Grade 8 Reading Assessment Fall 2025

- 1. Assessment Overview
- 2. Results
 - a. Overview
 - b. Priority Populations
 - c. Comparison to Fall 2024
- 3. Next steps

The Texts:

Article:

Let's Help Grow More Intergenerational Connections

By Paula Rochon, Rachel Savage & Jennifer Recknagel www.Quoimedia.com May 23, 2024

There are few things more satisfying than seeing young people and older adults interacting and building a sense of community and belonging.

Robust communities include people of all ages, but these spaces often need help to grow and thrive.

Global Intergenerational Week is a celebration of bringing younger and older people together for everyone's benefit. Starting in Scotland, this positive initiative is now in its third year and has spread worldwide, including here in Canada.



Disney's "Coco", 2017

When younger and older generations connect, it helps to create empathy. This not only reduces loneliness for both groups but

also addresses <u>ageism</u>, which negatively affects health and well-being. Building these connections across Canada will benefit both the young and old.

Intergenerational Communities: Naturally Occurring Retirement Communities (NORCs)

In Canada, we already have places where older and younger generations live together. These are called Naturally Occurring Retirement Communities (NORCs). **NORCs** are buildings or high-density areas where at least 30% of the residents are older adults, mostly women. Ontario has around 2,000 NORCs, and in Toronto alone, there are 489.

NORCs are important because more older adults live in these communities than in retirement homes. NORCs not only provide a way for older people to age in place but also offer a unique opportunity to foster intergenerational relationships. Younger residents can benefit from these connections, such as getting career advice from older adults, while seniors can gain technology help from younger neighbours.

Combating Loneliness and Ageism

Loneliness affects both older and younger generations. Surprisingly, new data shows that people aged 15 to 24 are the loneliest group in Canada. Chronic loneliness is harmful to health, leading to conditions like diabetes and dementia. Social connections are the key to reducing loneliness and improving health.

While NORCs offer a natural setting for intergenerational connections, there is often little

space set aside for these interactions.

That's why organizations like Women's Age Lab and the NORC Innovation Centre are working on programs that promote community building and help combat ageism. The World Health Organization also supports intergenerational connections as a way to fight ageism through its Global Campaign to Combat Ageism.

Pid you know...

Co-locating childcare and eldercare programs, like the one at Mount Si Senior Center in North Bend, Washington, fosters meaningful intergenerational connections? Children gain mentorship, and older adults feel socially engaged, benefiting emotionally and reducing loneliness. These shared spaces create supportive, vibrant communities that enhance well-being for all

Creating activities in NORCs like yoga classes, community gardening, or simply sharing a coffee can help residents of all ages feel more connected. By enhancing NORCs with these kinds of social interactions, we can reduce loneliness and create communities that are welcoming to all.

(Original article modified by ChatGPT on Oct. 20/2024)

EFINITIONS

Robust: healthy, strong, vigorous

Empathy: the action of understanding and experiencing the thoughts, feelings and experiences of another

Infographic:



The Assessment:

- 6 multiple choice questions
- 3 short answer questions (justify your MC answer)
- vocabulary (define a word, how do you know, write a new sentence with a word)
- make a connection
- note-taking

The Proficiency Scale:

	Grade 8 Comprehension Skills Proficiency Scales						
Aspect	Emerging (may include)	Developing	Proficient	Extending (may include)			
Evaluating Reliability of a Text (Source of Information)	Identifies the type of text (e.g., book, website, infographic) Identifies some obvious features of texts that are needed to determine credibility (e.g., author or date of publication)	Evaluates a text for reliability and validity by analyzing some factors (e.g., author, publisher, date of publication, purpose, and bias) and attempts to explain how these factors affect the credibility of information	Evaluates a text for reliability and validity by accurately analyzing authorship (e.g., author, publisher, organization), age of text, purpose, bias, supported evidence, and explains how these factors affect the credibility of information	Evaluates the reliability, validity and credibility of the text and provides evidence. May compare information across sources to confirm accuracy or inconsistencies Connects evaluation to possible impacts (e.g., how the text might influence public opinion or decision-making)			
Decoding Unfamiliar Words Using Word Skills	Uses pictures, patterned sentences, and context to comprehend words or text but often illogical and/or ineffective	Uses a word strategy such as provided definitions, deconstructing, context clues, prior knowledge, or similar vocabulary to define words on their own with some accuracy. Writes a sentence using the word(s) in new context(s).	Accurately uses word strategies such as provided definitions, deconstructing, context clues, prior knowledge, or similar vocabulary to define words on their own, and to use them in new contexts.	Uses, names and explains multiple strategies such as definitions, deconstructing, context clues, prior knowledge, similar words to comprehend words or text effectively and efficiently.			
Identifying Main Ideas and Details	Identifies ideas and/or some details from non- fiction text	Identifies relevant main ideas and details of a non- fiction text. May not restate in own words	Identifies and explains relevant main ideas and supporting details from a non-fiction text in own words	Identifies and categorizes relevant details of a non- fiction text and explains how they support the main idea in own words			
Making Connections	Makes simple, obvious connections to either self, text or the world	Makes relevant connections to self, text or the world	Makes and explains relevant connections that deepen understanding of the text	Makes and explains thoughtful and insightful connections to interpret and deepen understanding of the text (e.g., explores themes, ideas or implications)			
Note-Making	Uses a template, and/ or given categories to make simple notes; notes often incomplete or inaccurate	Makes notes using logical categories or headings; may include too little or too much information.	Makes accurate notes in appropriate detail, using categories or headings that reflect the main ideas or topics; may choose an appropriate format (e.g. mind map, two-column notes)	Makes relevant, logical and detailed notes, using effective formats and categories or headings and efficient processes May show connections between ideas (e.g. may label nodes on a concept map), and/or identify the relationship between main ideas and details (e.g. hierarchical system/outline)			
OVERALL	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.			

