

Grade 8

FCAT Reading

Sample Answers

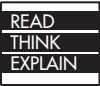
This book contains the answers to the FCAT Reading sample questions, as well as explanations for the answers. It also gives the Sunshine State Standards benchmark assessed by each item. In January 2007, the State Board of Education adopted updated benchmarks. These new benchmarks are included in this booklet to provide teachers with additional information. For more information, follow this link to the Florida Standards website:

<http://www.floridastandards.org/index.aspx>.

Multiple-choice items are scored by awarding one point for each correct answer. Answers to short-response and extended-response “Read, Think, Explain” questions are scored with two-point and four-point rubrics, respectively. For short- and extended-response questions, there is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The overall characteristics of top-score and partial-credit responses for “Read, Think, Explain” questions are given in the general rubrics. Each “Read, Think, Explain” item also has a specific rubric containing an example of a top-score response for that item. (See the answers to items 13 and 16 in this book.)

The intent of these sample test materials is to orient teachers and students to the types of questions on FCAT tests. By using these materials, students will become familiar with the types of items and response formats that they will see on the actual test. The sample test materials are not intended to demonstrate the length of the actual test, nor should student responses be used as an indicator of student performance on the actual test. Additional information about test items can be found in the *FCAT Test Item Specifications* at <http://fcats.fldoe.org/fcatis01.asp> and previously released FCAT tests at <http://fcats.fldoe.org/fcatrelease.asp>.

When the 2010 FCAT Reading tests and associated sample test materials were developed, the State of Florida was in the process of revising the Sunshine State Standards in Reading and Language Arts. These newer standards were not yet approved for use in Florida’s schools, so it was not feasible to incorporate these new standards into the 2010 FCAT Reading tests. The portion of the 2010 FCAT Reading tests that will be used to calculate student results and school grades in 2010 will be composed of items that assess mastery of the 1996 Sunshine State Standards. Because it was also not feasible to develop 2010 field test items to assess mastery of the newer standards, the 2010 FCAT Reading tests will contain field test items that assess mastery of the 2007 Sunshine State Standards. Student performance on these items will not be used to calculate student results or school grades, but data will be gathered and examined so these items can be considered for use on future tests, including those assessing the newer standards.



Rubric for Short-Response Questions

- 2 points The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.
- 1 point The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
- 0 points The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate or contains only irrelevant text-based information; the response has an insufficient amount of information to determine the student's understanding of the task; or the student has failed to respond to the task.



Rubric for Extended-Response Questions

- 4 points The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based.
- 3 points The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.
- 2 points The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.
- 1 point The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.
- 0 points The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate or contains only irrelevant text-based information; the response has an insufficient amount of information to determine the student’s understanding of the task; or the student has failed to respond to the task.

Poem: “The Kite”

“The Kite” property of the Florida Department of Education.

1 The correct answer is A (The kite is rarely used).

Type of Text: Literary

1996 Benchmark: LA.A.1.3.2 The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

2007 Benchmark: LA.8.1.6.8 The student will identify advanced word/phrase relationships and their meanings.

The correct answer is A. Based on the meaning of the phrase *spends most of the time sleeping*, the student should conclude that the kite is rarely used.

2 The correct answer is H (currents, stream).

Type of Text: Literary

1996 Benchmark: LA.A.1.3.2 The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

2007 Benchmark: LA.8.1.6.8 The student will identify advanced word/phrase relationships and their meanings.

The correct answer is H. As used in the poem, only one pair of words in the available options, *currents* and *stream*, have similar meanings. Both words indicate flowing movement(s) through air.

3 The correct answer is D (The imagination needs endless freedom).

Type of Text: Literary

1996 Benchmark: LA.E.2.3.1 The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

2007 Benchmark: LA.8.2.1.7 The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis.

The correct answer is D. The poet uses figurative language in this line from the poem, *that this springtime dance needs stretching out*, which literally means that the imagination needs endless freedom.

Article: “Rivers and Streams”

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4 The correct answer is G (raging).

Type of Text: Informational

1996 Benchmark: LA.A.1.3.2 The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

2007 Benchmark: LA.8.1.6.3 The student will use context clues to determine meanings of unfamiliar words.

The correct answer is G. The sentence from the article provides context clues to indicate the meaning of the word *turbulent*. These words are *crashing*, *power*, and *running*.

5 The correct answer is B (It combines shallow tributaries).

Type of Text: Informational

1996 Benchmark: LA.A.1.3.2 The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

2007 Benchmark: LA.8.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is B. The article describes how the flow of water is classified as a first-order stream and also describes the journey water takes in order to be classified as a fourth-order stream. The reader can conclude that fourth-order streams are formed from combining shallow tributaries.

6 The correct answer is F (their typical location).

Type of Text: Informational

1996 Benchmark: LA.A.2.2.7 The student recognizes the use of comparison and contrast in a text.

2007 Benchmark: LA.8.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).

The correct answer is F. The article provides information that explains how intermittent streams and ephemeral streams are similar. The article states each stream is dependent upon rainfall in order to become a running stream. The speed of each stream's current and the volume of water found in each stream is dependent upon the amount of rainfall each stream receives. The article also states that *intermittent streams flow only during the wet season*, while ephemeral streams *are found in very dry areas of the western United States*. From this, the reader can conclude that these two types of streams are not found in similar locations.

