

## FCAT Sample Test Materials

These sample test materials are designed to help students prepare to answer FCAT questions. These materials introduce them to the kinds of questions they will answer when they take FCAT and include hints for responding to the different kinds of questions. The FCAT reading sample test materials for Grade 8 are composed of the books described below:

- Sample Test and Answer Book**  
Includes sample reading passages, a sample test, a sample answer book, and instructions for completing the sample test. (Copies are available for all students in the tested grade.)
  - Sample Answer Key**  
Includes answers and explanations for the questions in the sample test. (Copies are available for classroom teachers only.)
- = This book

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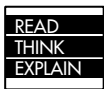
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# Sample Answer Key



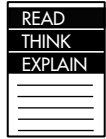
This book contains answers to the sample test questions. Multiple-choice items are scored by awarding one point for each correct answer. Answers to short-response and extended-response “Read, Think, and Explain” questions are scored with two-point and four-point rubrics respectively. There is often more 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 the answers to items 5, 8, 9, and 12 in this book.)



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

## Passage: “The Makings of a Star”

“The Makings of a Star” by Leslie Hall. Copyright © 1993 by Leslie Hall. Reprinted by permission of Leslie Hall.

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

Type of Passage: Literary Text

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. (Includes LA.A.2.2.2 identifies the author’s purpose in a simple text and LA.A.2.2.3 recognizes when a text is primarily intended to persuade.)

The correct answer is C. The author presents a humorous story about a young boy whose daydreams cause him to be absent-minded.

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

Type of Passage: Literary Text

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.

The correct answer is G. 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: Literary Text

Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

The correct answer is A. There is plenty of evidence that Garrett has an imagination that causes him to forget where he is and what he is doing.

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

Type of Passage: Literary Text

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.

The correct answer is H. Garrett believes that when he is famous, he will hire others to take care of his responsibilities. Therefore, he doesn't think chores and homework will be important.

**5 Scoring Rubric**

Type of Passage: Literary Text

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 a story line. (Includes LA.E.1.3.2 recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.)

(Two-point scoring rubric)

**Top-score response**

A top-score response will indicate that the quotation reveals Garrett's extremely imaginative nature and his desire for fame.

**Example of a top-score response**

- The quotation shows how quickly Garrett jumps from reality to imagination. The paper going into the wastebasket becomes a basketball going into a hoop. He dreams that he is a famous person surrounded by crowds cheering wildly.

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

Type of Passage: Literary Text

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.

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

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

Type of Passage: Literary Text

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. (Includes LA.A.2.2.2 identifies the author's purpose in a simple text and LA.A.2.2.3 recognizes when a text is primarily intended to persuade.)

The correct answer is I. The author gives several examples of Garrett's imaginative experiences (driving a convertible, leading a parade, shooting hoops) that provide evidence from the story to support this answer.

## 8 Scoring Rubric

Type of Passage: Literary Text

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 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

- "All right, Mr. Big," says my mother from the hallway. "Furniture is for sitting on, not standing on." Garrett imagines himself 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 back to the reality of being an undiscovered talent.

## Passages: “Stop That Car!” and “Electronic Eyes”

“Stop That Car!” and “Electronic Eyes” by Mark Haverstock, published in *Boys’ Life’s* October 1995 issue, text copyright © 1995 by Mark Haverstock, art copyright © 1995 by Arnie Ten. Reprinted by permission of the author and artist.

### 9 Scoring Rubric

Type of Passage: Informational Text

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 information to construct meaning. (Includes LA.A.2.2.2 identifies the author’s purpose in a simple text and LA.A.2.2.3 recognizes when a text is primarily intended to persuade.)

(Two-point scoring rubric)

#### Top-score response

A top-score response will explain why the author begins his article with a description of the high-speed chase. The response will include details about the chase and the methods officers can use to 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 its driver might try to ram the police cars.

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

Type of Passage: Informational Text

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.

The correct answer is B. The author emphasizes that the safety involved in this new method 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: Informational Text

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

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

**12** Scoring Rubric

Type of Passage: Informational Text

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. (Includes LA.A.2.3.6 uses a variety of reference materials, including indexes, magazines, newspapers, journals, and tools, including card catalogs and computer catalogs, to gather information for research topics and LA.A.2.3.7 synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.)

(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 response**

- Police Car #3 is in the best position to launch the AVECM because #3 is only about 20 feet from the suspect's car and directly behind it, which will allow the unit to slide right underneath the car.

**13** The correct answer is A (infrared).

Type of Passage: Informational Text

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.

The correct answer is A. 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: Informational Text

Benchmark: LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]

The correct answer is I. The temperature difference 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: Informational Text

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, and recognizing that personal values influence the conclusions an author draws.

The correct answer is B. The other three choices deal with issues of life and death. 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: Informational Text

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 information to construct meaning. (Includes LA.A.2.2.2 identifies the author’s purpose in a simple text and LA.A.2.2.3 recognizes when a text is primarily intended to persuade.)

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







