

FCAT Sample Reading Test

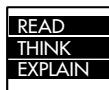
Scoring Guide and Answer Key: Grade 8



Multiple-choice items are scored by awarding one point for each correct answer.

Answers to Short-Answer and Long-Answer “Read, Think, and Explain” questions are scored with two-point and four-point rubrics respectively. 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 each type of question are given in the general rubrics below.

Each Read, Think, and Explain item also has a specific rubric containing an example of a top-score response for that item. (See answers to items 5, 8, 9, and 12 in the sample test book.)



Rubric for Short-Answer 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. Any extensions beyond the text are relevant to the task.

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 may include 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 is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.



Rubric for Long-Answer 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. Any extensions beyond the text are relevant to the task.
- 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 may include 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 is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

Passage: *The Makings of a Star*

- 1** The correct answer is C (to entertain the reader with an amusing story about a teenager).

Type of Passage: Literature

Benchmark: LA.A.2.3.2. Identifies the author’s purpose and/or point of view in a variety of texts and uses information to construct meaning.

The correct answer is C because there is no moral or lesson to be learned as indicated in the other three responses.

- 2** The correct answer is G (to be important and admired).

Type of Passage: Literature

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

The correct answer is G because the other three choices are secondary to his main goal, which is to be a person who is important and admired.

- 3** The correct answer is A (His imagination carries him away).

Type of Passage: Literature

Benchmark: LA.E.2.2.1. Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

The correct answer is A because there is plenty of evidence that he has a wild imagination, while there is no evidence for any of the other three answers.

- 4** The correct answer is H (Homework and chores will not matter when he is famous).

Type of Passage: Literature

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

The correct answer is H because that is his response to his teacher and parents when they scold him for neglecting his responsibilities.

5 Scoring Rubric

Type of Passage: Literature

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

(Two-point scoring rubric)

Top-score response

A top-score response will indicate that the quote reveals Garrett's extremely imaginative nature and his dreams for the future.

Example of a top-score response

- The quote shows how quickly Garrett jumps from reality to imagination. The paper going into the wastebasket becomes the basketball going into the hoop. He dreams of becoming a star and imagines that he is famous with crowds cheering wildly.

6 The correct answer is C (pretend it is a car telephone).

Type of Passage: Literature

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

The correct answer is C because he is thinking of calling from his car telephone and heading down the highway in a beautiful convertible while he holds the dinner roll to his ear.

7 The correct answer is I (has a vivid imagination).

Type of Passage: Literature

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

Because the author gives several examples of Garrett's imaginative experiences (driving a convertible, leading a parade, throwing hoops), there is evidence in the story to support this answer.

8 Scoring Rubric

Type of Passage: Literature

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

(Four-point scoring rubric)

Top-score response

A top-score response will indicate that the adults' comments in the story serve to punctuate Garrett's daydreams with doses of reality and will support that idea with details from the story.

Examples from the story may include:

- "All right, Mr. Big," says my mother from the hallway. "Furniture is for sitting on, not standing on." Garrett imagines himself sitting in a bright red convertible throwing out money to the crowd.
- "Let me give you a piece of advice," says Mr. Rodriguez. "I know you're at that age when you think getting a car is the best thing in the world. Believe me when I tell you it's not all that it's cracked up to be." Garrett goes on to daydream about a red convertible.
- "If you're not going to eat your dinner roll, leave it on your plate," interrupts Garrett's mom. Garrett realizes the dinner roll is not the car telephone he thought it was.

Example of a top-score response

- The adults' comments in the story show that real life is the opposite of Garrett's dreams. For example, Garrett's dreams about a car are the opposite of Mr. Rodriguez's real life experience with cars. Also, his mother is constantly interrupting him in his daydreams. While he is vacuuming he thinks the sound of the vacuum is the cheering of the crowd as he passes by in his motorcade. His mother tells him to get off the furniture. When he thinks he is talking on a car telephone, his mother tells him to take the dinner roll down from his ear. Both of his parents laugh at his fantasies as he drops from being a star to reality.

Passages: *Stop That Car!* and *Electronic Eyes***9 Scoring Rubric**

Type of Passage: Informative

Benchmark: LA.A.2.3.2. Identifies the author’s purpose and/or point of view in a variety of texts and uses information to construct meaning.

(Two-point scoring rubric)

Top-score response

A top-score response will explain why the author started his article with a description of the high-speed chase and will include details about that chase and how police officers will end it.

Example of a top-score response

- The author started the article with a description of a high-speed chase to get the reader interested right away and to explain the older, more dangerous method of ending the chase with officers pointing guns at the car. With the older method, the car might stop or might try to ram the police cars.

