

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, 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. *The descriptions provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

WKCE-CRT Performance Level Descriptions and Scale Score Ranges	
Advanced 539 and above	<p>At the beginning of the year, students at the Advanced level demonstrate in-depth understanding of academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues to determine the meaning of unfamiliar words or idioms. ▪ using knowledge of root words and word usage to determine the meaning of words in context. ▪ using a dictionary entry and context clues to determine the meaning of a multiple-meaning word as used in a text, particularly when the definition used is less common or unfamiliar. ▪ using discrete and multiple stated details to identify the story elements in a literary text. ▪ identifying the reason for a character's actions, feelings, or motives. ▪ using multiple details from informational text to extract key information. ▪ interpreting stated details to identify cause and effect relationships. ▪ identifying the relative sequence of events in a text. ▪ locating and sequencing stated information in a text to complete a graphic organizer. ▪ using a graphic organizer and information in a text to recall and sequence events in a text. ▪ drawing conclusions about a central message in a literary text. ▪ inferring a common theme in two literary texts. ▪ making inferences about characters' traits, feelings, attitudes, and actions. ▪ making inferences about story elements and providing some relevant details from the text to support the inference. ▪ inferring an author's purpose for writing a text. ▪ inferring an author's purpose and intended audience for a text or portion of a text. ▪ comparing two texts to identify similarities and/or differences. ▪ analyzing how an idea is supported by information in two texts, and providing some accurate text-based

WKCE-CRT Performance Level Descriptions and Scale Score Ranges	
	<p>support.</p> <ul style="list-style-type: none"> ▪ summarizing key points or ideas in informational text. ▪ inferring the organizational pattern used in a text or portion of a text. ▪ distinguishing among specific genres of literary text and identifying why a text is fiction or nonfiction based on its characteristics. ▪ analyzing the use of descriptive language or rhetorical devices, such as repetition, in poetry. ▪ inferring a point of view expressed in a poem or a purpose for a poet's use of specific language. ▪ analyzing an author's style and tone and inferring the intended effect on the reader. ▪ drawing conclusions about a central message in a literary text, including poetry. ▪ distinguishing between statements of fact and opinion about a technical topic. ▪ predicting/hypothesizing the effects of an event in an informational text. ▪ distinguishing among details that are more or less important to the main idea of an informational text. ▪ evaluating diverse viewpoints in an informational text and the accuracy and credibility of information. ▪ evaluating an author's effectiveness in achieving a given purpose and providing text-based information to support the evaluation. ▪ explaining how an author's use of language creates a mood or serves a specific purpose and using text-based details to support the explanation. ▪ inferring an author's purpose in using specific language or in including certain information in a text. ▪ identifying words, phrases, or sentences that are propaganda or reflect a bias or point of view.
<p>Proficient 480–538</p>	<p>At the beginning of the year, students at the Proficient level demonstrate competency in the academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues to interpret what is implied by a familiar word or phrase as used in a text, the meaning of unfamiliar words, or which meaning of a multiple-meaning word is used in a text. ▪ interpreting the meaning of figurative language as used in a text. ▪ using knowledge of affixes to determine the meaning of unfamiliar words in context. ▪ using a dictionary entry and context clues to determine the meaning of a multiple-meaning word as used in a text. ▪ identifying stated details and relationships among ideas in a literary text. ▪ identifying stated information about main ideas and supporting details in informational text. ▪ using text features, such as tables, charts, or diagrams, to locate and identify a main idea or supporting details. ▪ identifying several details, events in a sequence, or steps in a process stated in a text.

WKCE-CRT Performance Level Descriptions and Scale Score Ranges	
	<ul style="list-style-type: none"> ▪ making inferences about story events. ▪ identifying the implied theme in a literary text and supporting details. ▪ summarizing important ideas and events in texts and providing some relevant, text-based information to support the summary. ▪ analyzing how an idea is supported by information in two texts, but demonstrating an incomplete understanding and providing limited or vague text-based support. ▪ analyzing an implied cause and effect relationship or comparison and contrast in an informational text. ▪ drawing conclusions from an informational text. ▪ distinguishing among types of language in texts, such as formal, informal, technical, or literary. ▪ inferring an author's overall style or tone. ▪ making predictions about story elements if a text were continued. ▪ making limited connections to text and drawing conclusions based on stated information in a text. ▪ inferring a clearly expressed point of view. ▪ distinguishing between statements of fact and opinion or important and unimportant facts in an informational text. ▪ identifying phrases or sentences that reveal an author's purpose or create a given effect.
<p>Basic 445–479</p>	<p>At the beginning of the year, students at the Basic level demonstrate some academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues to determine the meaning of figurative language as used in a text. ▪ identifying how word meaning changes when frequently-used affixes are added. ▪ identifying stated details about characters and events in a literary text. ▪ identifying the main idea in an informational text and details that support a main idea. ▪ using text features such as headings, subheadings, and illustrations to locate specific information in a text. ▪ recalling the order of some events or details in a text. ▪ explaining how characters change or how they could act differently and using limited or general information to support the explanation. ▪ identifying a common or familiar theme in a literary text and implied main ideas and stated, supporting details in informational text. ▪ using information in a text to make simple inferences and generalizations or to draw simple conclusions. ▪ making predictions or drawing conclusions based on events in a literary text or information in an informational text.

WKCE-CRT Performance Level Descriptions and Scale Score Ranges	
	<ul style="list-style-type: none"> ▪ interpreting the meaning of simple figurative language, such as a simile, and making inferences about an author's use of specific words or phrases. ▪ making limited predictions and connections between a text and real-world situations. ▪ identifying a stated point of view.
Minimal Performance 444 and below	<p>At the beginning of the year, students at the Minimal Performance level demonstrate very limited academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using clear context clues and prior knowledge to determine the meaning of unfamiliar words or familiar similes in text. ▪ identifying the meaning of words with familiar roots and affixes and how word meaning changes when frequently-used affixes are added. ▪ using a dictionary to determine the meaning of a familiar word as used in a text or unfamiliar words in below grade-level text. ▪ identifying stated information about story elements and using stated details to sequence events. ▪ identifying the main topic and stated main idea of a text and stated details in a text. ▪ locating text features, such as headings, subheadings, and graphics, identifying stated information related to those features, and making simple inferences about the content of a text or portion based on text features. ▪ locating the first and last events in an explicitly stated sequence in a text. ▪ summarizing the main message in a text and making simple inferences and predictions from literary text. ▪ identifying the general topic of an informational text and stated facts about the topic. ▪ identifying the meaning of a familiar simile or metaphor, as used in a text. ▪ predicting outcomes in a literary text. ▪ identifying important details in a literary text. ▪ making limited connections between a text and real-world experiences and drawing limited or basic conclusions based on stated information. ▪ identifying a word or phrase that reflects a specific purpose or style.