B. They are very common.
- C. They are easy to spot.
- D. They do not sing.

SAS21E08HD08A05

5 What best describes the writer’s feeling during pouring rain?

- A. Uneasy
- B. Hopeful
- C. Indifferent
- D. Comfortable

SAS21E08HD08A06

6 What reference does the writer use to show both the beginning and the ending of monsoons?

SAS21E08HD08A07

7 Which incident supported grandmother’s belief?

SAS21E08HD08A08

8 What makes the entry on January 26 different?

SAS21E08HD08A09

9 The writer feels unsettled during winter rain. Which lines from the entry of January 26 most clearly show this?

SAS21E08HD08A10

10 What is true about the writer’s style?

- A. He describes images vividly.
- B. He recounts personal events to add context.
- C. He reveals several endearing details about himself.
- D. He maintains a pessimistic attitude towards the world.

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 8B – On the Grasshopper and the Cricket

SAS21E08HD08B01

- 1 *The poetry of earth is never dead*
What is the poet trying to convey in the line above?
- A. There is always something to do on earth.
 - B. There is always movement on earth.
 - C. There is always sound on earth.
 - D. The earth is always beautiful.

SAS21E08HD08B02

- 2 Why do the birds hide?
- A. It's too hot.
 - B. It's too quiet.
 - C. They are sick.
 - D. They are scared.

SAS21E08HD08B03

- 3 *And hide in cooling trees, a voice will run*
Whose voice is the poet talking about?
-
-

SAS21E08HD08B04

- 4 According to the poet, the grasshopper finds the summer
- A. Tiring
 - B. Peaceful
 - C. Beautiful
 - D. Enjoyable

SAS21E08HD08B05

5 What does the grasshopper do when he has finished his fun?

SAS21E08HD08B06

6 Why does the poet repeat a similar line at the beginning of both stanzas?

SAS21E08HD08B07

7 Why does the poet compare the cricket and the grasshopper?

- A. Their noise disturbs people.
- B. They make noises that sound similar.
- C. They make noise in the same season.
- D. They make noise when other animals are quiet.

SAS21E08HD08B08

8 Who thinks the cricket sounds like the grasshopper?

SAS21E08HD08B09

9 What is the poet mainly trying to do in the poem?

- A. Highlight how nature is symmetrical
- B. Convey his appreciation of the earth
- C. Suggest that the earth is never silent
- D. Convince people to listen to the sounds of nature

SAS21E08HD08B10

10 What is the tone of the poem?

- A. Admiring
- B. Nostalgic
- C. Passionate
- D. Appreciative

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 9 – The Great Stone Face - I

SAS21E08HD0901

1 What was the Great Stone Face?

- A. A historical monument
- B. A natural rock formation
- C. The sculpture of a man's face
- D. The place of worship for the valley people

SAS21E08HD0902

2 The people of the valley treated the Great Stone Face with reverence. Justify the statement using evidence from the story.

SAS21E08HD0903

3 Why did Ernest wish to hear the Great Stone Face G speak?

SAS21E08HD0904

4 What best describes Ernest's reaction to the prophecy?

- A. Playfulness
- B. Excitement
- C. Amusement
- D. Compassion

SAS21E08HD0905

- 5 Ernest's mother did not believe in the prophecy. Justify the statement using evidence from the story.

SAS21E08HD0906

- 6 After seeing Gathergold, Ernest's feelings changed from

- A. Joy to annoyance.
- B. Optimism to hopelessness.
- C. Thoughtfulness to indifference.
- D. Anticipation to disappointment.

SAS21E08HD0907

- 7 The neighbours treated Ernest's habit of gazing at the Great Stone Face with

- A. Curiosity
- B. Suspicion
- C. Frustration
- D. Acceptance

SAS21E08HD0908

- 8 What is the main idea of the first paragraph in the Great Stone Face-II?

- A. The quality of Ernest's character
- B. The routine Ernest followed everyday
- C. Ernest's desire to meet the Stone Face
- D. Ernest's relationship with his neighbours

SAS21E08HD0909

- 9 *Since the melting away of his gold, it had been generally agreed that there was no great likeness, after all, between the ruined merchant and the majestic face upon the mountain.*
The line above shows that

- A. Gathergold did not resemble the Stone Face in his old age.
- B. It became clear that Gathergold was not a noble man.
- C. People's interest in Gathergold was not sincere.
- D. The cause of Gathergold's death was a mystery.

SAS21E08HD0910

- 10 The mood on the day of the general's arrival was celebratory. Justify the statement using evidence from the story.

Curriculum Aligned Competency Based Test Items

English

Class 8 – Honeydew

Unit 10 – The Great Stone Face - II

SAS21E08HD01001

- 1 What was Ernest famous for?
- A. His poetry
 - B. His wisdom
 - C. His teaching skills
 - D. His ability to speak well

SAS21E08H01002

- 2 What helped people remember the Great Stone Face?
-
-

SAS21E08HD01003

- 3 “O Great Stone Face,” he said, “is not this man worthy to be your likeness?”
The line above shows that Ernest
- A. Considered himself important.
 - B. Was impressed by the songs.
 - C. Wished to meet the poet.
 - D. Wanted companionship.

SAS21E08HD01004

- 4 What best describes Ernest’s reaction to the poet’s request for shelter?
- A. Warm
 - B. Thankful
 - C. Charming
 - D. Surprised

SAS21E08HD01005

5 Why was Ernest sad after talking to the poet for the first time?

SAS21E08HD01006

6 Why did the poet think he was not worthy?

- A. He did not write honestly.
- B. His ambitions were very selfish.
- C. He was not as intelligent as Ernest.
- D. His life did not align with his thoughts.

SAS21E08HD01007

7 Based on the text, what made Ernest's words special?

- A. They were kind.
- B. They were imaginative.
- C. They were based on real experiences.
- D. They had the ability to transform people.