7 The correct answer is B (emphasize that water moves through a sequence of stages).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.2 The student identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.

2007 Benchmark: LA.8.1.7.2 The student will analyze the author's purpose and/or perspective in a variety of texts and understand how they affect meaning.

The correct answer is B. The author's use of the words *endless journey* supports the information provided in the article on the cycle of evaporation and precipitation.

8 The correct answer is G (the frequency of their water flow).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.1 The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

2007 Benchmark: LA.8.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

The correct answer is G. The article states, *These streams flow in deep ravines or arroyos only during intense rainfall.*

9 The correct answer is A (The ranking of rivers and streams is based on their tributaries).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.2 The student identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.

2007 Benchmark: LA.8.1.7.2 The student will analyze the author's purpose and/or perspective in a variety of texts and understand how they affect meaning.

The correct answer is A. Of the four options presented, only option A is correct based on the information the author presents in the article.

10 The correct answer is I (number of tributaries and frequency of water flow).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.5 The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

2007 Benchmark: LA.8.6.2.2 The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.

The correct answer is I. Based on the information under the subheading *Keeping Streams in Order*, only option I presents the way in which scientists classify stream order.

11 The correct answer is C (Water cycles through evaporation and precipitation).

Type of Text: Informational

1996 Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts.

2007 Benchmark: LA.8.1.7.4 The student will identify cause-and-effect relationships in text.

The correct answer is C. Based on the information at the beginning of the article, the primary reason water continuously returns to the ocean through rivers and streams is because of . . . *the cycle of evaporation and precipitation*. The article further explains that . . . *water falls on land in the form of rains or snow* and then begins its journey back to the ocean by way of . . . *mountain brooks, creeks, streams, and rivers*.

Article: “The Last Frontier of Texas”

“The Last Frontier of Texas” property of the Florida Department of Education.

- 12** The correct answer is I (The group was charged a fair price for their concert tickets).

Type of Text: Informational

1996 Benchmark: LA.A.1.3.2 The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

2007 Benchmark: LA.8.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.

The correct answer is I. The context of the word *charged* as used in the sentence provided matches the context of the sentence in option I, which indicates the group being *charged* a fair price for tickets.

13 Scoring Rubric



Type of Text: Informational

1996 Benchmark: LA.A.2.3.1 The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

2007 Benchmark: LA.8.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

(Four-point scoring rubric)

Top-Score Response

A top-score response will explain how the author’s organization of information in the brochure helps potential visitors to Big Bend National Park prepare for their visit to the park, using details and information from the brochure for support.

Example of a Top-Score Response

The author organizes information about Big Bend National Park so readers can easily find specific information when preparing for a trip to the park. The author begins with a description of the park’s landscape, features, and its facilities. Then the brochure uses bold headings and subheadings so readers can easily find information. In the section *Accommodations and Services*, information is grouped under subheadings that show exactly what the park offers, such as the Chisos Mountains Lodge and convenience stores. In the *National Park Recreation and Activities* section, the brochure clearly outlines visitor activities, such as *seminars, guided walks, interpretive trails, and rafting trips*. Finally, the brochure provides a short list of facilities available in the park for visitors, such as the post office and ATM. Also included is a list of helpful tips for visitors about what to pack and how to prepare to visit the park.

- 14** The correct answer is C (information needed for planning a trip to Big Bend National Park).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.5 The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

2007 Benchmark: LA.8.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.

The correct answer is C. The purpose of the brochure is to provide various types of information to guide readers in planning a trip to Big Bend National Park. This information is divided by topic and organized by subheadings titled *Chisos Mountains Lodge, Dining, etc.*

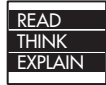
- 15** The correct answer is I (*Stark and dramatic contrasts in topography, climate, scenery, and its unique world of plant and animal life make Big Bend more of an awe-inspiring experience than just a place to visit*).

Type of Text: Informational

1996 Benchmark: LA.A.2.3.8 The student checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

2007 Benchmark: LA.8.6.2.2 The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.

The correct answer is I. All options contain sentences quoted from the article, but in option I, the sentence provides the most detailed description of the natural beauty of Big Bend National Park.

16 Scoring Rubric

Type of Text: Informational

1996 Benchmark: LA.A 2.3.5 The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

2007 Benchmark: LA.8.6.2.2 The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.

(Two-point scoring rubric)

Top-Score Response

A top-score response will use details and information from the brochure to explain how the various types of information in the brochure would guide a reader in planning a trip to Big Bend National Park.

Example of a Top-Score Response

The brochure contains information for readers planning a trip to Big Bend National Park. This information is divided by topic and organized with bold subheadings. The *Chisos Mountains Lodge* section has information about accommodations at the hotel. The subsection *Campgrounds and Trailer Sites* has information about camping options. The subsection *National Park Recreation and Activities* has information about different activities offered at the park, such as hiking and floating on the river. The *Accommodations and Services* section has as details about supplies visitors can purchase. It also has tips on what to bring on the trip.

Notes



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