Nevada

DEPARTMENT OF EDUCATION

Instructional Materials

for the

CRITERION REFERENCED TEST

Nevada

Grade 8

READING

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Dear Educators,

The following materials, developed as a collaborative effort between the Nevada Department of Education and WestEd, a nonprofit research, development, and service agency, are designed to be used as part of a guided instructional activity to support student performance on items aligned to the Common Core Standards.

We have provided p-values (the proportion of students who got the item correct) for the multiple-choice items that were field tested in the 2011-2012 administration. The p-values indicate how students performed on the items. In addition, we are providing the percentage of students selecting each response option. The p-values, combined with the item-level percentages by response option, provide valuable data to the field as to what types of errors students are making. For reading, no p-value is reported if that item did not appear on the field test. In reading, some field test items have been used as a model to mirror the content being assessed and therefore the p-values are based on the field test version of the item and not the actual item as it appears in these materials. These items are indicated by an asterisk. To further understanding of constructed-response items, scoring guides and annotated student examples have been included.

While these materials can provide students with practice in answering assessment items, we believe it is critical that these materials be used to help students understand the elements of the state assessment and guide them in the use of effective strategies that will support their ability to comprehend and take a variety of assessments. If you choose, however, to use these support documents solely as a practice activity, we highly recommend that you go back over each item with students and investigate each response to better understand their knowledge of the assessment.

Purpose of Reading Text
The purpose of reading must be taught to students. The state Criterion-Referenced assessment and Common Core Standards include two types of reading passages: literary and informational.

1. Literary text – to identify, describe, analyze, and compare characters, character traits, themes, settings, sequence, plot, conflict, resolution of conflict, and figurative language, and to make inferences and predictions.
2. Informational text – to locate essential information from text features, distinguish between fact/opinion, determine organizational structure, identify or describe main ideas, draw conclusions about text, summarize an author's ideas, evaluate an author's ideas and arguments, assess evidence to support an author's ideas, identify unsupported or faulty reasoning of an author's position, evaluate how an author's ideas shape the text, summarize an author's ideas, and assess the reasonableness of evidence.

By using these materials, you can identify, read, and discuss these different text types and the corresponding knowledge and skills students are expected to demonstrate. These same reading analysis skills apply to core classes such as mathematics, science, and social studies.

Vocabulary Knowledge
The Nevada Department of Education believes that students are not thoroughly being taught the content vocabulary of the Nevada Reading Content Standards. For example, character traits, author's purpose, main idea, organizational structure, fact/opinion, analyze, and predict are terms used in the assessments at grade-appropriate levels.

Students in Nevada, therefore, must have repeated experiences with **speaking, listening**, **reading**, and **writing** the vocabulary of the standards. Students should be able to use the vocabulary of the standards when they are engaged in classroom discussion, read them in assessments, and effectively use the vocabulary in their writing.

Types of Questions and Support Documents
The reading assessment includes two types of questions—multiple-choice questions for all grades (3 – 8 and high school) and constructed-response questions for grades 4 – 8.

To help prepare students for constructed-response questions, we have provided you with:

1. the student checklist (included in the student test booklet at grades 4 and 5)
2. the general student rubric (included in the student test booklet at grades 6 – 8)
3. item-specific rubrics
4. annotated student work

With the use of these materials, students can become familiar with the different types of questions used on the state and future assessments. They can learn to use the checklist or rubric to determine if they have answered the constructed-response questions completely. Familiarity with the tools provided as part of the assessment and the vocabulary of the standards can result in less anxiety on the part of students and teachers. (Please note that the student checklist and general rubric can be on the walls of your classroom throughout the school year. As you assign constructed-response questions, students can use these tools as they develop their answers.)

The types of questions included in these instructional materials allow for the assessment of different levels of cognitive complexity. The questions are developed so that students cannot just skim and scan the passages to find the answers; they must go back and re-read the text to determine the correct answer, including drawing inferences and conclusions from what they have read. Teaching students to identify write, and use different levels of questioning skills as they read can only lead to improved comprehension and achievement on classroom, state, and national assessments. We suggest that you engage students in question writing so they not only can recognize these levels of complexity, but can begin to formulate them as well.