SAS21E08HD01008

8 What best describes the poet's attitude towards Ernest?

- A. Admiring
- B. Reflective
- C. Thoughtful
- D. Encouraging

SAS21E08HD01009

9 How was the prophecy fulfilled?

SAS21E08HD01010

10 Ernest's reaction to the prophecy being fulfilled shows that he was

- A. Polite
- B. Cynical
- C. Humble
- D. Indifferent

Item Number	Question 1
Question Code	SAS21E08HD01A01
Grade & Unit Name	Grade 8 The Best Christmas Present in the World
Theme Sub -Theme	Universal Friendship & Empathy Brotherhood, Compassion
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that implies or states that the table was in Connie's house when it caught fire. Sample responses: <ul style="list-style-type: none"> • It was in the house that caught fire. • There was fire in the house.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD01A02
Grade & Unit Name	Grade 8 The Best Christmas Present in the World
Theme Sub -Theme	Universal Friendship & Empathy Brotherhood, Compassion
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Connie wished to be buried with it
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD01A03
Grade & Unit Name	Grade 8 The Best Christmas Present in the World
Theme Sub -Theme	Universal Friendship & Empathy Brotherhood, Compassion
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that states or implies that the letter suggests he was unhappy earlier. Sample responses: <ul style="list-style-type: none"> • Jim says in his letter that he is in a much happier frame of mind. • He was in a happier frame of mind while writing the letter. • His letter says he was not happy earlier.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD01A04
Grade & Unit Name	Grade 8 The Best Christmas Present in the World
Theme Sub -Theme	Universal Friendship & Empathy Brotherhood, Compassion
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Jim admired the Germans' bold gesture
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD01A05
Grade & Unit Name	Grade 8 The Best Christmas Present in the World
Theme Sub -Theme	Universal Friendship & Empathy Brotherhood, Compassion
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any response that indicates that the colour of the coats indicated the country the soldiers belonged to. Sample responses: <ul style="list-style-type: none"> • It refers to the German and British soldiers. • Germans wore grey coats and the British wore khaki coats.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD01A06
Grade & Unit Name	Grade 8 The Best Christmas Present in the World
Theme Sub -Theme	Universal Friendship & Empathy Brotherhood, Compassion
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Characters from Hans's favourite book
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD01A07
Grade & Unit Name	Grade 8 The Best Christmas Present in the World
Theme Sub -Theme	Universal Friendship & Empathy Brotherhood, Compassion
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Narrate an unlikely event of hope and compassion
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD01A08
Grade & Unit Name	Grade 8 The Best Christmas Present in the World
Theme Sub -Theme	Universal Friendship & Empathy Brotherhood, Compassion
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Jim’s optimism about returning home was misplaced
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD01A09
Grade & Unit Name	Grade 8 The Best Christmas Present in the World
Theme Sub -Theme	Universal Friendship & Empathy Brotherhood, Compassion
Competency	Access & Retrieve
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Jim’s presence during Christmas
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD01A10
Grade & Unit Name	Grade 8 The Best Christmas Present in the World
Theme Sub -Theme	Universal Friendship & Empathy Brotherhood, Compassion
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Narrates events from the past to set the context
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD01B01
Grade & Unit Name	Grade 8 The Ant and the Cricket
Theme Sub -Theme	Future Preparedness Importance of Hard Work
Competency	Access & Retrieve
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. He did not have anything to eat
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD01B02
Grade & Unit Name	Grade 8 The Ant and the Cricket
Theme Sub -Theme	Future Preparedness Importance of Hard Work
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that quotes or refers to the line ' <i>At last by starvation and famine made bold</i> '. Sample responses: <ul style="list-style-type: none"> Starvation and famine made him bold enough to approach the ant.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD01B03
Grade & Unit Name	Grade 8 The Ant and the Cricket
Theme Sub -Theme	Future Preparedness Importance of Hard Work
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any response that directly or indirectly quotes the ant's statements that they neither borrow nor lend. Sample response: <ul style="list-style-type: none"> Ants never borrow or lend.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD01B04
Grade & Unit Name	Grade 8 The Ant and the Cricket
Theme Sub -Theme	Future Preparedness Importance of Hard Work
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Sarcastic
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD01B05
Grade & Unit Name	Grade 8 The Ant and the Cricket
Theme Sub -Theme	Future Preparedness Importance of Hard Work
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Righteous
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD01B06
Grade & Unit Name	Grade 8 The Ant and the Cricket
Theme Sub -Theme	Future Preparedness Importance of Hard Work
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. He did not take responsibility for his actions
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD01B07
Grade & Unit Name	Grade 8 The Ant and the Cricket
Theme Sub -Theme	Future Preparedness Importance of Hard Work
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Think ahead and save for the future
No Credit (No Score)	Any other response or missing response