Data: Overview of Fall 2025 Results

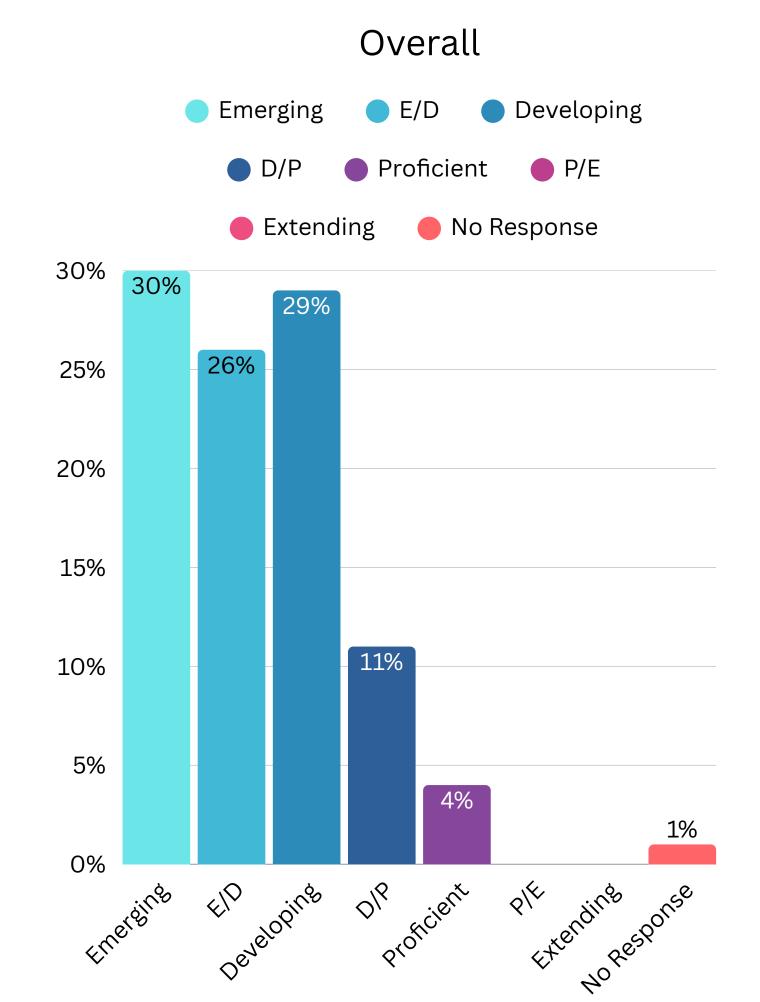
<u>Overall</u>

Participation Rate: 93%

210 out of 227 grade 8 students participated

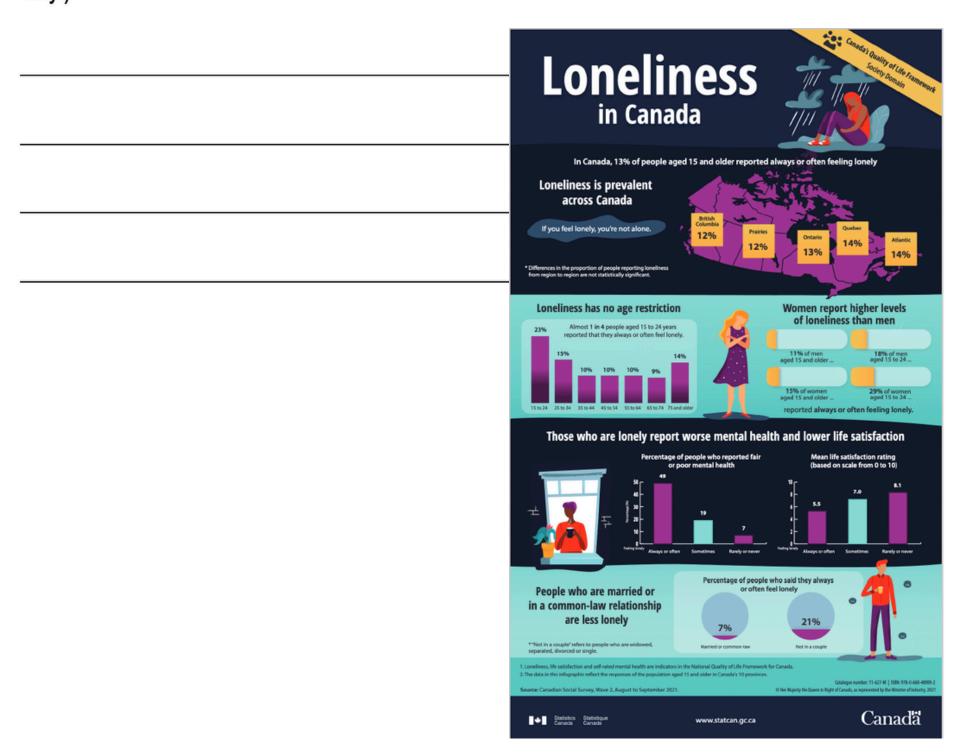
How did you find today's reading activity?

