



Transitional Colorado Assessment Program (TCAP) Assessment Framework Grade 8 Reading

The assessment frameworks specify the content that will be eligible for assessment in the 2012 and 2013 TCAP by aligning the assessment objectives from the Colorado Model Content Standards (old standards) with the Colorado Academic Standards (new standards). TCAP supports the transition to the Colorado Academic Standards (CAS) during the next two years as a gradual approach to statewide measuring of student achievement of the new standards.

Please remember that the TCAP frameworks, and thus TCAP, are not inclusive of **all** of the CAS. **Districts should, however, still transition to the full range of the new standards as the complete set of CAS will be considered eligible content for inclusion in the new 2014 assessment.**

The frameworks are organized as indicated in the table below:

Standard	Indicates the broad knowledge skills that all students should be acquiring in Colorado schools at Grade level. Each standard is assessed every year.		
Benchmark	Tactical descriptions of the knowledge and skills students should acquire by each Grade level assessed by the TCAP.		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
Specific knowledge and skills eligible for inclusion on TCAP for each Grade level.	Provides the code(s) from the Colorado Academic Standards (CAS) that correspond(s) to the assessment objective.	Provides the text from the CAS which correspond(s) to the assessment objective.	Provides clarifying information.

The following may assist in understanding the revised frameworks:

- As the new standards are mastery based, any assessment objective that is aligned to a standard from the Colorado Academic Standards at the relevant grade level or below is eligible for assessment on the TCAP.
- A CAS may be aligned to multiple assessment objectives. To ensure a reasonable document length per grade, some instances of multiple CAS alignments have been omitted.



- Unlike other content areas, there are no assessment objectives, or parts of assessment objectives, without CAS alignment that will continue to be assessed. Therefore, a table comprised of continued content is not included in this framework.
- Assessment objectives and parts of assessment objectives that will no longer be assessed have been struck through and are included in the revised frameworks for purposes of comparison to the prior frameworks only.
- An assessment objective may be aligned to a CAS that includes additional skills which exceed the assessment objective's expectations. In these instances, the TCAP will not assess the additional skills from the CAS; however, districts should still transition to the full range of the new standards as the complete set of CAS will be considered eligible content for inclusion in the new 2014 assessment.
- A key to the CAS Alignment Code can be by following this link:
http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/CAS_Reference_system.pdf



Standard 1	Students read and understand a variety of materials.		
Benchmarks	Using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
a. Compare and contrast a variety of texts with similar themes and ideas.	RWC10-GR.8-S.2-GLE.2-EO.a.iii	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (CCSS: RI.8.3)	
	RWC10-GR.8-S.2-GLE.2-EO.c.iii	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (CCSS: RI.8.9)	
b. Summarize, synthesize, and evaluate information from a variety of text and genre (for example, Internet, technical text, letters, diaries, biographies, email, and lyrics).	RWC10-GR.8-S.2-GLE.2-EO.a.ii	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)	
	RWC10-GR.8-S.2-GLE.2-EO.a.iii	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (CCSS: RI.8.3)	
	RWC10-GR.8-S.2-GLE.2-EO.c.i	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7)	
c. Analyze main idea and supporting details in a variety of text and genre.	RWC10-GR.8-S.2-GLE.1-EO.a.i	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	
	RWC10-GR.8-S.2-GLE.1-EO.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)	
	RWC10-GR.8-S.2-GLE.1-EO.a.iii	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)	
	RWC10-GR.8-S.2-GLE.2-EO.a.ii	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text (CCSS: RI.8.2)	



Standard 1	Students read and understand a variety of materials.		
Benchmarks	Using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
d. Infer using information from a variety of text and genre.	RWC10-GR.8-S.2-GLE.1-EO.a.i	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	
e. Sequence events and procedures.			Not assessed at this grade level.
f. Locate and recall information in different text structures (for example, cause and effect, problem/solution, compare/contrast).			Not explicitly referenced in the CAS at 8 th grade or below.
g. Identify the meaning of unfamiliar words in context using word recognition skills and context clues.	RWC10-GR.8-S.2-GLE.1-EO.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)	
	RWC10-GR.8-S.2-GLE.2-EO.b.i	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)	
	RWC10-GR.8-S.2-GLE.3-EO.a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. (CCSS: L.8.4)	
	RWC10-GR.8-S.2-GLE.3-EO.a.i	Select and employ strategies to persist when encountering unknown or ambiguous words or difficult passages	
	RWC10-GR.8-S.2-GLE.3-EO.a.iv	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)	