Item Number	Question 11
Question Code	SAS21E08HD01B11
Grade & Unit Name	Grade 8 The Ant and the Cricket
Theme Sub -Theme	Future Preparedness Importance of Hard Work
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. He was facing an extreme shortage of food.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD01B08
Grade & Unit Name	Grade 8 The Ant and the Cricket
Theme Sub -Theme	Future Preparedness Importance of Hard Work
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that indicates the understanding that it refers to people who are irresponsible. Sample responses: <ul style="list-style-type: none"> • It refers to humans who are lazy. • It refers to people who do not save for the future.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD01B09
Grade & Unit Name	Grade 8 The Ant and the Cricket
Theme Sub -Theme	Future Preparedness Importance of Hard Work
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Mirrors real-life experiences of some people
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD01B10
Grade & Unit Name	Grade 8 The Ant and the Cricket
Theme Sub -Theme	Future Preparedness Importance of Hard Work
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Narrate
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD02A01
Grade & Unit Name	Grade 8 The Tsunami
Theme Sub -Theme	Determination, Resilience Struggle of Endurance and Restoration
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. They relate the same incident from different perspectives
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD02A02
Grade & Unit Name	Grade 8 The Tsunami
Theme Sub -Theme	Determination, Resilience Struggle of Endurance and Restoration
Competency	Reflect & Evaluate
Item Type	Constructed Response
Full Credit (Full Score)	<p>Any answer that states or implies that it was mentioned to show that the television was very valuable to the family.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • To show how much it meant to the family. • To show how important it was. • To show how poor the family was.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD02A03
Grade & Unit Name	Grade 8 The Tsunami
Theme Sub -Theme	Determination, Resilience Struggle of Endurance and Restoration
Competency	Reflect & Evaluate
Item Type	Constructed Response
Full Credit (Full Score)	<p>Any answer that states or implies agreement and provides the justification that he tried to save someone who was not family.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • Sanjeev helped a stranger, Almas' father tried to save his own father. • The grandfather was family but the cook's wife was not. <p>Any answer that states or implies disagreement and provides the justification that they were equally heroic as they both tried to save other people.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • Both of them tried to save people. • They were equally heroic as they both died while helping others.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD02A05
Grade & Unit Name	Grade 8 The Tsunami
Theme Sub -Theme	Determination, Resilience Struggle of Endurance and Restoration
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Confusion
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD02A06
Grade & Unit Name	Grade 8 The Tsunami
Theme Sub -Theme	Determination, Resilience Struggle of Endurance and Restoration
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that states or implies that she had learnt about Tsunamis in school. Sample responses: <ul style="list-style-type: none"> • She was taught about the Tsunami at school. • She learnt about the Tsunami in her geography lesson.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD02A07
Grade & Unit Name	Grade 8 The Tsunami
Theme Sub -Theme	Determination, Resilience Struggle of Endurance and Restoration
Competency	Access & Retrieve
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Seeing the anxiety of his daughter.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD02A08
Grade & Unit Name	Grade 8 The Tsunami
Theme Sub -Theme	Determination, Resilience Struggle of Endurance and Restoration
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Animals seem to be able to sense natural calamities early
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD02A09
Grade & Unit Name	Grade 8 The Tsunami
Theme Sub -Theme	Determination, Resilience Struggle of Endurance and Restoration
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. A commonly held opinion
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD02A10
Grade & Unit Name	Grade 8 The Tsunami
Theme Sub -Theme	Determination, Resilience Struggle of Endurance and Restoration
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Makes an argument
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD02B01
Grade & Unit Name	Grade 8 Geography Lesson
Theme Sub -Theme	Perspective, Harmony Importance of Water
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that mentions that he was in an aeroplane. Sample responses: <ul style="list-style-type: none"> • He is in a jet. • He is in an aeroplane flying over the city.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD02B02
Grade & Unit Name	Grade 8 Geography Lesson
Theme Sub -Theme	Perspective, Harmony Importance of Water
Competency	Access & Retrieve
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. He thought it was disorganised.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD02B03
Grade & Unit Name	Grade 8 Geography Lesson
Theme Sub -Theme	Perspective, Harmony Importance of Water
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that mentions that the city looks smaller. Sample responses: <ul style="list-style-type: none"> • From the jet, the city looks very small. • The writer is flying above the city and the city appears very small to him.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD02B04
Grade & Unit Name	Grade 8 Geography Lesson
Theme Sub -Theme	Perspective, Harmony Importance of Water
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that mentions that land and water attract man or quotes the line directly. Sample responses: <ul style="list-style-type: none"> • The logic is that land and water attracted man. • The logic of geography — land and water attracted man.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD02B05
Grade & Unit Name	Grade 8 Geography Lesson
Theme Sub -Theme	Perspective, Harmony Importance of Water
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that states or implies that the poem is about what you can learn from geography. Sample responses: <ul style="list-style-type: none"> • The poet talks about how the logic of geography is reflected in the layout of the city. • The poet feels that the city is organised according to the laws of geography. <p>Or</p> Any answer that states or implies that the poem talks about the limitations of what can be learnt from geography. Sample responses: <ul style="list-style-type: none"> • The poet feels that some actions of humans cannot be explained using lessons from geography. • The poet notes that the hatred among humans is beyond the dictates of geography.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD02B06
Grade & Unit Name	Grade 8 Geography Lesson
Theme Sub -Theme	Perspective, Harmony Importance of Water
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Observant
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD02B07
Grade & Unit Name	Grade 8 Geography Lesson
Theme Sub -Theme	Perspective, Harmony Importance of Water
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that mentions men hating each other or fighting or killing. Sample responses: <ul style="list-style-type: none"> • It is not clear why men hated each other. • He does not understand why men build walls and kill each other.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD02B08
Grade & Unit Name	Grade 8 Geography Lesson
Theme Sub -Theme	Perspective, Harmony Importance of Water
Competency	Reflect & Evaluate
Item Type	Multiple choice question
Full Credit (Full Score)	D. Contemplation
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD02B09
Grade & Unit Name	Grade 8 Geography Lesson
Theme Sub -Theme	Perspective, Harmony Importance of Water
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Geography is a primary factor in the course of human development.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD02B10
Grade & Unit Name	Grade 8 Geography Lesson
Theme Sub -Theme	Perspective, Harmony Importance of Water
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Describes new insights.
No Credit (No Score)	Any other response or missing response

Item Number	Question 11
Question Code	SAS21E08HD02B11
Grade & Unit Name	Grade 8 Geography Lesson
Theme Sub -Theme	Perspective, Harmony Importance of Water
Competency	Access & Retrieve
Item Type	Multiple choice question
Full Credit (Full Score)	B. The earth was round and had more sea than land.
No Credit (No Score)	Any other response or missing response