Difficulty	# of students
Easy	23%
Average	68%
Difficult	10%

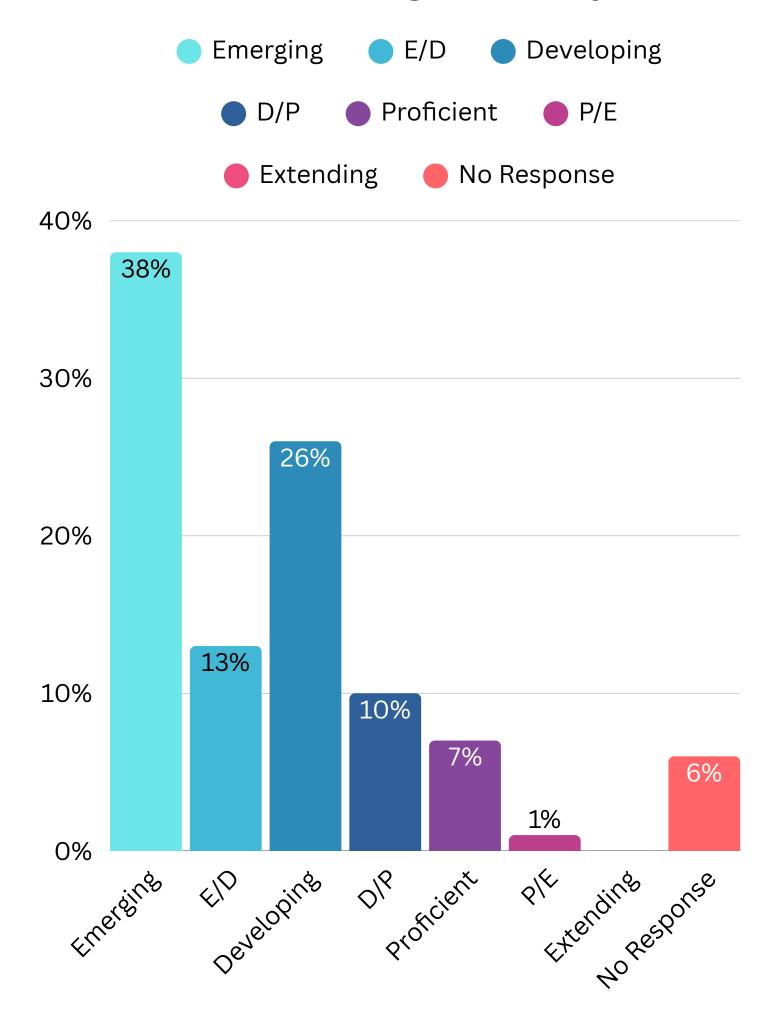


Evaluating Reliability

3. How do you know whether this infographic is a **reliable source**? (Give one reason and explain why.)



Evaluating Reliability



Word Skills

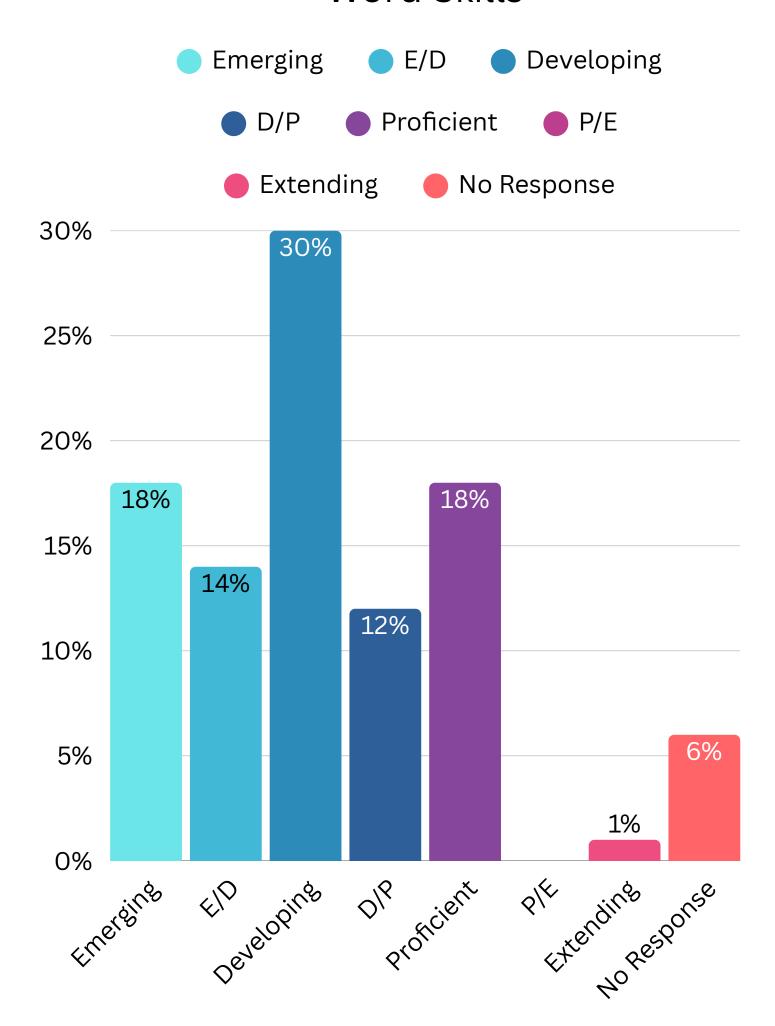
WORD SKILLS: Use the article "Let's Grow More Intergenerational Connections" to complete the following chart.

