Assessment Blueprint – Form 3

8th Reading

Required: Please provide the information requested below.	
Grade/Course:	8th Reading
Content Area:	Reading
Assessment Name:	District Benchmark Assessment Form 3
Total Number of Items for this Assessment:	37 multiple choice items plus constructed response items on passages yet to be determined

Optional: Please provide as much of the following information as possible.	
Cognitive Difficulty (please provide the approximate percentages of Level 1, 2 and 3 items desired):	Level 1 - 19% (7 items) Level 2 - 59% (22 items) Level 3 - 22% (8 items)

Required: Please provide the information requested below.
In the "Notes" column, provide any information that will aid Riverside in choosing items. For example, if the district only wants a certain part of the indicator/standard assessed, please state that here.

Standard Number	Standard Text	Number of Items	Notes
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	7	2 @ DOK 1 5 @ DOK 2
RL.8.2	Determine a theme or a 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.	4	2 @ DOK 2 2 @ DOK 3
RL.8.3	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.	1	1 @ DOK 2
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	1	1 @ DOK 2

RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	1	1 @ DOK 1
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	3	2 @ DOK 2 1 @ DOK 3
RI.8.2	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.	2	2 @ DOK 2
RI.8.4	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	1	1 @ DOK 2
RI.8.6	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.	1	1 @ DOK 3
RI.8.8	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.	3	3 @ DOK 2
Science & Technology Standards			
RST.8.1	Cite specific textual evidence to support analysis of science and technical texts.	1	1 @ DOK 2
RST.8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of	2	1 @ DOK 2 1 @ DOK 3

	the text distinct from prior knowledge or opinions.		
RST.8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	1	1 @ DOK 2
RST.8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	3	1 @ DOK 1 2 @ DOK 2
RST.8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	1	1 @ DOK 2
RST.8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	1	1 @ DOK 2