Item Number	Question 12
Question Code	SAS21E08HD02B12
Grade & Unit Name	Grade 8 Geography Lesson
Theme Sub -Theme	Perspective, Harmony Importance of Water
Competency	Reflect & Evaluate
Item Type	Multiple choice question
Full Credit (Full Score)	D. Meaningless
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD03A01
Grade & Unit Name	Grade 8 Glimpses of the Past
Theme Sub -Theme	Indian History Life of Martyrs
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. They gave the British opportunities to gain power.
No Credit (No Score)	Any other response or missing response
Item Number	Question 2
Question Code	SAS21E08HD03A02
Grade & Unit Name	Grade 8 Glimpses of the Past
Theme Sub -Theme	Indian History Life of Martyrs
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. It contrasts the attitudes of the princes and common men.
No Credit (No Score)	Any other response or missing response
Item Number	Question 3
Question Code	SAS21E08HD03A03
Grade & Unit Name	Grade 8 Glimpses of the Past
Theme Sub -Theme	Indian History Life of Martyrs
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies the high taxes on farmers and the ban on import duty for British goods in India Sample responses: <ul style="list-style-type: none"> • The taxes on farmers were heavy and they decided that British goods should not have import duties. • They removed import duties for British goods and collected more tax from farmers.
Partial Credit (Half score)	Any response that states or implies the high taxes on farmers or the ban on import duty for British goods in India Sample responses: <ul style="list-style-type: none"> • The taxes on farmers were heavy. • They removed import duties for British goods and collected more tax from farmers.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD03A04
Grade & Unit Name	Grade 8 Glimpses of the Past
Theme Sub -Theme	Indian History Life of Martyrs
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Pride in one's own heritage
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD03A05
Grade & Unit Name	Grade 8 Glimpses of the Past
Theme Sub -Theme	Indian History Life of Martyrs
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that states or implies that import of British goods imported to India affected Indian industries Sample responses: <ul style="list-style-type: none"> • The British did not impose any import duty on goods imported from England. This hurt the Indian industries. • British goods were imported into India without imposing any tax.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD03A06
Grade & Unit Name	Grade 8 Glimpses of the Past
Theme Sub -Theme	Indian History Life of Martyrs
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Indifferent
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD03A07
Grade & Unit Name	Grade 8 Glimpses of the Past
Theme Sub -Theme	Indian History Life of Martyrs
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. The origins of the revolt.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD03A08
Grade & Unit Name	Grade 8 Glimpses of the Past
Theme Sub -Theme	Indian History Life of Martyrs
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. They had to face discrimination.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD03A09
Grade & Unit Name	Grade 8 Glimpses of the Past
Theme Sub -Theme	Indian History Life of Martyrs
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Highlight the extent of the revolt.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD03A10
Grade & Unit Name	Grade 8 Glimpses of the Past
Theme Sub -Theme	Indian History Life of Martyrs
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. To narrate the events that caused the revolt.
No Credit (No Score)	Any other response or missing response

Item Number	Question 11
Question Code	SAS21E08HD03A11
Grade & Unit Name	Grade 8 Glimpses of the Past
Theme Sub -Theme	Indian History Life of Martyrs
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Because he was attracted by science and modern knowledge.
No Credit (No Score)	Any other response or missing response

Item Number	Question 12
Question Code	SAS21E08HD03A12
Grade & Unit Name	Grade 8 Glimpses of the Past
Theme Sub -Theme	Indian History Life of Martyrs
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. The commonality among religions.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD03B01
Grade & Unit Name	Grade 8 Macavity: The Mystery Cat
Theme Sub -Theme	Personification Admiration for Sherlock Holmes
Competency	Access & Retrieve
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. He escapes the police
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD03B02
Grade & Unit Name	Grade 8 Macavity: The Mystery Cat
Theme Sub -Theme	Personification Admiration for Sherlock Holmes
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. What made Macavity mysterious
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD03B03
Grade & Unit Name	Grade 8 Macavity: The Mystery Cat
Theme Sub -Theme	Personification Admiration for Sherlock Holmes
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Macavity's agility
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD03B04
Grade & Unit Name	Grade 8 Macavity: The Mystery Cat
Theme Sub -Theme	Personification Admiration for Sherlock Holmes
Competency	Reflect & Evaluate
Item Type	Constructed Response
Full Credit (Full Score)	Directly quotes the line: <i>You would know him if you saw him, for his eyes are sunken in.</i>
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD03B05
Grade & Unit Name	Grade 8 Macavity: The Mystery Cat
Theme Sub -Theme	Personification Admiration for Sherlock Holmes
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states that Macavity did not pay attention to his looks and justifies it by stating any or both of the following. <ul style="list-style-type: none"> • His coat was dusty from neglect. • His whiskers were uncombed. OR <i>directly quoting the line.</i> <i>His coat is dusty from neglect, his whiskers are uncombed.</i> Sample responses: <ul style="list-style-type: none"> • No, he neglected his coat. • No, his coat was dusty. • No, he did not comb his whiskers. • No, His coat is dusty from neglect, his whiskers are uncombed
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD03B06
Grade & Unit Name	Grade 8 Macavity: The Mystery Cat
Theme Sub -Theme	Personification Admiration for Sherlock Holmes
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	<p>Any response that directly quotes or paraphrases the lines:</p> <p><i>You may meet him in a by-street, you may see him in the square — But when a crime's discovered, then Macavity's not there!</i></p> <p>Sample responses:</p> <ul style="list-style-type: none"> • He was seen at the square and by-street. • You may meet him in a street or at the square, but he disappears when there is a crime.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD03B07
Grade & Unit Name	Grade 8 Macavity: The Mystery Cat
Theme Sub -Theme	Personification Admiration for Sherlock Holmes
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Exaggerated
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD03B08
Grade & Unit Name	Grade 8 Macavity: The Mystery Cat
Theme Sub -Theme	Personification Admiration for Sherlock Holmes
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Sneaky
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD03B09
Grade & Unit Name	Grade 8 Macavity: The Mystery Cat
Theme Sub -Theme	Personification Admiration for Sherlock Holmes
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. It uses sarcasm to add humour to situations.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD03B10
Grade & Unit Name	Grade 8 Macavity: The Mystery Cat
Theme Sub -Theme	Personification Admiration for Sherlock Holmes
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Admiring
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD04A01
Grade & Unit Name	Grade 8 Bepin Choudhury's Lapse of Memory
Theme Sub -Theme	Helping Others Reap as you Sow
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. He was a man of routine.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD04A02
Grade & Unit Name	Grade 8 Bepin Choudhury's Lapse of Memory
Theme Sub -Theme	Helping Others Reap as you Sow
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states that he was well-known and justifies by citing Parimal Ghose's response ' <i>Who doesn't know Bepin Choudhury?</i> ' Sample responses: <ul style="list-style-type: none"> • Yes, Parimal Ghose said that everyone knew him. • Yes, the response of the man at the bookstore shows that people knew him.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD04A03
Grade & Unit Name	Grade 8 Bepin Choudhury's Lapse of Memory
Theme Sub -Theme	Helping Others Reap as you Sow
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. The man had information about Bepin that few people knew.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD04A04
Grade & Unit Name	Grade 8 Bepin Choudhury's Lapse of Memory
Theme Sub -Theme	Helping Others Reap as you Sow
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that Bepin was afraid Dinesh would tease him Sample responses: <ul style="list-style-type: none"> • He feared Dinesh's sarcasm. • He was afraid Dinesh would find his doubts ridiculous.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD04A05
Grade & Unit Name	Grade 8 Bepin Choudhury's Lapse of Memory
Theme Sub -Theme	Helping Others Reap as you Sow
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Panic
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD04A06
Grade & Unit Name	Grade 8 Bepin Choudhury's Lapse of Memory
Theme Sub -Theme	Helping Others Reap as you Sow
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Dismissive
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD04A07
Grade & Unit Name	Grade 8 Bepin Choudhury's Lapse of Memory
Theme Sub -Theme	Helping Others Reap as you Sow
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Bitter
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD04A08
Grade & Unit Name	Grade 8 Bepin Choudhury's Lapse of Memory
Theme Sub -Theme	Helping Others Reap as you Sow
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Bepin had never been to Ranchi.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD04A09
Grade & Unit Name	Grade 8 Bepin Choudhury's Lapse of Memory
Theme Sub -Theme	Helping Others Reap as you Sow
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Vindictive
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD04A10
Grade & Unit Name	Grade 8 Bepin Choudhury's Lapse of Memory
Theme Sub -Theme	Helping Others Reap as you Sow
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that Chuni put in effort to convince people to lie to Bepin about the visit to Ranchi Sample response: <ul style="list-style-type: none"> • He made the man at the bookstore lie and convinced Dinesh to lie to Bepin as well.
No Credit (No Score)	Any other response or missing response