Depth of Knowledge (DOK) Levels - In addition to measuring a broad spectrum of reading content domains, the Nevada Proficiency Examination Program in reading includes items to assess three Depth of Knowledge levels. These DOK levels are based on descriptions developed by Dr. Norman Webb and adapted for Nevada's reading assessments. The following are the three DOK levels used on Nevada's reading assessments:

DOK Level 1: Recall - Level 1 requires the recall of facts or use of basic skills. A level 1 item consists of literal recall from text, paraphrasing, or simple understanding of a single word or phrase. A level 1 item may require a simple connection between sentences, which may be considered a very basic inference.

DOK Level 2: Use of Concepts and Skills - Level 2 requires comprehension and mental processing of text or portions of text. A level 2 item includes the engagement of some mental processing beyond recalling or reproducing a response. A level 2 item requires the application of skills and concepts. Some important concepts are covered but not in a deeply complex way.

DOK Level 3: Strategic Thinking and Problem Solving - Level 3 requires abstract reasoning, critical thinking, and/or the application of abstract concepts to new situations.

Length of Passages

WestEd constructs the assessment forms and includes a range of passage lengths within the grade-level assessments. NDE and WestEd believe that it is important for students to have opportunities to read passages of differing lengths as a part of the regular curriculum. Students should have experience in sustaining comprehension with passages of varying lengths. We do not want students to be surprised by the volume of reading required on the state assessment.

The following represent the guidelines for passage lengths for each grade level:

Grade 3	300 – 500 words
Grade 4	300 – 550 words
Grade 5	400 – 700 words
Grade 6	400 – 800 words
Grade 7	500 – 950 words
Grade 8	500 – 1000 words
HSPE	500 – 1200 words

Students should be made aware of the length of the assessment at their grade level, as well as passage lengths for successive grades. We believe this will allow them to understand, for example, what a 500-word text actually looks like, so they are not overwhelmed on the day of the assessment when they encounter one of the longer passages.

We hope that interaction with these instructional support materials will lead to lowered anxiety and better understanding of the assessment task that is being presented to students. If you have questions about the reading materials or how to embed this information into your curriculum, please contact Darrin Hardman at dhardman@doe.nv.gov.

Cindy Sharp
Nevada Department of Education

Reading
Grade 8

This booklet contains reading questions for you to answer. There are two types of questions in this booklet. For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. The written-response question requires you to give a written response to a question as indicated in the booklet. You will be given a separate sheet of paper to answer this question.

You may use the rubric below to help you do a good job when you are answering the written-response question.

Score Point	Expectation
Full Credit	• Your response demonstrates understanding of the reading. • Your response addresses all parts of the question. • Your response includes enough related details to support your answer.
Partial Credit	• Your response demonstrates understanding of the reading. • Your response addresses only part of the question. • Your response includes some details to support your answer. • Your response may include details that do not support your answer.
Minimal Credit	• Your response demonstrates a limited understanding of the reading. • Your response includes few details to support your answer. • Your response includes unrelated and inaccurate details.
No Credit	• Your response is incorrect.

Technology is a part of our daily lives—in some cases, almost every waking minute. Is this progress or not? This passage offers two different perspectives. Read the passage. Then answer questions 1 through 9.

Face-Off: Technology in Our Time

Too Much of a Good Thing

1   Think for a moment. Is food a good thing? You know the answer: of course it is. Without it we could not survive, so it is not just good, it is necessary. And yet can too much food be bad? Everyone knows the answer to that question. Indeed, too much of just about anything can be bad. You've experienced this when you got too much sun at the lake or when you had too much work to do. Sun and work, like food, are good things—when taken in proper measure.

2   One of these "good things" that we Americans are beginning to go overboard about is our technology. Now please do not misunderstand me; I'm not anti-technology any more than I am anti-food, but it is high time for many Americans to begin a technology diet. We need to decrease our reliance on our gizmos and learn to simply live life.

3   We have become a people shallow in our communication. We have the ability to call, text, e-mail, you name it; we communicate with a thousand people at once by means of social networking sites; and many of us are in constant <u>simultaneous</u> conversations with a multitude of people:

> "LOL[1] did u c what J did"
> "get the carrots"
> "yes TTFN[2]"

4   On it goes. We have become a society that communicates in sound bites. We have replaced quality with quantity, for many of us have a thousand friends but no real friend. We are so busy communicating with people that we don't have time to talk to them—let alone listen. We're so involved with our cyber-friends that there is hardly any time left for real ones.