Standard 1	Students read and understand a variety of materials.		
Benchmarks	Using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
Continued... g. Identify the meaning of unfamiliar words in context using word recognition skills and context clues.	RWC10-GR.8-S.2-GLE.3-EO.a.v	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). (CCSS: L.8.4b)	
	RWC10-GR.8-S.2-GLE.3-EO.b.ii	Use the relationship between particular words to better understand each of the words (CCSS: L.8.5b)	
	RWC10-GR.8-S.2-GLE.3-EO.b.iii	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). (CCSS: L.8.5c)	
	RWC10-GR.8-S.2-GLE.3-EO.c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)	



Standard 4		Students apply thinking skills to their reading, speaking, listening, and viewing.	
Benchmarks		<ul style="list-style-type: none"> Recognizing an author’s or speaker’s point of view and purpose, separating fact from opinion; Using reading, writing, speaking, listening, and viewing skills to solve problems and answer questions; Making predictions, drawing conclusions, and analyzing what they read, hear, and view; Recognizing, expressing, and defending a point of view orally in an articulate manner and in writing; and Determining literary quality based on elements such as the author’s use of vocabulary, character development, plot development, description of setting, and realism of dialogue. 	
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
a. Identify an author's point of view and purpose.	RWC10-GR.8-S.2-GLE.2-EO.b.iii	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints(CCSS: RI.8.6)	
	RWC10-GR.8-S.2-GLE.3-EO.a.ii	Explain how authors use language to influence audience perceptions of events, people, and ideas	
b. Use reading and writing skills to identify problems, list possible solutions, and answer questions.	RWC10-GR.8-S.2-GLE.2-EO.a.iii	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (CCSS: RI.8.3)	
	RWC10-GR.8-S.4-GLE.1-EO.a	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)	
	RWC10-GR.8-S.4-GLE.1-EO.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)	
	RWC10.GR.8-S4-GLE.3-EO.a	Take a position on an issue and support it using quality reasoning	



Standard 4	Students apply thinking skills to their reading, speaking, listening, and viewing.		
Benchmarks	<ul style="list-style-type: none"> Recognizing an author’s or speaker’s point of view and purpose, separating fact from opinion; Using reading, writing, speaking, listening, and viewing skills to solve problems and answer questions; Making predictions, drawing conclusions, and analyzing what they read, hear, and view; Recognizing, expressing, and defending a point of view orally in an articulate manner and in writing; and Determining literary quality based on elements such as the author’s use of vocabulary, character development, plot development, description of setting, and realism of dialogue. 		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
c. Differentiate fact from opinion in a variety of texts.	RWC10-GR.5-S.2-GLE.2-EO.a.iv	Distinguish between fact and opinion, providing support for judgments made.	
	RWC10-GR.8-S.2-GLE.1-EO.a.i	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	
	RWC10-GR.8-S.2-GLE.2-EO.c.ii	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	
	RWC10-GR.8-S.2-GLE.2-EO.c.iii	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)	
d. Analyze text to make predictions and draw conclusions.	RWC10-GR.6-S.2-GLE.2-EO.e	Generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures	
	RWC10-GR.8-S.2-GLE.1-EO.a.i	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	
	RWC10-GR.8-S.2-GLE.1-EO.a.iii	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)	
e. Analyze the text’s main idea and use relevant details to support the analysis.	RWC10-GR.8-S.2-GLE.1-EO.a.i	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	
	RWC10-GR.8-S.2-GLE.2-EO.a.ii	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)	



Standard 5	Students read to locate, select, and make sure of relevant information from a variety of media, references, and technological sources.		
Benchmarks	<ul style="list-style-type: none"> • Using organizational features of printed text such as prefaces, afterwards, and appendices; • Using organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media, CD-ROM, laser disc), and library and interlibrary catalog databases; • Locating and selecting relevant information; • Using available technology to research and produce an end-product that is accurately documented; and • Giving credit for borrowed information in a bibliography. 		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
a. Use organizational features of printed text (for example, annotations, citations, and bibliographic references) to locate relevant information.	RWC10-GR.5-S.2-GLE.2-EO.b.iv	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks	
	RWC10-GR.7-S.4-GLE.1-EO.b.i	Use organizational features of electronic text (bulletin boards, search engines, databases) to locate information	
b. Use organizational features of electronic information (for example, keyword searches and email addresses) to locate relevant information.	RWC10-GR.7-S.4-GLE.1-EO.b.i	Use organizational features of electronic text (bulletin boards, search engines, databases) to locate information	
c. Summarize and organize information about a topic in a variety of ways (for example, graphic organizer, Venn diagram, outline, timeline) from a variety of references, technical sources, and media.	RWC10-GR.8-S.2-GLE.1-EO.c.ii	Use graphic organizers and note-taking formats while reading to map relationships among implied or explicit ideas or viewpoints	



