

Curriculum & Standards
District Assessments
Grade 8, English/reading
Third-Quarter Test – Summative
Revised 2004

Test Item	Content Standard	Student Pages	Criterion Of Success
Reading Comprehension/Vocabulary, Section 1			
1	Literary Response and Analysis (LR) 3.2 <i>Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</i>	Ch: 1	66% or above
2	Literary Response and Analysis (LR) 3.4 <i>Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</i>	Ch: 3	
3	Literary Response and Analysis (LR) 3.6 <i>Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</i>	Ch: 5	
4	Literary Response and Analysis (LR) 3.6 <i>Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</i>	Ch: 5	
5	Reading Comprehension (RC) 2.4 <i>Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</i>	Ch: 6	
6	Word Analysis, Fluency, Vocabulary (WV) 1.3 <i>Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example comparison, or contrast.</i>	Ch: 3, 4, 7	
7	Reading Comprehension (RC) 2.2 <i>Analyze text that uses proposition and support patterns.</i>	Ch: 1	
8	English-Language Conventions (LC) 1.5 <i>Use correct punctuation and capitalization.</i>	HH: 13	
9	Reading Comprehension (RC) 2.4 <i>Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</i>	Ch: 6	
10	Reading Comprehension (RC) 2.4 <i>Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</i>	Ch: 6	
11	Word Analysis, Fluency, Vocabulary (WV) 1.1 <i>Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</i>	Ch: 1, 5, 7	
12	Literary Response and Analysis (LR) 3.5 <i>Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</i>	Ch: 4	
13	Literary Response and Analysis (LR) 3.6 <i>Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</i>	Ch: 5	
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18	Literary Response and Analysis (LR) 3.1 <i>Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).</i>	Ch: 6	
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21	Reading Comprehension (RC) 2.4 <i>Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</i>	Ch: 6	
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28	Word Analysis, Fluency, Vocabulary (WV) 1.3 <i>Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example comparison, or contrast.</i>	Ch: 3, 4, 7	
Language Conventions, Section 2			
1	English-Language Conventions (LC) 1.4 <i>Edit written manuscripts to ensure that correct grammar is used.</i>	HH: 8	
2	English-Language Conventions (LC) 1.4 <i>Edit written manuscripts to ensure that correct grammar is used.</i>	HH: 11	

3	English-Language Conventions (LC) 1.4 <i>Edit written manuscripts to ensure that correct grammar is used.</i>	HH: 12	66% or above	
4	English-Language Conventions (LC) 1.4 <i>Edit written manuscripts to ensure that correct grammar is used.</i>	HH: 12		
5	English-Language Conventions (LC) 1.4 <i>Edit written manuscripts to ensure that correct grammar is used.</i>	HH: 11		
6	English-Language Conventions (LC) 1.4 <i>Edit written manuscripts to ensure that correct grammar is used.</i>	HH: 11		
7	English-Language Conventions (LC) 1.4 <i>Edit written manuscripts to ensure that correct grammar is used.</i>	HH: 11		
8	English-Language Conventions (LC) 1.5 <i>Use correct punctuation and capitalization.</i>	HH: 13		
9	English-Language Conventions (LC) 1.5 <i>Use correct punctuation and capitalization.</i>	HH: 13		
10	English-Language Conventions (LC) 1.5 <i>Use correct punctuation and capitalization.</i>	HH: 13		
11	English-Language Conventions (LC) 1.5 <i>Use correct punctuation and capitalization.</i>	HH: 13		
Writing, Section 2				
12	Writing Strategies (WS) 1.1 <i>Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</i>	MW: 1		66% or above
13	Writing Strategies (WS) 1.6 <i>Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</i>	MW: 1		
14	Writing Strategies (WS) 1.6 <i>Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</i>	MW: 1		
15	English-Language Conventions (LC) 1.5 <i>Use correct punctuation and capitalization.</i>	HH: 15		
16	Writing Strategies (WS) 1.6 <i>Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</i>	MW: 1		
17	Writing Strategies (WS) 1.6 <i>Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</i>	MW: 1		
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20	Writing Strategies (WS) 1.3 <i>Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</i>	W: 3		
21	Writing Strategies (WS) 1.2 <i>Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</i>	W: 3		
22	Writing Strategies (WS) 1.1 <i>Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</i>	MW: 1		