

TCAP Achievement, Grade 8, Reading/Language Arts
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators

Language	
SPI#	State Performance Indicator
0801.1.1	Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate nouns) and pronouns (i.e., reflexive, interrogative, demonstrative) within context.
0801.1.2	Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.
0801.1.3	Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (i.e., comparative/superlative) within context.
0801.1.4	Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.
0801.1.5	Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.
0801.1.6	Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.
0801.1.7	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).
0801.1.8	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements).
0801.1.9	Identify the appropriate use of gerund and participial phrases.
0801.1.10	Identify the correct use of appositives/appositive phrases and infinitive/ infinitive phrases within context.
0801.1.11	Select the correct pronoun-antecedent agreement for personal pronouns within context.
0801.1.12	Identify correctly or incorrectly spelled words in context.
0801.1.13	Form singular and plural possessive using apostrophes correctly.
0801.1.14	Recognize usage errors occurring within context (i.e., subject-verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome word pairs: {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery, where/were, which/that/who}) within context.
0801.1.15	Select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.
Vocabulary	
SPI#	State Performance Indicator
0801.1.16	Use context clues and/or knowledge of roots and affixes to determine the meaning of unfamiliar words.
0801.1.17	Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.
0801.1.18	Recognize the effect of stressed or unstressed syllable to aid in identifying the meaning of multiple meaning words.
0801.1.19	Recognize and use grade appropriate and/or content specific vocabulary.
0801.1.20	Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i>).

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Writing and Research	
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0801.3.1	Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).
0801.3.2	Identify the targeted audience for a selected passage.
0801.3.3	Select an appropriate thesis statement for a writing sample.
0801.3.4	Rearrange multi-paragraphed work in a logical and coherent order.
0801.3.5	Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.
0801.3.6	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
0801.3.7	Identify sentences irrelevant to a paragraph's theme or flow.
0801.3.8	Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.
0801.3.9	Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.
0801.3.10	Select an appropriate title that reflects the topic of a written selection.
0801.3.11	Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.
0801.3.12	Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.
0801.3.13	Select the most appropriate format for a work-related text.
0801.4.1	Select the most focused research topic.
0801.4.2	Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).
0801.4.3	Determine the most appropriate research source for a given research topic.
0801.4.4	Distinguish between primary (i.e., interviews, letters, diaries, newspapers, autobiographies, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies, informational texts).
0801.4.5	Discern irrelevant research material from written text
Communication and Media	
SPI#	State Performance Indicator
0801.2.1	Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).
0801.2.2	Identify the targeted audience of a speech.
0801.2.3	Identify the thesis and main points of a speech.
0801.2.4	Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
0801.2.5	Organize a series of note cards in the most effective order for an oral presentation.
0801.2.6	Identify and analyze the organizational structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).
0801.2.7	Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority).
0801.2.8	Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).
0801.2.9	Distinguish between a summary and a critique.
0801.7.1	Choose the most appropriate medium for a prescribed purpose and audience.
0801.7.2	Select a visual image that best reinforces a viewpoint or enhances a presentation.
0801.7.3	Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).
0801.7.4	Draw an inference from a non-print medium.
0801.7.5	Choose the statement that best summarizes/communicates the message presented by a medium.
0801.7.6	Select the type of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.

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Logic	
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0801.5.1	Recognize a reasonable prediction of future events of a given text.
0801.5.2	Evaluate text for fact or opinion.
0801.5.3	Analyze cause-effect relationships in text.
0801.5.4	Identify examples of persuasive devices (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal).
0801.5.5	Choose a logical word to complete an analogy, using synonyms, antonyms, homonyms, categories/subcategories, whole/part, functions, verb forms, rhymes, scrambled words, homophones.
0801.5.6	Identify an example of deductive or inductive reasoning in text.
0801.5.7	Identify a false premise in text.
0801.5.8	Identify instances of bias and stereotyping in print and non-print texts.
0801.5.9	Make inferences and draw conclusions based on evidence in text.
Informational Text	
SPI#	State Performance Indicator
0801.6.1	Formulate appropriate questions before, during, and after reading.
0801.6.2	Identify the main idea and supporting details in text.
0801.6.3	Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).
0801.6.4	Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).
0801.6.5	Choose the correct order of a set of instructions.
0801.6.6	Identify the organizational structure of a text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).
Literature	
SPI#	State Performance Indicator
0801.8.1	Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.
0801.8.2	Identify and analyze the author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
0801.8.3	Determine how a story changes if the point of view is changed.
0801.8.4	Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.
0801.8.5	Analyze the development of similar themes across two or more literary texts.
0801.8.6	Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
0801.8.7	Identify and analyze examples of literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone).
0801.8.8	Analyze figurative language (i.e., idiom, metaphor, simile, personification, hyperbole, pun) within context.
0801.8.9	Analyze examples of sound devices within context (i.e., rhyme scheme, alliteration, onomatopoeia, free verse, repetition, internal rhyme, slant rhyme).
0801.8.10	Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).
0801.8.11	Identify and analyze a literary character's moral dilemma.
0801.8.12	Recognize and identify words within context that reveal particular time periods and cultures.
0801.8.13	Determine the influence of culture and ethnicity on the themes and issues of literary texts.
0801.8.14	Identify the author's purpose for writing.