What do the following words mean? (Be sure to look at the context to provide the correct definition.)

Word/Expression	My Definition	How did you figure it out? What strategies did you use?
robust (P1)		
Intergenerational (P1)		
ageism (P2)		
combat (P6)		

Choose any word from the table above and write a sentence. The new sentence you create must be in a new context to show you understand it's meaning.

Word Skills



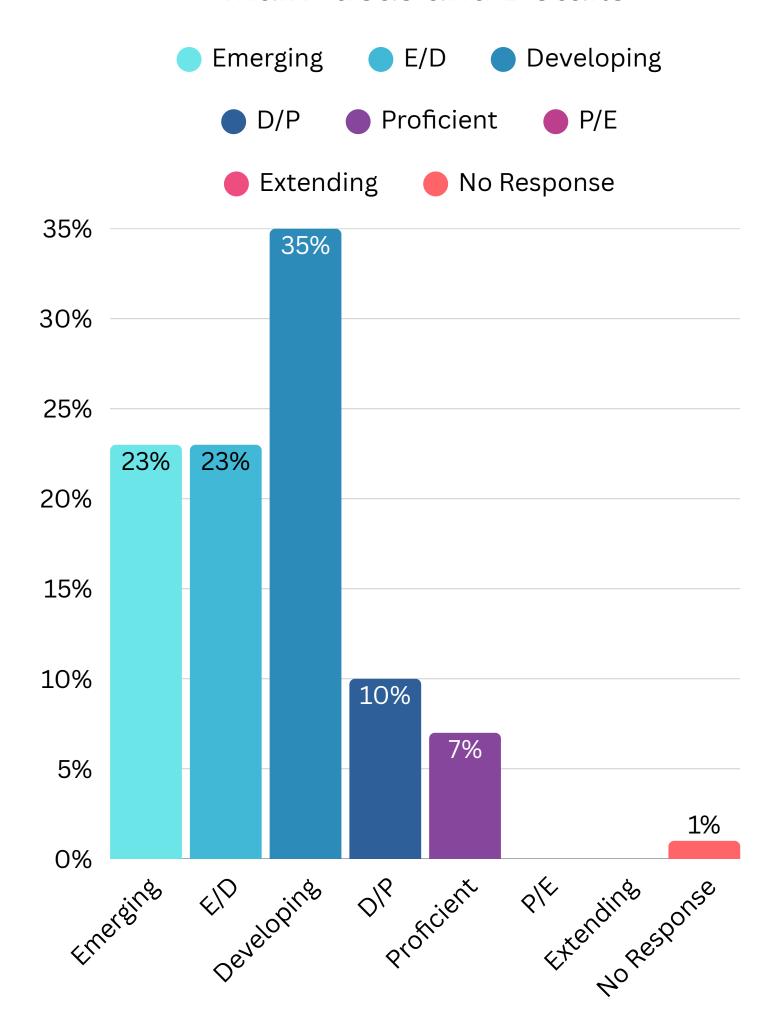
Main Ideas & Details

- 1. What is the main idea of the article "Let's Help Grow More Intergenerational Connections"?
 - Retirement homes are the best solution for reducing loneliness among older adults.
 - Intergenerational connections benefit both young and old by reducing loneliness, combating ageism, and creating stronger communities.
 - c. Technology is the main tool needed to build meaningful relationships between generations.
 - d. Young people are not interested in connecting with older adults.

How do you know your answer is correct?	Using evidence from the text, justify your choice.		

- 4. What is one activity suggested in the article that can help build intergenerational connections in communities?
 - Watching television separately.
 - b. Hosting yoga classes or community gardening.
 - c. Moving seniors into hospitals.
 - d. Using only online video calls.