Item Number	Question 11
Question Code	SAS21E08HD04A11
Grade & Unit Name	Grade 8 Bepin Choudhury's Lapse of Memory
Theme Sub -Theme	Helping Others Reap as you Sow
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. He bought new books for every week.
No Credit (No Score)	Any other response or missing response

Item Number	Question 12
Question Code	SAS21E08HD04A12
Grade & Unit Name	Grade 8 Bepin Choudhury's Lapse of Memory
Theme Sub -Theme	Helping Others Reap as you Sow
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. He did not like to engage in idle chat with people and had only a few friends.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD04B01
Grade & Unit Name	Grade 8 The Last Bargain
Theme Sub -Theme	Freedom Invaluable Happiness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. He wants to be offered work.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD04B02
Grade & Unit Name	Grade 8 The Last Bargain
Theme Sub -Theme	Freedom Invaluable Happiness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Dismissive
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD04B03
Grade & Unit Name	Grade 8 The Last Bargain
Theme Sub -Theme	Freedom Invaluable Happiness
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that the old man offered wealth to the poet Sample responses: <ul style="list-style-type: none"> • He offered a bag of gold. • He offered money.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD04B04
Grade & Unit Name	Grade 8 The Last Bargain
Theme Sub -Theme	Freedom Invaluable Happiness
Competency	Reflect & Evaluate
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies he was not tempted by wealth Sample responses: <ul style="list-style-type: none"> • He did not want money. • He did not wish to work for money.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD04B05
Grade & Unit Name	Grade 8 The Last Bargain
Theme Sub -Theme	Freedom Invaluable Happiness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. The maid's sadness at the poet's rejection.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD04B06
Grade & Unit Name	Grade 8 The Last Bargain
Theme Sub -Theme	Freedom Invaluable Happiness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Hopeful to dismal.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD04B07
Grade & Unit Name	Grade 8 The Last Bargain
Theme Sub -Theme	Freedom Invaluable Happiness
Competency	Access & Retrieve
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. He felt that it would give him liberty.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD04B08
Grade & Unit Name	Grade 8 The Last Bargain
Theme Sub -Theme	Freedom Invaluable Happiness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. It ensured that he was not in anyone's debt.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD04B09
Grade & Unit Name	Grade 8 The Last Bargain
Theme Sub -Theme	Freedom Invaluable Happiness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Freedom of the spirit is more important than worldly comforts.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD04B10
Grade & Unit Name	Grade 8 The Last Bargain
Theme Sub -Theme	Freedom Invaluable Happiness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Simple
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD05A01
Grade & Unit Name	Grade 8 The Summit Within
Theme Sub -Theme	Determination Endurance, Persistence
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. To highlight the conflicting reactions of the writer’s mind and body.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD05A02
Grade & Unit Name	Grade 8 The Summit Within
Theme Sub -Theme	Determination Endurance, Persistence
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Whether future events would be as inspiring as climbing Everest.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD05A03
Grade & Unit Name	Grade 8 The Summit Within
Theme Sub -Theme	Determination Endurance, Persistence
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that people want to experience the delight of overcoming obstacles or demonstrating their physical qualities Sample responses: <ul style="list-style-type: none"> • Man takes delight in overcoming obstacles. • They want to demonstrate endurance, persistence and will power.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD05A04
Grade & Unit Name	Grade 8 The Summit Within
Theme Sub -Theme	Determination Endurance, Persistence
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Passionate
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD05A05
Grade & Unit Name	Grade 8 The Summit Within
Theme Sub -Theme	Determination Endurance, Persistence
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Its size
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD05A06
Grade & Unit Name	Grade 8 The Summit Within
Theme Sub -Theme	Determination Endurance, Persistence
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	<i>A. Of all the emotions which surged through me as I stood on the summit of Everest, looking over miles of panorama below us, the dominant one I think was humility.</i>
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD05A07
Grade & Unit Name	Grade 8 The Summit Within
Theme Sub -Theme	Determination Endurance, Persistence
Competency	Reflect & Evaluate
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that the writer mentions that climbers draw inspiration from their companions to not give up Sample responses: <ul style="list-style-type: none"> • Many climbers would have given up without the help of their companions. • Climbers draw inspiration from each other.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD05A08
Grade & Unit Name	Grade 8 The Summit Within
Theme Sub -Theme	Determination Endurance, Persistence
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. The ability to develop an understanding about oneself.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD05A09
Grade & Unit Name	Grade 8 The Summit Within
Theme Sub -Theme	Determination Endurance, Persistence
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Reflective
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD05A10
Grade & Unit Name	Grade 8 The Summit Within
Theme Sub -Theme	Determination Endurance, Persistence
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Describes a significant personal experience.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD05B01
Grade & Unit Name	Grade 8 The School Boy
Theme Sub -Theme	Education Nature, Peace
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. The things that he loves about morning.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD05B02
Grade & Unit Name	Grade 8 The School Boy
Theme Sub -Theme	Education Nature, Peace
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Happy to miserable
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD05B03
Grade & Unit Name	Grade 8 The School Boy
Theme Sub -Theme	Education Nature, Peace
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. The poet feels that teachers don't allow students freedom.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD05B04
Grade & Unit Name	Grade 8 The School Boy
Theme Sub -Theme	Education Nature, Peace
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. The poet's restlessness in school.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD05B05