5   We have the information of the universe at our fingertips, but we are so busy gathering that information that we have forgotten how to think. With a click, we can see twenty different opinions about the pros and cons of solar energy, but we are less able to evaluate any one of those opinions because we just want to hear what everyone has to say. We value diverse opinions, and that trait is good, for we ought to listen to others; but many of us think sloppily about that value. Many people conclude that diversity of opinion means that all opinions are equal, that there is no such thing as a good or bad idea. When people think this way, they lose the ability to critically evaluate ideas, and our instant access to anyone's idea contributes to this problem.

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[1]**LOL:** "Laughing out loud" — a way of expressing something humorous
[2]**TTFN:** "Ta-ta for now" — an informal way of saying good-bye

Go On

6   Perhaps the biggest problem with information overload—indeed, perhaps the problem that is the root of all of the above—is that our being distracted by too much information steals from us our time to be silent. In silence, we can ponder the deeper issues of life; in silence, we are able to find meaning in all of our busy activities; in silence, we are able to recharge our batteries for the hustle and bustle of the day. But we have difficulty sitting quietly for twenty minutes. We have to spend our time playing a video game or a new app on our phone; we have to spend our time texting Amy or visiting Kylie's home page; we have to spend our time searching the Internet for our favorite blogs or funny videos.

7   Could it be that we keep ourselves distracted by our gadgets because we cannot bear the weight of silence? Are we afraid to be still? Whatever our motivations are, the end result is a people who merely skim the surface of life—in other words, a people who live lives but who never live life.

8   I'm not advocating that people dump their technology devices in the trash, but I am suggesting that people begin to put some limits on them, for gathering information and electronic communication are not what life is about. Many of us need a diet. If we never do this, these devices will cease to be our tools, and we shall become their slaves. This diet is not some magic panacea[3] that will cure everything; it is, however, a necessary first step to living life.

Don't Get Left Behind

9   The other day some friends and I went on an outing into the Sawtooth National Forest to enjoy some alpine hiking. When we were in the woods on the side of the mountain itself, Sydney got this great idea to find Chatham Falls. "It's hidden back in this hard-to-find gorge, so most people never know about it," she explained. "That helps make it fabulously gorge-ous." We groaned.

10   She knew that it was off the trail somewhere past the old, abandoned silver mine, but before you reached the timberline. As we tramped up the slope, she suddenly announced, "It's this way, down that little valley," and off she bolted to the right, disappearing into the spruces. We had to follow her, and she led us on . . . and on . . . and on. When we passed a particular rock formation for the second time, Sydney admitted that she was lost. Wonderful. Here we were, lost in the Sawtooth National Forest, with nothing but a couple granola bars, a little water, and a sweater, and the sun was beginning to set behind the peaks. This was trouble brewing, except that trouble never came, for one big reason—information technology.

11   I pulled out my smartphone, and Sydney said, "That's not going to work up here."

12   "I've got a great network," I replied.

13   "It's still not going to work."

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[3]**panacea:** a solution for all problems

14   It worked. The built-in GPS told us exactly where we were on the mountain, and we could see that if we went north about a mile, we would come to Highway 27 and a small town.

15   A half hour later, we were in a restaurant, calling Mitchell to give us a ride back to our car. We enjoyed some sodas and nachos while we waited.

16   We were saved by a smartphone, and we had used e-mail to help plan the trip, and a GPS in the car to get to our destination, and we texted friends and family from the restaurant to let them know we were OK. The fact of the matter is that information technology devices of all sorts contributed to our outing, and without them, our story would have been much more miserable.

17   Information technology is the future, and people need to climb on board that train and head in the right direction. They need to have no fear of smartphones or portable computers. They need to get ready for the day when they can download their favorite movie and watch it in a tent at 12,000 feet. They need to be prepared for the time when, from a remote ridge, they can scan a flower into a smartphone and have it match the image and tell them everything they ever wanted to know about that flower. They need to be able to have immediate contact with the world, or the world will leave them behind.