Main Ideas and Details

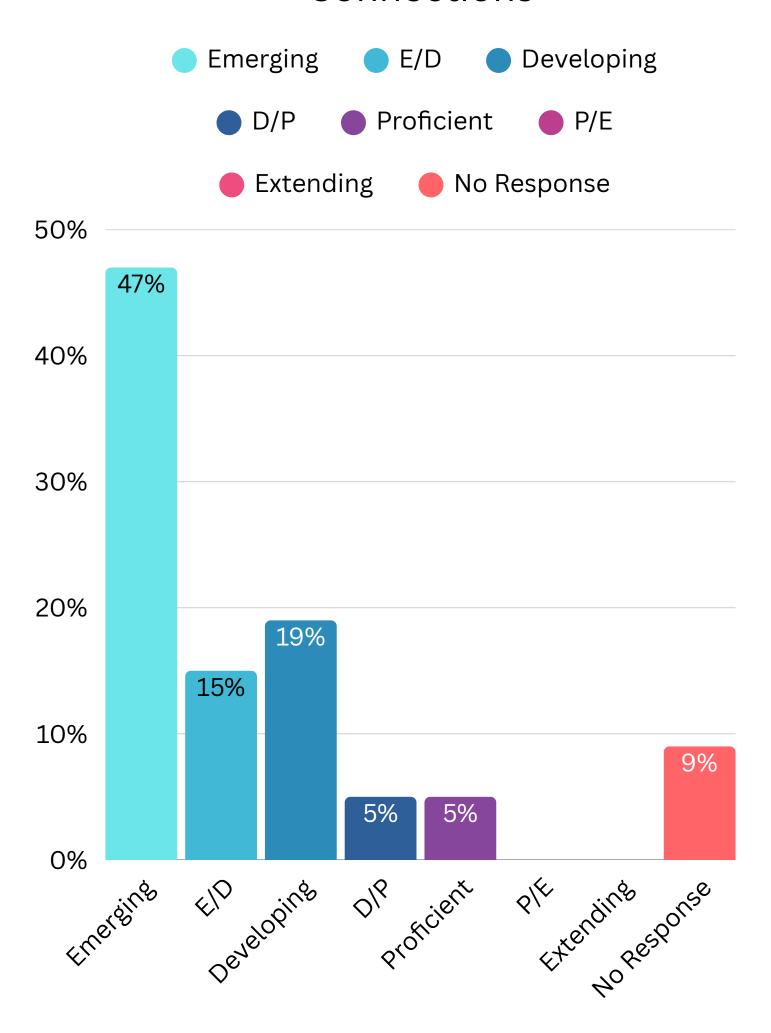


Connections

MAKING CONNECTIONS: Complete this graphic organizer to share a connection with one of the texts ("Let's Grow More Intergenerational Connections" or "Loneliness in Canada").

Circle the text you are connecting to:					
"Let's Grow More Intergenerat	ional <u>Connections"</u>	Loneliness in Canada"			
What is the idea, example, or quote from the text?					
Circle the type of connection you are m	aking:				
Text-to-self	Text-to-text	Text-to-world			
Explain your connection. Here are some	e sentence starters to co	nsider usina:			
- This part reminds me of beca	use	naider daling.			
 This makes me think of when is similar to because 	•••				

Connections



Note-Making

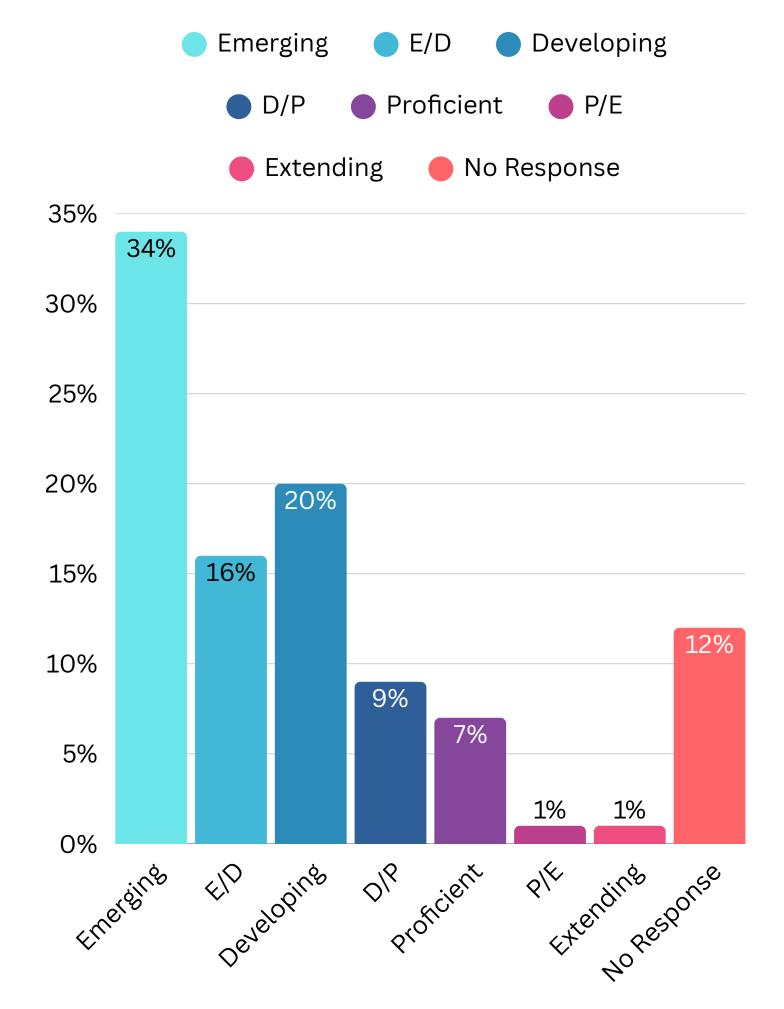


NOTE TAKING: Take notes on the article "Let's Grow More Intergenerational Communities". You can take notes in any form.

HINT: Think about how you can use categories, headings, connections, relationships, main ideas, and details when creating your notes.

Markers noticed a strong correlation between note-making skills and ability to identify main ideas & details

