

MSAT Comprehensive Test Answer Key

Answers for the final six passages of the MSAT Comprehensive Test were inadvertently left out of the MSAT Comprehensive Test Answer Key, found on pages 53 through 59 of the English II Teacher's Guide. Following is the complete answer key. This insert (pages 53 through 62) should replace pages 53–59 of the Teacher's Guide.

Language				
Item	Key	Assess Code	Content Assessed	<i>Buckle Down Lesson</i>
Judge for Yourself				
1	D	9K	Commas	9
2	A	5H	Spelling	11
3	D	9N	Pronoun/Antecedent	6
4	C	9K	Commas	9
5	D	1J	Errors in Grammar, Usage, and Mechanics	5
6	B	9K	Commas	9
7	A	9F	Correct Form of Possessives	9
Picture the Magnolia				
1	B	9V	Comparative and Superlative	6
2	D	9H	Verb Forms/Tenses	7
3	B	9C	Subject/Verb Agreement	7
4	C	9U	Adjective/Adverb Usage	6
5	A	9H	Verb Forms/Tenses	7
6	B	9U	Adjective/Adverb Usage	6
7	D	9M	Pronoun Usage	6

Language				
Item	Key	Assess Code	Content Assessed	<i>Buckle Down Lesson</i>
The Natchez Trace				
1	C	5H	Spelling	11
2	A	9L	Capitalize	10
3	B	9T	Confused Words, (Homophones)	11
4	D	1J	Errors in Grammar, Usage, and Mechanics	5
5	A	9P	Conjunctions	3
6	A	9H	Verb Forms/Tenses	7
7	D	9K	Commas	9
The Year of the Blog				
1	B	9Q	Coordination and Subordination	3
2	A	9H	Verb Forms/Tenses	7
3	C	10	Appropriate Vocabulary	
4	C	5E	Complete Sentences	3
5	D	9H	Verb Forms/Tenses	7
6	A	1K	Correct Errors in Grammar, Usage, and Mechanics	5

Language				
Item	Key	Assess Code	Content Assessed	<i>Buckle Down Lesson</i>
Uncommon Grounds				
1	C	9M	Pronoun Usage	6
2	D	9C	Subject/Verb Agreement	7
3	A	9V	Comparative and Superlative	6
4	B	9H	Verb Forms/Tenses	7
5	C	9U	Adjective/Adverb Usage	6
6	A	9O	Prepositions	6
Running in the Family				
1	C	10	Appropriate Vocabulary	2
2	A	9K	Commas	9
3	B	9M	Pronoun Usage	6
4	D	1C	Use Transitional Words	4
5	A	9M	Pronoun Usage	6
6	D	9K	Commas	9
7	C	9K	Commas	9

Reading				
Item	Key	Assess Code	Content Assessed	<i>Buckle Down Lesson</i>
Knights of the Road				
1	D	2A	Identify Main Idea	1
2	C	4J	Contrast	4
3	B	2B	Supporting Details	6
4	A	6I	Stereotypes	9
5	D	2C	Fact vs. Opinion	9
6	B	3H	References	10
7	A	4K	Inferences	5
8	A	8C	Recognize Tone Through Word Choice	9
Brand New Memory				
1	C	4J	Contrast	4
2	B	4M	Figurative Language	7
3	D	4I	Compare	4
4	B	4K, 6H	Inferences, Social Situation	5, 6
5	C	6L	Dictionary to Determine Meaning	2
6	A	8C	Recognize Tone Through Word Choice	9
7	A	8B	Point of View	6
8	D	6J	Identify Cultural Vocabulary	2

Reading				
Item	Key	Assess Code	Content Assessed	<i>Buckle Down Lesson</i>
Adrenaline Rush / Too Much of a Good Thing				
1	D	3C	Recognize Thesis Statement	1
2	A	2C	Fact vs. Opinion	9
3	C	10C	Paraphrase	8
4	B	4I	Compare	4
5	D	2B	Supporting Details	1
6	C	4H	Cause and Effect	4
7	B	2D	Author's Purpose	9
Calico Jane				
1	C	2A	Identify Main Idea	1
2	D	4M	Figurative Language	7
3	C	8B	Point of View	6
4	B	2D	Author's Purpose	9
5	A	3H	References	10
6	B	4H	Cause and Effect	4
7	A	8E	Identify Conflict (Internal, External)	6

Reading				
Item	Key	Assess Code	Content Assessed	<i>Buckle Down Lesson</i>
Books, Basketball, & Looking Good				
1	B	4E	Predict Outcomes	5
2	A	4Q	Characterization	6
3	B	4K	Inferences	5
4	C	7C	Language used to Confuse, Inform, Repel, etc.	9
5	D	7E	Formal vs. Informal Language	9
6	C	3A	Fact vs. Opinion	9
7	D	4N	Identify Setting	6
8	C	10F	Universal Themes	1
Oprah				
1	B	6L	Dictionary to Determine Meaning	2
2	A	4M	Figurative Language	7
3	C	10B	Most Concise Wording for a Sentence	8
4	D	2C	Fact vs. Opinion	9
5	D	4Q	Direct vs. Indirect Characterization	6
6	C	4H	Cause and Effect	4
7	B	4K	Inferences	5