Standard 5	Students read to locate, select, and make sure of relevant information from a variety of media, references, and technological sources.		
Benchmarks	<ul style="list-style-type: none"> • Using organizational features of printed text such as prefaces, afterwards, and appendices; • Using organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media, CD-ROM, laser disc), and library and interlibrary catalog databases; • Locating and selecting relevant information; • Using available technology to research and produce an end-product that is accurately documented; and • Giving credit for borrowed information in a bibliography. 		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
d. Evaluate information for specific needs and credibility.	RWC10-GR.8-S.2-GLE.2-EO.b.iii	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)	
	RWC10-GR.8-S.2-GLE.2-EO.c.ii	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)	
	RWC10-GR.8-S.2-GLE.2-EO.c.iii	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)	
	RWC10-GR.8-S.4-GLE.1-EO.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)	
	RWC10-GR.8-S.4-GLE.2-EO.c	Identify common reasoning fallacies in print and non-printed sources	
	RWC10-GR.8-S.4-GLE.2-EO.d	Differentiate between valid and faulty generalizations	



Standard 5	Students read to locate, select, and make sure of relevant information from a variety of media, references, and technological sources.		
Benchmarks	<ul style="list-style-type: none"> Using organizational features of printed text such as prefaces, afterwards, and appendices; Using organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media, CD-ROM, laser disc), and library and interlibrary catalog databases; Locating and selecting relevant information; Using available technology to research and produce an end-product that is accurately documented; and Giving credit for borrowed information in a bibliography. 		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
e. Give credit for others' ideas, images, or information in an appropriate form.	RWC10-GR.8-S.4-GLE.1-EO.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)	
	RWC10-GR.8-S.4-GLE.1-EO.b.ii	Document information and quotations; use a consistent format for footnotes or endnotes; and use standard bibliographic format to document sources	
	RWC10-GR.8-S.4-GLE.1-EO.b.iii	Write reports based on research that include quotations, footnotes or endnotes, and a bibliography or works cited page	
f. Locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.	RWC10-GR.8-S.2-GLE.3-EO.a.vi	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS:L.8.4c)	
	RWC10-GR.8-S.2-GLE.3-EO.a.vii	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)	



Standard 6	Students read and recognize literature as a record of human experience.		
Benchmarks	<ul style="list-style-type: none"> • Reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays; • Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar; • Distinguishing the elements that characterize and define a literary “classic;” • Comparing the diverse voices of our national experience as they read a variety of United States literature; • Using literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language; and • Using new vocabulary from literature in other context. 		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
a. Read and respond to a variety of literature (for example, novels, poetry, short stories, non-fiction and plays) that represents perspectives from places, people, and events that are familiar and unfamiliar.	RWC10-GR.8-S.2-GLE.1-EO.d.i; RWC10-GR.8-S.2-GLE.2-EO.d.i	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)	
	RWC10-GR.8-S.2-GLE.1-EO.c.iii	Develop and share interpretations of literary works of personal interest	
	RWC10-GR.8-S.2-GLE.2-EO.c.ii	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)	
	RWC10-GR.8-S.2-GLE.2-EO.c.iv	Interpret and explain informational texts of personal interest	
b. Apply literary terminology and knowledge of literary techniques (including, but not limited to, setting, protagonist, antagonist, point of view, foreshadowing, personification, and flashback) to understand text.	RWC10-GR.5-S.2-GLE.1-EO.d.iii	Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.	
	RWC10-GR.8-S.2-GLE.1-EO.a.i	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)	
	RWC10-GR.8-S.2-GLE.1-EO.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)	
	RWC10-GR.8-S.2-GLE.1-EO.a.iii	Explain how word choice and sentence structure are used to achieve specific effects (such as tone, voice, and mood)	



Standard 6	Students read and recognize literature as a record of human experience.		
Benchmarks	<ul style="list-style-type: none"> • Reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays; • Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar; • Distinguishing the elements that characterize and define a literary “classic;” • Comparing the diverse voices of our national experience as they read a variety of United States literature; • Using literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language; and • Using new vocabulary from literature in other context. 		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
c. Read a given text and identify the theme.	RWC10-GR.8-S.2-GLE.1-EO.a.ii	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)	
	RWC10-GR.8-S.2-GLE.2-EO.a.ii	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)	
d. Understand how figurative language supports meaning in a given context.	RWC10-GR.8-S.2-GLE.3-EO.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCSS: L.8.5)	