Note-Making



Data: Priority Populations

Priority Populations

ELL Students

48 students

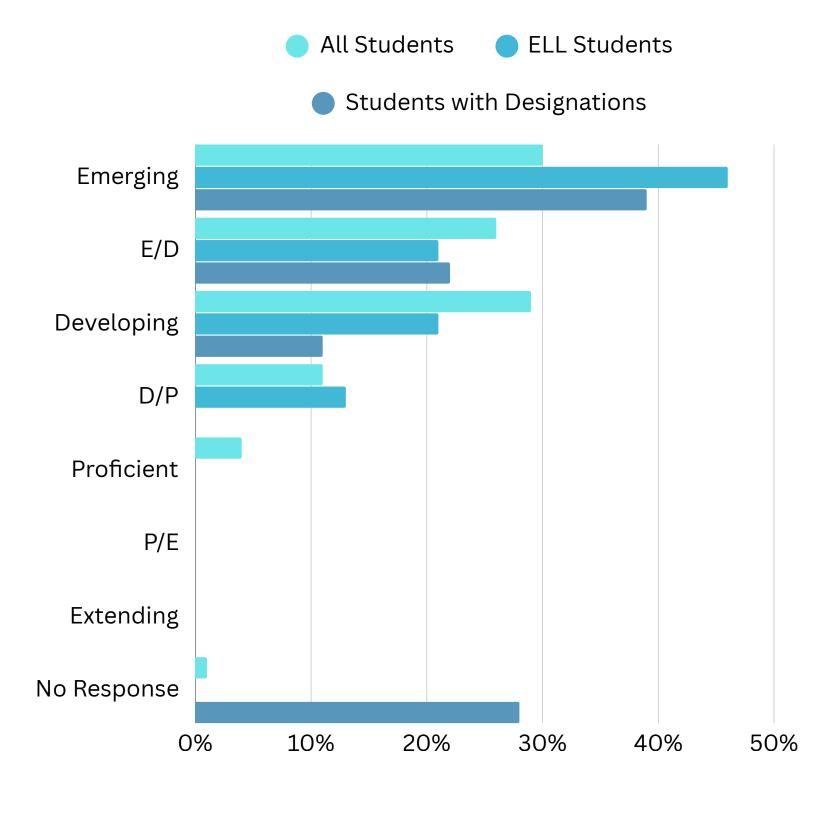
Students with Designations

• 18 students

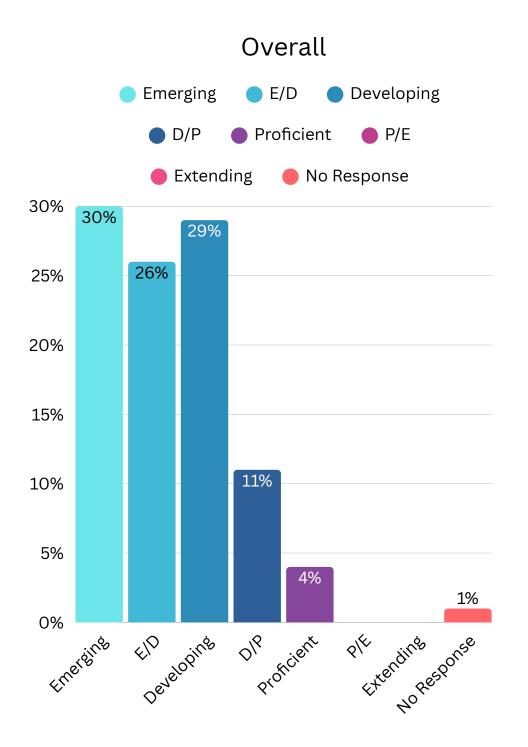
Indigenous Students

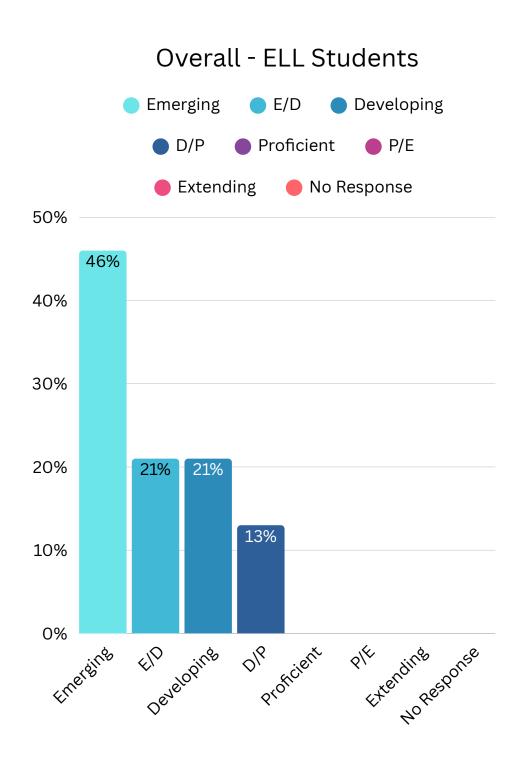
 3 students (not enough to include separate data)

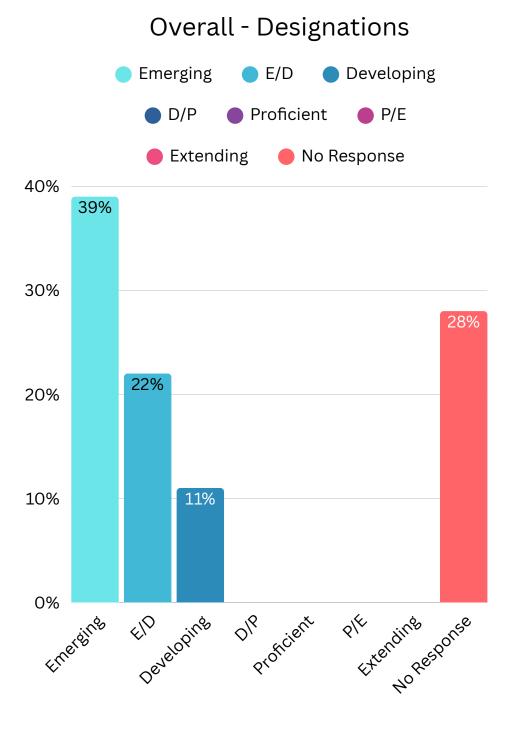
Overall Proficiency - Fall 2025 Reading Assessment



