

## Grade 8 Reading

The grade 8 reading assessment presents a variety of grade-appropriate reading passages representing literary, informational, and everyday text. Passages may be up to 1,500 words long and some passages may be paired with other, related passages. Literary text at this grade includes short stories, novel excerpts, drama, biography, autobiography, and poetry. Informational text includes magazine, textbook, and newspaper articles, government documents, historical papers, reports, manuals, reviews, and editorial cartoons. Everyday text includes charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, and technical instructions. Each performance level presumes mastery at previous levels.

### **Advanced**

Score range: 539 and above

At the beginning of the year, eighth-grade students performing at the Advanced level consistently use a variety of sophisticated word-identification strategies and use an on grade-level and above grade-level reading vocabulary to understand a variety of grade-level texts. Students at this level easily comprehend a variety of texts and demonstrate comprehension at literal, inferential, and evaluative levels. They recognize important ideas and can draw conclusions about a central message within a text or across two texts. They can infer a point of view expressed in a text, including poetry, and evaluate diverse view points presented. Students are able to analyze an author's style and use of language and infer the intended effect on the reader. They can make connections between the texts or between the texts and real-world situations or common experiences. In general, students at the Advanced level consistently apply a range of reading strategies and critical thinking skills to comprehend a variety of grade-level texts.

### **Proficient**

Score range: 480–538

At the beginning of the year, eighth-grade students performing at the Proficient level appropriately use a range of word-identification strategies and on grade-level reading vocabulary to understand text. When reading a variety of texts, students at this level can identify stated and implied ideas and supporting details. They infer the author's purpose for writing the text and overall style or tone. Students draw conclusions and summarize important ideas and events and provide some relevant, text-based information to support the summary. Students are able to connect or extend concepts in an informational text to a new situation or common experiences. In general, students at the Proficient level sufficiently comprehend a variety of grade-level texts and often recognize important ideas and make connections among ideas to demonstrate comprehension.

**Basic**

Score range: 445–479

At the beginning of the year, eighth-grade students performing at the Basic level have reading vocabulary that is below grade-level and have a limited range of word-identification strategies. When reading either literary or informational text, students at the Basic level can recall and sequence some events and identify a clearly expressed point of view. They can make simple inferences and generalizations about the topic. Students at this level demonstrate their overall understanding of text by making simple inferences or basic connections between a text and real-world or common experiences. In general, students at the Basic level demonstrate a general understanding of text at the literal level and partial but incomplete comprehension at an inferential or evaluative level. Students may be able to demonstrate a wider variety of comprehension skills and strategies during classroom instruction with below grade-level texts or with grade-level texts if given assistance.

**Minimal Performance**

Score range: 444 and below

At the beginning of the year, eighth-grade students performing at the Minimal Performance level have a limited variety of word-identification and comprehension strategies that they can apply effectively. When reading grade-appropriate texts, they are able to identify stated information, use stated details to sequence events, and make simple inferences. They are able to identify an author's purpose for writing a text and a purpose for reading. In general, students at the Minimal Performance level demonstrate general comprehension of text at a literal level and partial comprehension at an inferential level. During classroom instruction, students at this level are likely to demonstrate a wider range of strategies or more in-depth comprehension when reading below grade-level texts. They may be able to use analytic and evaluative thinking skills with below grade-level texts and with on grade-level texts if given assistance.