18   Information technology is the tool that will connect people to the world. It allows friends to network and share their lives in ways never before imaginable. It allows relatives who live in different hemispheres of the planet to keep in touch with each other daily. It even allows them to visit face to face via camera and screen.

19   Who would not want the benefits that such technologies bring? Who would throw out the convenience? Who would discard better communication with others? Who would jettison instant knowledge and instead keep ignorance?

20   Those people would be spending a cold, hard night on a mountain in the Sawtooth National Forest and regretting the decisions that kept them there. Don't be one of those people.

"Face-Off: Technology in Our Time" © WestEd. Illustrations © WestEd.

Go On

Answer the following questions about the passage "Face-Off: Technology in Our Time."

1 In the section "Too Much of a Good Thing," the first sentence suggests that the author's argument will be

A angry.
B logical.
C lengthy.
D passionate.

2 In paragraph 8, the author's word choice is **most** likely meant to create which feeling in the reader?

A envy
B concern
C wonder
D peace

3 What is the central idea of the section "Too Much of a Good Thing"?

A Everything needs to be done within sensible limits.
B Humans can live better lives fully free of machines.
C People should respect the life decisions others make.
D Being quiet helps humans find meaning in their activities.

4 Which sentence from the section "Too Much of a Good Thing" **best** supports the idea that technology encourages shallow relationships?

A "Sun and work, like food, are good things—when taken in proper measure."
B "We are so busy communicating with people that we don't have time to talk to them—let alone listen."
C "Many people conclude that diversity of opinion means that all opinions are equal, that there is no such thing as a good or bad idea."
D "But we have difficulty sitting quietly for twenty minutes."

Go On

5 In paragraph 9, why did the friends groan when Sydney said the location of Chatham Falls was "gorge-ous"?

A Sydney was making a pun.
B Sydney was being unusually bossy.
C Sydney was probably going to lose the way.
D Sydney was mistaken about the beauty of the place.

6 In paragraph 17, the repetition of the phrase "They need to" contributes to an overall tone of

A sadness.
B sympathy.
C superiority.
D satisfaction.

7 With which statement about technology would only one author agree?

A It hinders critical thinking.
B It has rapidly changed our lives.
C It allows instant access to facts.
D It speeds important messages to friends.

8 In paragraph 3, what does the word <u>simultaneous</u> mean?

A occurring often
B occurring by accident
C occurring by necessity
D occurring at the same time

Go On

> **Write your answer to Question 9 on a separate sheet of paper.**

9 The author of the section "Don't Get Left Behind" asserts that "Information technology is the tool that will connect people to the world." Analyze how the author of the section "Too Much of a Good Thing" would respond to this claim. Use details from the passage to support your response.

Go On

STOP

You may want to go back and check your answers or answer questions you did not complete.

Appendix I

Scoring Support Materials

Nevada

Grade 8

READING

Correct Answers for Multiple-Choice Items

Item Level Data

Item Number	Strand	DOK	P-value
1	4	2	0.70
2	4	2	0.61
3	4	2	0.72
4	4	2	0.64
5	4	2	0.51
6	4	2	0.55
7	4	2	0.32
8	1	2	0.57

P-value is the proportion of students who got the item correct

Percentage of Students Selecting a Given Response

A	B	C	D
7%	70% ✓	9%	14%
8%	61% ✓	21%	9%
72% ✓	13%	9%	5%
15%	64% ✓	14%	6%
51% ✓	7%	23%	18%
6%	18%	55% ✓	20%
32% ✓	40%	16%	11%
27%	7%	9%	57% ✓

✓ = Correct Answer

Detailed objectives for Content Standards and Depth of Knowledge (DOK) descriptions can be found on the Nevada Department of Education web site.

58 The author of the section "Don't Get Left Behind" asserts that "Information technology is the tool that will connect people to the world." Analyze how the author of the section "Too Much of a Good Thing" would respond to this claim. Use details from the passage to support your response.