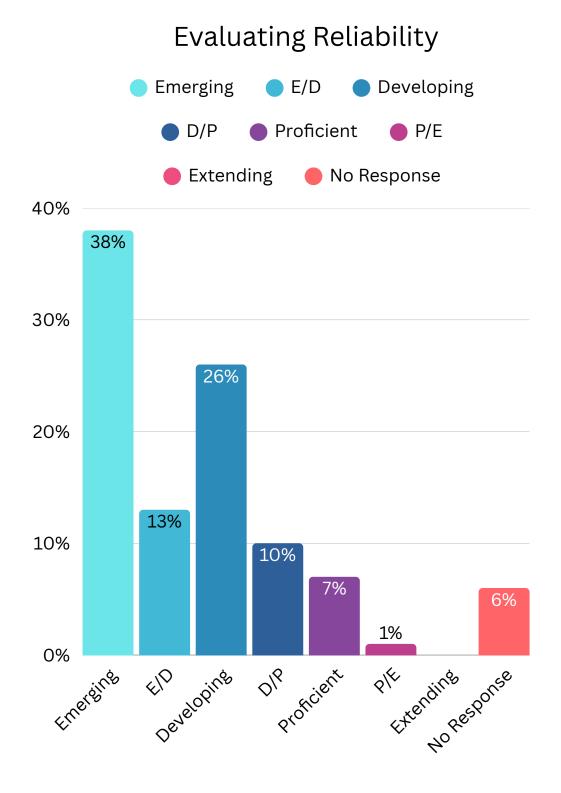
Priority Populations

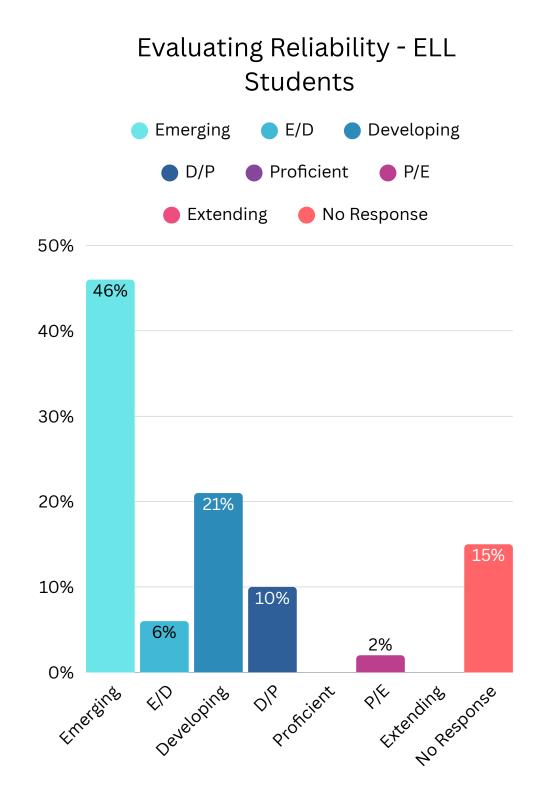


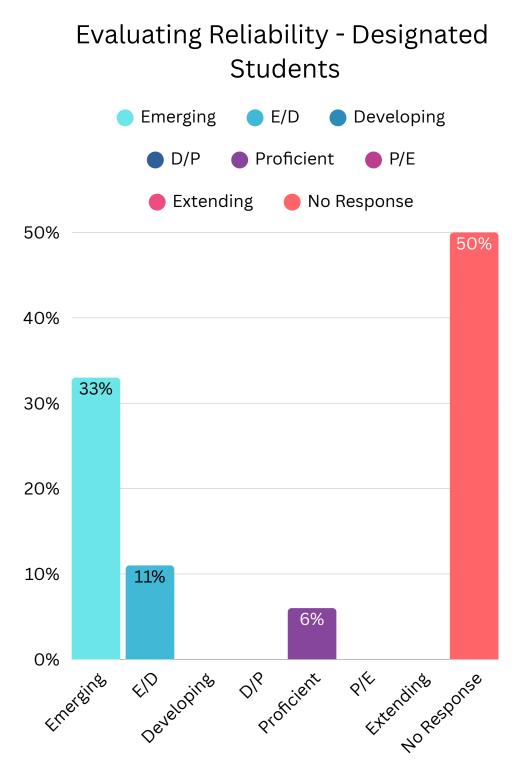




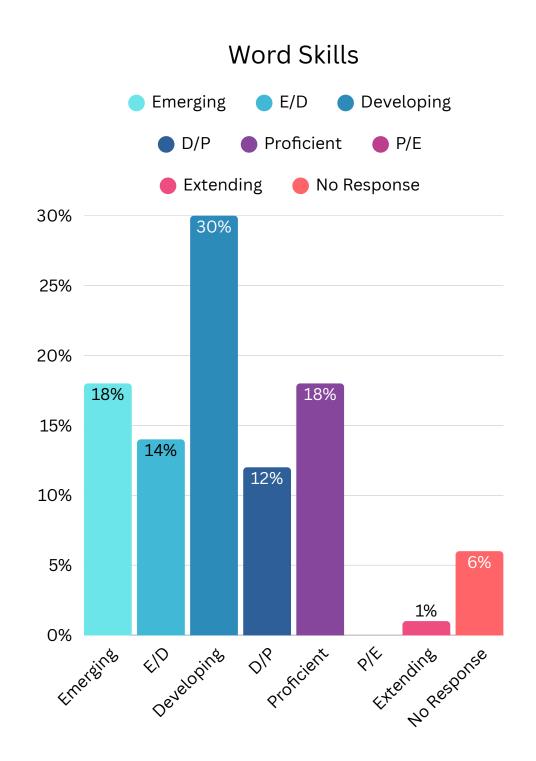
<u> Priority Populations - Evaluating Reliability</u>

