

READING ASSESSMENT FRAMEWORK
Grade 8

BOLD=Eligible for Assessment

Italics=Classroom Assessment Only

Underlining=Performance Standard moved to another Benchmark

ALL CAPS=Performance Standard moved from another Benchmark

DOK = Depth of Knowledge

STRAND I: Reading and Listening for Comprehension

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

5-8 Benchmark I-A: Listen to, read, react to, and interpret information

1. Narrate a personal account that:
 - a. establishes a point of view and sharpens focus;
 - b. uses remembered feelings;
 - c. selects details that best illuminate the topic; and
 - d. connects events to self and society.
2. Interact in group activities and/or seminars to:
 - a. share personal reactions to questions raised;
 - b. give reasons and cite examples from texts to support opinions;
 - c. clarify, illustrate, or expand on a response; and
 - d. ask classmates for similar expansion.
3. From oral selections, compare, contrast, and evaluate for details, main ideas, themes, actions, and main character.

REPORTING CATEGORY 1

DOK 3 5-8 Benchmark I-B: Gather and use information for research and other purposes

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| 3 | |
| 4 | <ol style="list-style-type: none"> 1. Use information for specific tasks by: <ol style="list-style-type: none"> a. analyzing and evaluating information to extend ideas; analyzing and evaluating themes and central ideas in relation to personal and societal issues; and b. creating a research product in both written and presentation form. 2. Use images, videos, and visual representations as informational research tools. |
| 2 | |

REPORTING CATEGORY 2

DOK 3 5-8 Benchmark I-C: Apply critical thinking skills to analyze information

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| 3 | |
| | <ol style="list-style-type: none"> 1. Create a research product in both written and presentation form by: <ol style="list-style-type: none"> a. determining purpose, audience, and context; b. choosing a relevant topic; c. selecting a presentation format (e.g., video, essay, interactive technology); d. evaluating information for extraneous detail, inconsistencies, relevant facts, and organization; researching and organizing information to achieve purpose using notes and memory aides to structure information; <ol style="list-style-type: none"> e. supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources; |

3	<p>f. <i>citing sources used; and</i></p> <p>g. <i>employing graphics, charts, diagrams, and graphs to enhance communication.</i></p> <p>2. Analyze the (Draw) inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes. (Moved to III-B, position 5M.)</p>
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REPORTING CATEGORY 3

DOK	5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process
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4	<p>1. Analyze the purpose of the author or creator and the impact of that purpose by evaluating biases, messages, and underlying assumptions of a variety of texts and media.</p> <p>2. Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues. (Moved to III-B, position 6M.)</p>
3	3. Recognize when information presented in a text is new knowledge and describe how it can be used.
2	4. Use the various parts of a text to locate specific information (index, table of contents, glossary)
1	5. Identify the topic sentence in a reading selection.
3	6. Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and structures of those works to understand main elements, perspective, and style.

Strand: Literature and Media

Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.

5-8 Benchmarks III-A: Use language, literature, and media to understand various social and cultural perspectives

1. Demonstrate familiarity with selected:
 - a. classic literature;
 - b. mythology;
 - c. classic fiction and non-fiction; and
 - d. drama.
2. Use literature and media to reflect on learning experiences by:
 - a. evaluating personal perspectives and how they are influenced by society, cultural differences, and historical issues;
 - b. appraising learning as change in perspective; and
 - c. evaluating personal circumstances and background that shape interaction with literature and media.
3. Analyze a work of literature showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

REPORTING CATEGORY 4

DOK	5-8 Benchmarks III-B: Identify ideas and make connections among literary works
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3	1. Identify conflict, rising action, and resolution of conflict in a literary work.
3	2. Describe how tone and meaning is conveyed in poetry and expository writing through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

3	3. Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) to understand the author’s meaning and perspective.
2	4. Identify the defining characteristics of classic literature and themes.
3	5M. ANALYZE THE INFERENCES AND CONCLUSIONS FROM FICTIONAL and non-fictional CONTEXTS, EVENTS, CHARACTERS, SETTINGS, AND THEMES. (Moved from I-C.2.)
3	6M. ANALYZE AND EVALUATE THEMES AND CENTRAL IDEAS IN LITERARY AND OTHER TEXTS IN RELATION TO PERSONAL AND SOCIETAL ISSUES. (Moved from I-D.2)