Scoring Guide:

Score	Description
3	Response is a **complete** analysis of how the author of the section "Too Much of a Good Thing" would respond to the claim that "Information technology is the tool that will connect people to the world." Response is supported with details from the passage.
2	Response is a **limited** analysis of how the author of the section "Too Much of a Good Thing" would respond to the claim that "Information technology is the tool that will connect people to the world." Response is supported with limited details (number or quality) from the passage.
1	Response is a **minimal** analysis of how the author of the section "Too Much of a Good Thing" would respond to the claim that "Information technology is the tool that will connect people to the world." Response is supported with few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes:

Ways that the author of the section "Too Much of a Good Thing" would respond to the claim that "Information technology is the tool that will connect people to the world" may include:

- People are more connected to their devices than to the world. "We're so involved with our cyber-friends that there is hardly any time left for real ones."
- Having more information doesn't necessarily mean a better connection. "We have the information of the universe at our fingertips, but we are so busy gathering that information that we have forgotten how to think."
- Technology interferes with our ability to see and hear the world clearly. "Perhaps the biggest problem with information overload . . . is that our being distracted by too much information steals from us our time to be silent."
- Too much technology causes us to be disconnected from life. ". . . a people who live lives but who never live life."
- Technology can make us dependent on machines. ". . . these devices will cease to be our tools, and we shall become their slaves."

Student Response Examples by Score Point

The argument that "Information technology is the tool that will connect people to the world" can be directly rebooked with "... we are so busy gathering that information that we have forgotten how to think." It's true. Iformation technology is helpful, but one should avoid relying on it. It does gives us the ability to communicate with other people far away, but it takes away from what is actually being said. You can't hear emotion over text, and feelings go a lot deeper than a quirky face or a smile. All of the pro-technology can be simpily answered with the anti-technology's title, "Too much of a good thing." Everything must be done in proportion so one aspect of our lives does not out weigh the others. We cannot let technology whipe away real, human, physical interactions.

Score Point: 3
Though concise, the response is a complete and insightful analysis. It is supported by a quotation and other specific references to the passage.

READING
Question 58

The author of the section "Too Much of a Good Thing" would probably respond to the section "Don't Get Left Behind" by making a rebuttle regarding how getting lost in the Sawtooth National Forest could have been a very rewarding and educational experience. The author of "Too Much of a Good Thing" would probably state that even if you had the technology but the phone was dead or you got no service then you would be out of luck. The evidence to support this claim is, "We need to decrease our reliance on our gizmos and learn to simply live life." If the hikers had not been so reliant on the technology they possesed, they could have learned about ways to survive in the wilderness. "We have the information of the universe at our fingertips, but we are so busy gathering that information that we have forgotten how to think." The hikers could have easily used their instincts to survive, they chose not to think about learning about wildlife but instead chose to get out of there and continue with their technology filled lives.

The author would probably say that we may have a connection to the world but we are so lost in our technology that we don't truly experience the world. The author of "Too Much of a Good Thing" says "We have the information of the universe at our fingertips, but we are so busy gathering that information that we have forgotten how to think." This is a way of saying that even if we have this much information we don't know how to use it.

Score Point: 2
The response is a limited analysis with some specific support from the passage.

WRITTEN RESPONSE
READING
Question 58

The person who wrote "Too Much of a Good Thing", I think, would respond to "Information technology is the tool that will connect people to the world," by saying yes I agree but some people tend to abuse this use and use it way to much. I think this because the author says "Now please do not misunderstand me, I'm not anti-technology any more than I am anti-food, but it is high time for many Americans to begin a technology diet. We need to decrease our reliance on our gizmos and learn to simply live life." This would explain that this person is not compleatly agenst technology but would lik'it if we just tone't down a little bit with this technology.

The author of the section "Too Much of a good Thing" claims that it's bad using too much technology. That people live but don't live life because people people spend to much time on video games and apps.

Score Point: 1
The response, while relevant and accurate, does not directly address the item.
It is a minimal response.

The author of "Too much of a Good Thing" would most likely respond to that claim with something close to this: Is it better to actually connect to the world in person or behind a screen. The author most likely would have responded like so because many of his claims are based on that people spend too much time online than offline.

Appendix II

Administrative Support Materials

Nevada

Grade 8

READING

ANSWER DOCUMENT

READING

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. Written Response

WRITTEN RESPONSE
READING

WRITTEN RESPONSE
READING

WRITTEN RESPONSE
READING

WRITTEN RESPONSE
READING

STOP

GRADE

8

Nevada Department of Education

Nevada

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