Grade & Unit Name	Grade 8 The School Boy
Theme Sub -Theme	Education Nature, Peace
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Compares two dissimilar things.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD05B06
Grade & Unit Name	Grade 8 The School Boy
Theme Sub -Theme	Education Nature, Peace
Competency	Reflect & Evaluate
Item Type	Constructed Response
Full Credit (Full Score)	<p>Any response that refers to his drooping posture and anxious waiting for school to end or how going to school takes away his joy or the poet comparing school to a cage</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • He sat drooping and spent anxious hours in school. • Going to school took away his joy. • School felt like a cage. • Directly quotes the lines <p><i>“Ah! then at times I drooping sit, And spend many an anxious hour.”</i></p> <p>OR</p> <p><i>But to go to school in a summer morn, O! it drives all joy away;</i></p> <p>OR</p> <p><i>How can the bird that is born for joy, Sit in a cage and sing</i></p>
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD05B07
Grade & Unit Name	Grade 8 The School Boy
Theme Sub -Theme	Education Nature, Peace
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. The loss of children’s freedom in schools.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD05B08
Grade & Unit Name	Grade 8 The School Boy
Theme Sub -Theme	Education Nature, Peace
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Pleading
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD05B09
Grade & Unit Name	Grade 8 The School Boy
Theme Sub -Theme	Education Nature, Peace
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that children are compared to plants or buds or flowers Sample responses: <ul style="list-style-type: none"> • Tender plants • Plants in summer • Buds that are nipped • Blossoms
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD05B10
Grade & Unit Name	Grade 8 The School Boy
Theme Sub -Theme	Education Nature, Peace
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. To highlight how schooling deprives the joy of childhood.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD0601
Grade & Unit Name	Grade 8 This is Jody's Fawn
Theme Sub -Theme	Gratitude Kindness, Loneliness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Jody had been thinking about the fawn for a while.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD0602
Grade & Unit Name	Grade 8 This is Jody's Fawn
Theme Sub -Theme	Gratitude Kindness, Loneliness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Thankful
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD0603
Grade & Unit Name	Grade 8 This is Jody's Fawn
Theme Sub -Theme	Gratitude Kindness, Loneliness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. He felt responsible for its loss.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD0604
Grade & Unit Name	Grade 8 This is Jody's Fawn
Theme Sub -Theme	Gratitude Kindness, Loneliness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Hesitant
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD0605
Grade & Unit Name	Grade 8 This is Jody's Fawn
Theme Sub -Theme	Gratitude Kindness, Loneliness
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that its spots were all in a line Sample responses: <ul style="list-style-type: none"> • Pa told him that doe-fawns had spots in different directions. • The spots were all in a line.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD0606
Grade & Unit Name	Grade 8 This is Jody's Fawn
Theme Sub -Theme	Gratitude Kindness, Loneliness
Competency	Reflect & Evaluate
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that Jody was able to guide Mill-wheel or that he was able to find his way back home with the fawn or that he was able to find the fawn in the forest Sample responses: <ul style="list-style-type: none"> • He knew the place at which Pa was bitten by the snake. • He did not get lost on the way back. • He found his way to the fawn.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD0607
Grade & Unit Name	Grade 8 This is Jody's Fawn
Theme Sub -Theme	Gratitude Kindness, Loneliness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. He wanted to keep his emotions for the fawn from Mill-wheel.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD0608
Grade & Unit Name	Grade 8 This is Jody's Fawn
Theme Sub -Theme	Gratitude Kindness, Loneliness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. The doe was already dead.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD0609
Grade & Unit Name	Grade 8 This is Jody's Fawn
Theme Sub -Theme	Gratitude Kindness, Loneliness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Jody was delighted to make contact with the fawn.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD0610
Grade & Unit Name	Grade 8 This is Jody's Fawn
Theme Sub -Theme	Gratitude Kindness, Loneliness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Compassionate
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD07A01
Grade & Unit Name	Grade 8 A Visit to Cambridge
Theme Sub -Theme	Inclusiveness Determination
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Excitement
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD07A02
Grade & Unit Name	Grade 8 A Visit to Cambridge
Theme Sub -Theme	Inclusiveness Determination
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. The success of people with disabilities.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD07A03
Grade & Unit Name	Grade 8 A Visit to Cambridge
Theme Sub -Theme	Inclusiveness Determination
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	<p>Any response that states or implies NO AND justifies by referring to the writer's thought that the decision to live with the support of machines was a choice.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • NO. He felt that Hawking's decision to live creatively was a choice. • He wondered if living creatively with a disintegrating body was a choice or not.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD07A04
Grade & Unit Name	Grade 8 A Visit to Cambridge
Theme Sub -Theme	Inclusiveness Determination
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. The disability limited Hawking's expression.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD07A05
Grade & Unit Name	Grade 8 A Visit to Cambridge
Theme Sub -Theme	Inclusiveness Determination
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. The lack of movement.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD07A06
Grade & Unit Name	Grade 8 A Visit to Cambridge
Theme Sub -Theme	Inclusiveness Determination
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that it represents the human body or Hawking's body. Sample responses: <ul style="list-style-type: none"> • The weak body • Stephen Hawking
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD07A07
Grade & Unit Name	Grade 8 A Visit to Cambridge
Theme Sub -Theme	Inclusiveness Determination
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. The importance of spirit over body.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD07A08
Grade & Unit Name	Grade 8 A Visit to Cambridge
Theme Sub -Theme	Inclusiveness Determination