Rubric for Informative Prompts

Score 4 — The student response

- is focused on a clear main idea and addresses the particular prompt.
- is well organized and at least three paragraphs long, with a clear beginning, middle, and end.
- displays writing that is intended for a specific audience and purpose.
- contains a clearly stated thesis.
- has a focus that stays consistent.
- focuses on a single important idea in each paragraph that strongly supports the main idea of the piece.
- uses transitions that seem natural and move the reader smoothly through the text.
- has a main idea that is completely developed and supported by facts, explanations, examples, and details where suitable.
- uses language that is well controlled, mature in vocabulary, and suitable to the purpose.
- has ideas that are clearly expressed and capture the reader's interest.
- exhibits consistent and appropriate use of first or third person.
- shows mastery of standard grammar (verb tense, subject-verb agreement, pronouns, and complete sentences).
- may contain a few errors in punctuation, capitalization, and spelling as long as it does not affect the meaning of the response.

Score 3 — The student response

- is focused on a clear main idea and addresses the particular prompt.
- is well organized and at least three paragraphs long, with a clear beginning, middle, and end.
- displays writing that is intended for a specific audience and purpose.
- contains a thesis.
- has a focus that stays consistent.
- is organized in a logical way and uses acceptable transitions.
- uses ideas that support the main idea but lack detail and explanation.
- exhibits consistent and appropriate use of first or third person.
- uses language that is suitable, but limited in sentence structure and word choice.
- contains occasional errors in standard grammar (verb tense, subject-verb agreement, pronouns, and complete sentences).

- may contain errors in punctuation, capitalization, and spelling.
- may contain errors that do not affect meaning, but weaken the overall response.

Score 2 — The student response

- has a clear sense of beginning, middle, and end, although it may not exhibit the use of separate paragraphs.
- focuses on the prompt but is not intended for a particular audience.
- discusses the topic but the ideas are underdeveloped.
- indicates some evidence of an organizational structure but it may not be ordered logically.
- exhibits the use of first or third person with only a few lapses.
- demonstrates some knowledge of grammar and punctuation, but the response contains significant errors.
- contains errors that affect the meaning and weakens the overall message.

Score 1 — The student response

- may or may not show the use of paragraphs, but it shows an attempt to respond to the prompt.
- is unclear and unfocused.
- gives few or no supporting details.
- lacks organization.
- does not contain a consistent point of view.
- contains serious errors in punctuation and grammar that make the message difficult to understand.

Score 0 — The student response

- is not written in the correct mode.
- is off-topic.
- is written in a language other than English.
- is illegible.
- is a copy of the prompt.
- is a refusal to respond.
- is a blank page.
- is incomprehensible.
- is an insufficient amount of writing to score.

Rubric for Narrative Writing Prompts

Score 4 — The student response

- is focused on a clear main idea and addresses the particular prompt.
- is well organized and at least three paragraphs long, with a clear beginning, middle, and end.
- displays writing that is intended for a specific audience and purpose.
- contains a clearly stated thesis.
- clearly narrates an event or sequence of events, detailing what happened within a specific time frame.
- is structured logically.
- uses transitions that seem natural and move the reader smoothly through the text.
- uses language that is well controlled, mature in vocabulary, and suitable to the purpose.
- has ideas that are clearly expressed and capture the reader's interest.
- exhibits consistent and appropriate use of first or third person.
- shows mastery of standard grammar (verb tense, subject-verb agreement, pronouns, and complete sentences).
- may contain a few errors in punctuation, capitalization, and spelling as long as it does not affect the meaning of the response.

Score 3 — The student response

- is focused on a clear main idea and addresses the particular prompt.
- is well organized and at least three paragraphs long, with a clear beginning, middle, and end.
- displays writing that is intended for a specific audience and purpose.
- contains a thesis statement and tells a story.
- is organized in a logical way and uses acceptable transitions.
- uses language that is suitable, but limited in sentence structure and word choice.
- exhibits consistent and appropriate use of first or third person.
- contains occasional errors in standard grammar (verb tense, subject-verb agreement, pronouns, and complete sentences).
- may contain errors in punctuation, capitalization, and spelling.
- may contain errors that do not affect meaning, but do weaken the overall response.

Score 2 — The student response

- has a clear sense of beginning, middle, and end, although it may not exhibit the use of separate paragraphs.
- focuses on the prompt but is not intended for a particular audience.
- may or may not include a thesis but does narrate a sequence of events.
- indicates some evidence of an organizational structure but it may not be ordered logically.
- exhibits the use of first or third person with only a few lapses.
- demonstrates some knowledge of grammar and punctuation, but the response contains significant errors.
- contains errors that affect the meaning and weakens the overall message.

Score 1 — The student response

- may or may not show the use of paragraphs, but it shows an attempt to respond to the prompt.
- may attempt to narrate a sequence of events; however, because of the structure, the response does not have a clear sense of beginning, middle, and end.
- contains a main idea that is unclear and unfocused.
- exhibits no particular point of view or a mixture of points of view.
- contains serious errors in punctuation and grammar that make the message difficult to understand.

Score 0 — The student response

- is not written in the correct mode.
- is off-topic.
- is written in a language other than English.
- is illegible.
- is a copy of the prompt.
- is a refusal to respond.
- is a blank page.
- is incomprehensible.
- is an insufficient amount of writing to score.