10 The correct answer is B (offer a safer method to catch suspects).

Type of Passage: Informative

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

The correct answer is B because the author emphasizes the safety involved in this new method that will make police officers’ jobs easier.

11 The correct answer is F (One rests on the ground; the other shoots from a police car).

Type of Passage: Informative

Benchmark: LA.A.2.2.7. Recognizes the use of comparison and contrast in a text.

The correct answer is F because it is the only answer that gives accurate information in both parts of the sentence.

12 Scoring Rubric

Type of Passage: Informative

Benchmark: LA.A.2.3.5. 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.

(Two-point scoring rubric)

Top-score response

A top-score response will choose Police Car #3 as the car in the best position to launch an AVECM and will provide relevant details from the article to support the choice.

Example of a top score point response

- Police Car #3 is in the best position to launch the AVECM because it is less than 100 feet from the suspect’s car and directly behind it, thus allowing the unit to slide right underneath the car.

13 The correct answer is A (infrared).

Type of Passage: Informative

Benchmark: LA.A.1.3.2. Uses a variety of strategies to analyze words in context, draw conclusions, use context and word structure clues, and recognize organizational patterns.

The correct answer is A because the CairnsIRIS uses a small infrared camera to sense differences in temperature.

- 14** The correct answer is I (infrared “eyes” that sense temperature).

Type of Passage: Informative

Benchmark: LA.E.2.2.1. Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

The correct answer is I because it is the temperature difference that keys the camera to focus on a concealed victim.

- 15** The correct answer is B (It is being used by several fire departments).

Type of Passage: Informative

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

The answer is B because the other three choices deal with issues of life and death and risk. The argument given in answer B is insignificant in comparison.

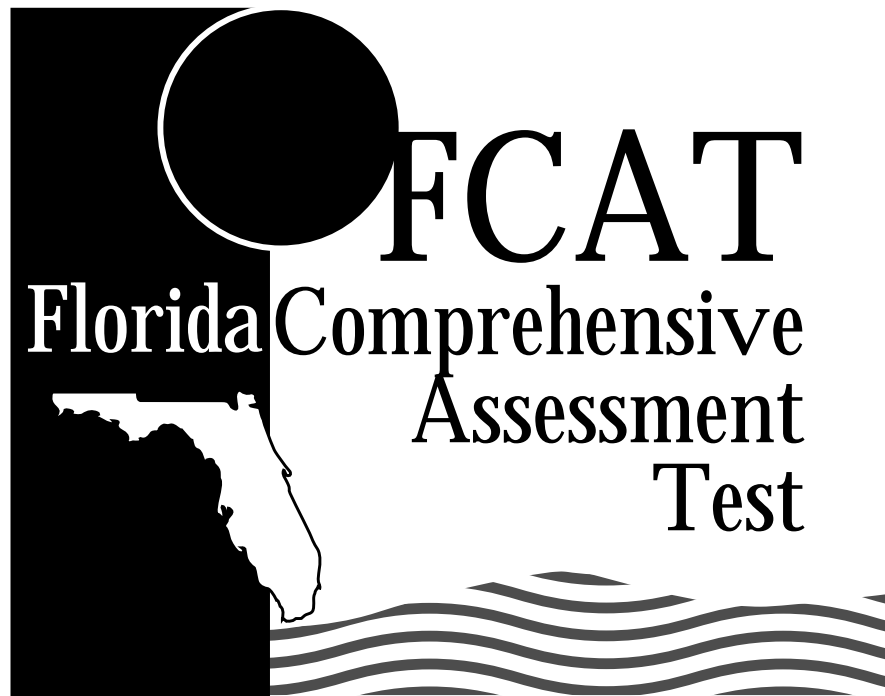
- 16** The correct answer is G (to inform the reader about new and safer technology).

Type of Passage: Informative

Benchmark: LA.A.2.3.2. Identifies the author’s purpose and/or point of view in a variety of texts and uses information to construct meaning.

The answer is G because the majority of the information presented in the article is about the safety improvements of the newer technology.





Sample Reading Test Scoring Guide and Answer Key

Grade  8

The FCAT Sample Reading Test and the Scoring Guide and Answer Key were produced to prepare students for taking the test. Teachers may use these materials in a variety of ways. It is suggested that the sample test be administered under simulated test conditions (30–45 minutes). The Scoring Guide and Answer Key may be used by the teacher to explain responses to students or may be shared with students in a classroom setting.

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The Administrator
Student Assessment Services
Florida Department of Education
Turlington Building, Room 414
325 West Gaines Street
Tallahassee, Florida 32399-0400

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