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies he wanted to make every minute count when he was with Hawking. Sample responses: <ul style="list-style-type: none"> • He checked his watch to make sure every minute counted. • He did not want to waste even a minute of the thirty minutes.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD07A09
Grade & Unit Name	Grade 8 A Visit to Cambridge
Theme Sub -Theme	Inclusiveness Determination
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Straightforward
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD07A10
Grade & Unit Name	Grade 8 A Visit to Cambridge
Theme Sub -Theme	Inclusiveness Determination
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Emotional
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD07B01
Grade & Unit Name	Grade 8 When I set Out my Lyonesse
Theme Sub -Theme	Life Stories Religious
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. To provide background information about the poem.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD07B02
Grade & Unit Name	Grade 8 When I set Out my Lyonesse
Theme Sub -Theme	Life Stories Religious
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that it contained the same poem. Sample responses: <ul style="list-style-type: none"> • Draft of this poem • When I set out for Lyonesse
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD07B03
Grade & Unit Name	Grade 8 When I set Out my Lyonesse
Theme Sub -Theme	Life Stories Religious
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies the reference to his lonesomeness. Sample responses: <ul style="list-style-type: none"> • Directly quotes the line – ‘<i>And starlight lit my lonesomeness</i>’ • He says that the stars shined on his loneliness
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD07B04
Grade & Unit Name	Grade 8 When I set Out my Lyonesse
Theme Sub -Theme	Life Stories Religious
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. The journey to Lyonesse.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD07B05
Grade & Unit Name	Grade 8 When I set Out my Lyonesse
Theme Sub -Theme	Life Stories Religious
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Unpredictable
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD07B06
Grade & Unit Name	Grade 8 When I set Out my Lyonesse
Theme Sub -Theme	Life Stories Religious
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. The mystery of the experiences at Lyonesse.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD07B07
Grade & Unit Name	Grade 8 When I set Out my Lyonesse
Theme Sub -Theme	Life Stories Religious
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. The changes in the poet created curiosity among people.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD07B08
Grade & Unit Name	Grade 8 When I set Out my Lyonesse
Theme Sub -Theme	Life Stories Religious
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that he had magic in his eyes OR that he was radiant. Sample responses: <ul style="list-style-type: none"> • There was magic in his eyes. • He had a rare radiance.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD07B09
Grade & Unit Name	Grade 8 When I set Out my Lyonesse
Theme Sub -Theme	Life Stories Religious
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. What happened in Lyonesse?
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD07B10
Grade & Unit Name	Grade 8 When I set Out my Lyonesse
Theme Sub -Theme	Life Stories Religious
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. To highlight the main ideas of the stanzas
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD08A01
Grade & Unit Name	Grade 8 A Short Monsoon Diary
Theme Sub -Theme	Nature Interpersonal Skills
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. The birds stop singing.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD08A02
Grade & Unit Name	Grade 8 A Short Monsoon Diary
Theme Sub -Theme	Nature Interpersonal Skills
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Pleasant
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD08A03
Grade & Unit Name	Grade 8 A Short Monsoon Diary
Theme Sub -Theme	Nature Interpersonal Skills
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. A variety of wildlife emerges.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD08A04
Grade & Unit Name	Grade 8 A Short Monsoon Diary
Theme Sub -Theme	Nature Interpersonal Skills
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. They are easy to spot.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD08A05
Grade & Unit Name	Grade 8 A Short Monsoon Diary
Theme Sub -Theme	Nature Interpersonal Skills
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Comfortable
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD08A06
Grade & Unit Name	Grade 8 A Short Monsoon Diary
Theme Sub -Theme	Nature Interpersonal Skills
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies the reference to cobra lily. Sample responses: <ul style="list-style-type: none"> • The cobra lily. • The cobra lily growing and seeds turning red.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD08A07
Grade & Unit Name	Grade 8 A Short Monsoon Diary
Theme Sub -Theme	Nature Interpersonal Skills
Competency	Access & Retrieve
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that the writer received money. Sample responses: <ul style="list-style-type: none"> • The writer got the cheque. • The writer received some money in the mail.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD08A08
Grade & Unit Name	Grade 8 A Short Monsoon Diary
Theme Sub -Theme	Nature Interpersonal Skills
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that it is written in the form of a poem. Sample responses: <ul style="list-style-type: none"> • It is a poem. • It looks like a poem.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD08A09
Grade & Unit Name	Grade 8 A Short Monsoon Diary
Theme Sub -Theme	Nature Interpersonal Skills
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	Any response that states or implies that the writer finds the loneliness of winter rains menacing. Sample responses: <ul style="list-style-type: none"> • The last line • menace me with their loneliness
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD08A10
Grade & Unit Name	Grade 8 A Short Monsoon Diary
Theme Sub -Theme	Nature Interpersonal Skills
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. He describes images vividly.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD08B01
Grade & Unit Name	Grade 8 On the Grasshopper and the Cricket
Theme Sub -Theme	Nature Persistence, Patience
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. There is always sound on earth.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD08B02
Grade & Unit Name	Grade 8 On the Grasshopper and the Cricket
Theme Sub -Theme	Nature Persistence, Patience
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. It's too hot.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD08B03
Grade & Unit Name	Grade 8 On the Grasshopper and the Cricket
Theme Sub -Theme	Nature Persistence, Patience
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies the grasshopper's. Sample responses: <ul style="list-style-type: none"> • The voice of the grasshopper. • It is made by the grasshopper.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD08B04
Grade & Unit Name	Grade 8 On the Grasshopper and the Cricket
Theme Sub -Theme	Nature Persistence, Patience
