



# **Grade 8 FCAT 2.0 Reading Achievement Level Descriptions**

**Grade 8 FCAT 2.0 Reading Reporting Category—Vocabulary**

Students performing at the mastery level of this reporting category will be able to use multiple strategies to determine the meaning of grade-appropriate vocabulary words.

Achievement Level	Achievement Level Descriptions
<b>Level 5</b>	<p>Presented with grade-appropriate texts encompassing a range of complexity, students will consistently <u>be able to</u></p> <ul style="list-style-type: none"><li>•use context clues to determine the meaning of an unfamiliar word;</li><li>•analyze word structure (<i>prefixes, suffixes, and root words</i>) to determine meaning;</li><li>•analyze words and phrases derived from other languages to determine meaning;</li><li>•analyze advanced words, phrases, and word relationships to determine meaning; and</li><li>•analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.</li></ul>
<b>Level 4</b>	<p>Presented with grade-appropriate texts encompassing a range of complexity, students will usually be <u>able to</u></p> <ul style="list-style-type: none"><li>•use context clues to determine the meaning of an unfamiliar word;</li><li>•analyze word structure (<i>prefixes, suffixes, and root words</i>) to determine meaning;</li><li>•analyze words and phrases derived from other languages to determine meaning;</li><li>•analyze advanced words, phrases, and word relationships to determine meaning; and</li><li>•analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.</li></ul>

<p style="text-align: center;"><b>Level 3</b></p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to</u></p> <ul style="list-style-type: none"> <li>•use context clues to determine the meaning of an unfamiliar word;</li> <li>•analyze word structure (<i>prefixes, suffixes, and root words</i>) to determine meaning;</li> <li>•analyze words and phrases derived from other languages to determine meaning;</li> <li>•analyze words, phrases, and word relationships to determine meaning; and</li> <li>•analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.</li> </ul>
<p style="text-align: center;"><b>Level 2</b></p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to</u></p> <ul style="list-style-type: none"> <li>•determine the meaning of an unfamiliar word;</li> <li>•analyze word structure (<i>prefixes, suffixes, and root words</i>) to determine meaning;</li> <li>•analyze words and phrases derived from other languages to determine meaning;</li> <li>•analyze words, phrases, and word relationships to determine meaning; and</li> <li>•analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.</li> </ul>
<p style="text-align: center;"><b>Level 1</b></p>	<p>Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.</p>

**Grade 8 FCAT 2.0 Reading Reporting Category—Reading Application**

**Students performing at the mastery level of this reporting category will be able to use a variety of strategies to comprehend text suitable for the grade level.**

Achievement Level	Achievement Level Descriptions
<b>Level 5</b>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to</u></p> <ul style="list-style-type: none"><li>• identify and analyze the author's purpose, perspective, and bias and understand how they affect meaning;</li><li>• analyze and interpret a stated or implied main idea;</li><li>• evaluate and synthesize a summary statement;</li><li>• evaluate and synthesize relevant details;</li><li>• draw logical conclusions and make appropriate inferences;</li><li>• analyze and evaluate details to make a plausible prediction;</li><li>• analyze and discern implied cause-and-effect relationships;</li><li>• evaluate text structures/organizational patterns (e.g., <i>comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description</i>) and determine their impact on meaning; and</li><li>• analyze and evaluate similarities and differences between text elements.</li></ul>

<p style="text-align: center;"><b>Level 4</b></p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to</u></p> <ul style="list-style-type: none"> <li>• identify and analyze the author's purpose, perspective, and bias;</li> <li>• analyze a stated or implied main idea;</li> <li>• analyze a summary statement;</li> <li>• analyze and evaluate relevant details;</li> <li>• draw logical conclusions and make appropriate inferences;</li> <li>• analyze details to make a plausible prediction;</li> <li>• analyze implied cause-and-effect relationships;</li> <li>• analyze text structures/organizational patterns (e.g., <i>comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description</i>) and determine their impact on meaning; and</li> <li>• analyze similarities and differences between text elements.</li> </ul>
<p style="text-align: center;"><b>Level 3</b></p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to</u></p> <ul style="list-style-type: none"> <li>• identify the author's purpose, perspective, and bias;</li> <li>• determine a stated or implied main idea;</li> <li>• identify a summary statement;</li> <li>• identify relevant details;</li> <li>• draw logical conclusions and make appropriate inferences;</li> <li>• use details to make a plausible prediction;</li> <li>• identify cause-and-effect relationships;</li> <li>• identify text structures/organizational patterns (e.g., <i>comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description</i>) and determine their impact on meaning; and</li> <li>• identify similarities and differences between text elements.</li> </ul>

<p style="text-align: center;"><b>Level 2</b></p>	<p>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate <u>limited ability to</u></p> <ul style="list-style-type: none"> <li>• identify the author's purpose, perspective, and bias;</li> <li>• determine a stated or implied main idea;</li> <li>• identify a summary statement;</li> <li>• identify relevant details;</li> <li>• draw logical conclusions and make appropriate inferences;</li> <li>• use details to make a plausible prediction;</li> <li>• identify cause-and-effect relationships;</li> <li>• identify text structures/organizational patterns (e.g., <i>comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description</i>); and</li> <li>• identify similarities and differences between text elements.</li> </ul>
<p style="text-align: center;"><b>Level 1</b></p>	<p>Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.</p>