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Enjoyable
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD08B05
Grade & Unit Name	Grade 8 On the Grasshopper and the Cricket
Theme Sub -Theme	Nature Persistence, Patience
Competency	Access & Retrieve
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that he rests under weeds. Sample responses: <ul style="list-style-type: none"> • He sits under some pleasant weed. • He rests at ease beneath weed.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD08B06
Grade & Unit Name	Grade 8 On the Grasshopper and the Cricket
Theme Sub -Theme	Nature Persistence, Patience
Competency	Reflect & Evaluate
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that the lines indicate the main idea of the poem. Sample responses: <ul style="list-style-type: none"> • It is the main idea of the poem • That's the theme of the poem • The poem mainly conveys that message
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD08B07
Grade & Unit Name	Grade 8 On the Grasshopper and the Cricket
Theme Sub -Theme	Nature Persistence, Patience
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. They make noise when other animals are quiet.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD08B08
Grade & Unit Name	Grade 8 On the Grasshopper and the Cricket
Theme Sub -Theme	Nature Persistence, Patience
Competency	Access & Retrieve
Item Type	Constructed response
Full Credit (Full Score)	Any answer that states or implies someone who is half-asleep. Sample Responses: <ul style="list-style-type: none"> • Someone nearly a sleep • Someone half lost in drowsiness • Someone a sleep
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD08B09
Grade & Unit Name	Grade 8 On the Grasshopper and the Cricket
Theme Sub -Theme	Nature Persistence, Patience
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Suggest that the earth is never silent.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD08B10
Grade & Unit Name	Grade 8 On the Grasshopper and the Cricket
Theme Sub -Theme	Nature Persistence, Patience
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Appreciative
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD0901
Grade & Unit Name	Grade 8 The Great Stone Face -1
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. A natural rock formation
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD0902
Grade & Unit Name	Grade 8 The Great Stone Face -1
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that people believed that the Great Stone Face made the valley fertile. Sample responses: <ul style="list-style-type: none"> • People believed that the valley owed its fertility to the face. • They believed that the old stone face blessed the valley.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD0903
Grade & Unit Name	Grade 8 The Great Stone Face -1
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that it looked very kind or felt that it would have a pleasant voice. Sample responses: <ul style="list-style-type: none"> • It was kindly. • He believed its voice must be pleasant.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD0904
Grade & Unit Name	Grade 8 The Great Stone Face -1
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Excitement
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD0905
Grade & Unit Name	Grade 8 The Great Stone Face -1
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that she thought Ernest’s hopes were fanciful but did not discourage him. Sample responses: <ul style="list-style-type: none"> • She did not discourage him even though she wanted to. • She thought the hopes were not realistic.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD0906
Grade & Unit Name	Grade 8 The Great Stone Face -1
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Anticipation to disappointment.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD0907
Grade & Unit Name	Grade 8 The Great Stone Face -1
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Disapproval
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD0908
Grade & Unit Name	Grade 8 The Great Stone Face -1
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. The quality of Ernest’s character.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD0909
Grade & Unit Name	Grade 8 The Great Stone Face -1
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. People’s interest in Gathergold was not sincere.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD0910
Grade & Unit Name	Grade 8 The Great Stone Face -1
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	<p>Any response that mentions that a banquet or feast was held on that day or that the crowd cheered the general.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • There was a banquet. • People left work to attend the feast. • The soldiers stood on guard and people cheered.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E08HD01001
Grade & Unit Name	Grade 8 The Great Stone Face -2
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. His wisdom
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E08HD01002
Grade & Unit Name	Grade 8 The Great Stone Face -2
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that the poet wrote a poem about it. Sample responses: <ul style="list-style-type: none"> • People read the poem. • It was celebrated in a poem.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E08HD01003
Grade & Unit Name	Grade 8 The Great Stone Face -2
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Was impressed by the songs.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E08HD01004
Grade & Unit Name	Grade 8 The Great Stone Face -2
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Warm
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E08HD01005
Grade & Unit Name	Grade 8 The Great Stone Face -2
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that he realised that the poet did not resemble the Great Stone Face. Sample responses: <ul style="list-style-type: none"> • The prophecy was not fulfilled. • The poet was not like the Stone Face.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E08HD01006
Grade & Unit Name	Grade 8 The Great Stone Face -2
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. His life did not align with his thoughts.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E08HD01007
Grade & Unit Name	Grade 8 The Great Stone Face -2
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. They were based on real experiences.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E08HD01008
Grade & Unit Name	Grade 8 The Great Stone Face -2
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Admiring
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E08HD01009
Grade & Unit Name	Grade 8 The Great Stone Face -2
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies Ernest was the likeness of the Great Stone Face. Sample responses: <ul style="list-style-type: none"> • People realised that Ernest looked like the Stone Face. • The clouds made Stone Face look like Ernest.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E08HD01010
Grade & Unit Name	Grade 8 The Great Stone Face -2
Theme Sub -Theme	Practical Wisdom Deep Love For Humanity
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Humble
No Credit (No Score)	Any other response or missing response