**Grade 8 FCAT 2.0 Reading Reporting Category—Literary Analysis: Fiction and Nonfiction**

**Students performing at the mastery level of this reporting category will be able to identify, analyze, and apply knowledge of the elements of a variety of literary texts, both fiction and nonfiction.**

Achievement Level	Achievement Level Descriptions
<p align="center"><b>Level 5</b></p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to</u></p> <ul style="list-style-type: none"> <li>• identify, analyze, and interpret how literary elements (e.g., <i>plot development, foreshadowing, flashback, setting, character development, character point of view, theme, conflict, resolution</i>) contribute to and affect meaning; and</li> <li>• identify, analyze, interpret, and evaluate the author’s use of descriptive language (e.g., <i>tone, mood, irony, imagery, alliteration, onomatopoeia</i>) and figurative language (e.g., <i>hyperbole, symbolism, simile, metaphor, personification</i>) and determine how the author's word choice impacts meaning.</li> </ul>
<p align="center"><b>Level 4</b></p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to</u></p> <ul style="list-style-type: none"> <li>• identify, analyze, and interpret how literary elements (e.g., <i>plot development, foreshadowing, flashback, setting, character development, character point of view, theme, conflict, resolution</i>) contribute to and affect meaning; and</li> <li>• identify, analyze, interpret, and evaluate the author’s use of descriptive language (e.g., <i>tone, mood, irony, imagery, alliteration, onomatopoeia</i>) and figurative language (e.g., <i>hyperbole, symbolism, simile, metaphor, personification</i>) and determine how the author's word choice impacts meaning.</li> </ul>
<p align="center"><b>Level 3</b></p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to</u></p> <ul style="list-style-type: none"> <li>• identify and analyze how literary elements (e.g., <i>plot development, foreshadowing, flashback, setting, character development, character point of view, theme, conflict, resolution</i>) contribute to and affect meaning; and</li> <li>• identify and analyze the author’s use of descriptive language (e.g., <i>tone, mood, irony, imagery, alliteration, onomatopoeia</i>) and figurative language (e.g., <i>hyperbole, symbolism, simile, metaphor, personification</i>) and determine how the author’s word choice impacts meaning.</li> </ul>

<p style="text-align: center;"><b>Level 2</b></p>	<p>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate <u>limited ability to</u></p> <ul style="list-style-type: none"> <li>• identify and analyze how literary elements (e.g., <i>plot development, foreshadowing, flashback, setting, character development, character point of view, theme, conflict, resolution</i>) contribute to and affect meaning; and</li> <li>• identify and analyze the author’s use of descriptive language (e.g., <i>tone, mood, irony, imagery, alliteration, onomatopoeia</i>) and figurative language (e.g., <i>hyperbole, symbolism, simile, metaphor, personification</i>) and determine how the author’s word choice impacts meaning.</li> </ul>
<p style="text-align: center;"><b>Level 1</b></p>	<p>Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.</p>

**Grade 8 FCAT 2.0 Reading Reporting Category—Informational Text and Research Process**

**Students performing at the mastery level of this reporting category will be able to comprehend and interpret informational text from a variety of sources.**

Achievement Level	Achievement Level Descriptions
<p align="center"><b>Level 5</b></p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to</u></p> <ul style="list-style-type: none"> <li>•analyze, evaluate, and synthesize information from a variety of text features (e.g., <i>headings, subheadings, titles, subtitles, sections, captions, italicized text, charts, tables, graphs, illustrations, maps, diagrams, text boxes</i>) to determine meaning (assesses LA.8.2.2.1 and LA.8.6.1.1);</li> <li>•synthesize information by identifying the relationships among ideas;</li> <li>•analyze and evaluate information by utilizing evidence from the text; and</li> <li>•evaluate the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).</li> </ul>
<p align="center"><b>Level 4</b></p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to</u></p> <ul style="list-style-type: none"> <li>•analyze and evaluate information from a variety of text features (e.g., <i>headings, subheadings, titles, subtitles, sections, captions, italicized text, charts, tables, graphs, illustrations, maps, diagrams, text boxes</i>) to determine meaning (assesses LA.8.2.2.1 and LA.8.6.1.1);</li> <li>•synthesize information by identifying the relationships among ideas;</li> <li>•analyze and evaluate information by utilizing evidence from the text; and</li> <li>•evaluate the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).</li> </ul>

<p style="text-align: center;"><b>Level 3</b></p>	<p>Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to</p> <ul style="list-style-type: none"> <li>•locate and analyze information from a variety of text features (e.g., <i>headings, subheadings, titles, subtitles, sections, captions, italicized text, charts, tables, graphs, illustrations, maps, diagrams, text boxes</i>) to determine meaning (assesses LA.8.2.2.1 and LA.8.6.1.1);</li> <li>•synthesize information by identifying the relationships among ideas;</li> <li>•analyze and evaluate information by utilizing evidence from the text; and</li> <li>•determine the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).</li> </ul>
<p style="text-align: center;"><b>Level 2</b></p>	<p>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to</p> <ul style="list-style-type: none"> <li>•locate and use information from a variety of text features (e.g., <i>headings, subheadings, titles, subtitles, sections, captions, graphs, italicized text, charts, tables, illustrations, maps, diagrams, text boxes</i>) to determine meaning (assesses LA.8.2.2.1 and LA.8.6.1.1);</li> <li>•synthesize information by identifying relationships among ideas;</li> <li>•analyze and evaluate information by utilizing evidence from the text; and</li> <li>•determine the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).</li> </ul>
<p style="text-align: center;"><b>Level 1</b></p>	<p>Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.</p>