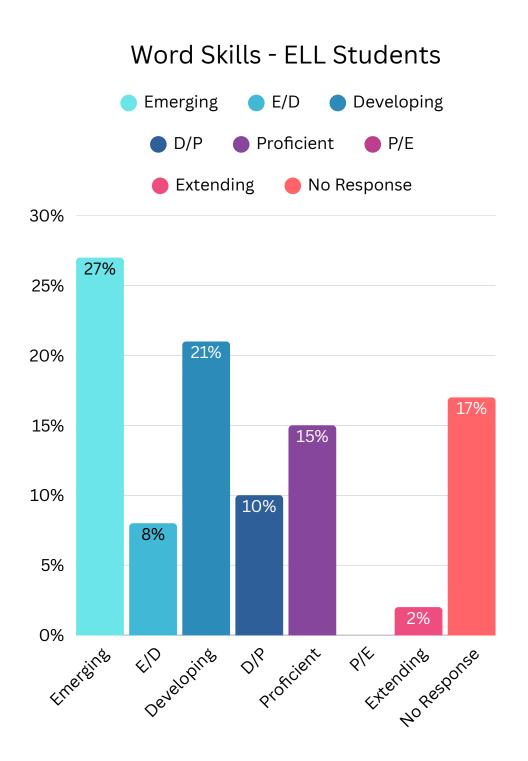


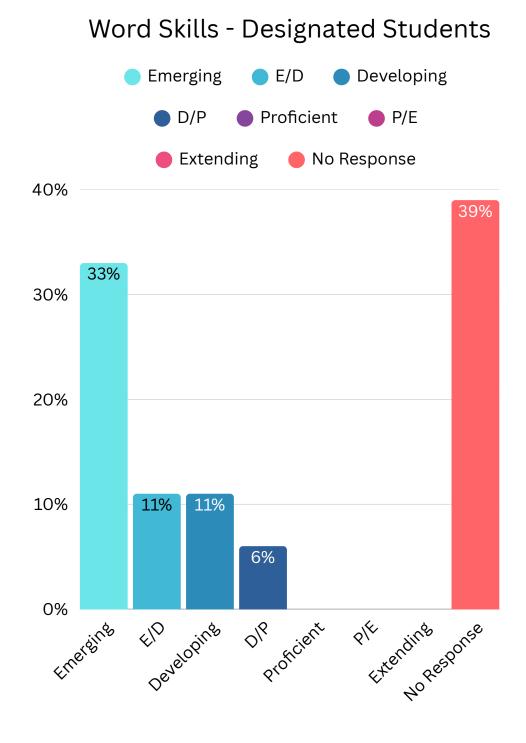




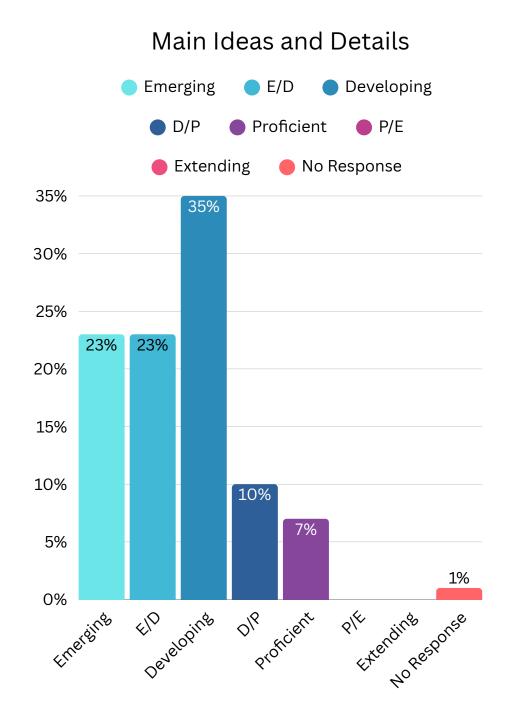
Priority Populations - Word Skills

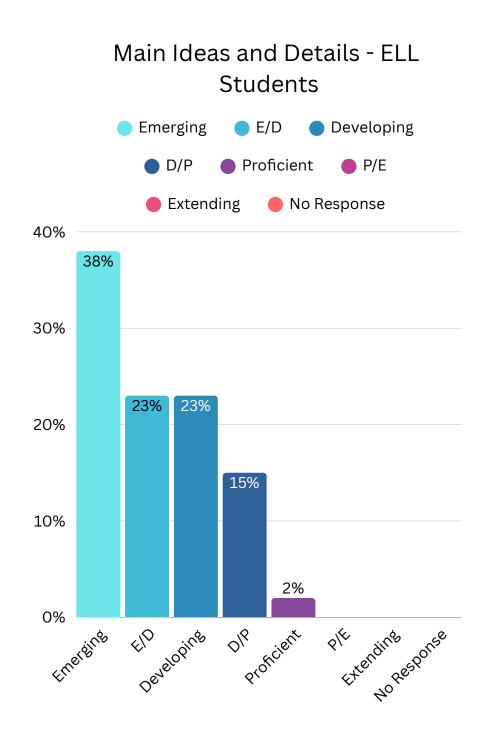


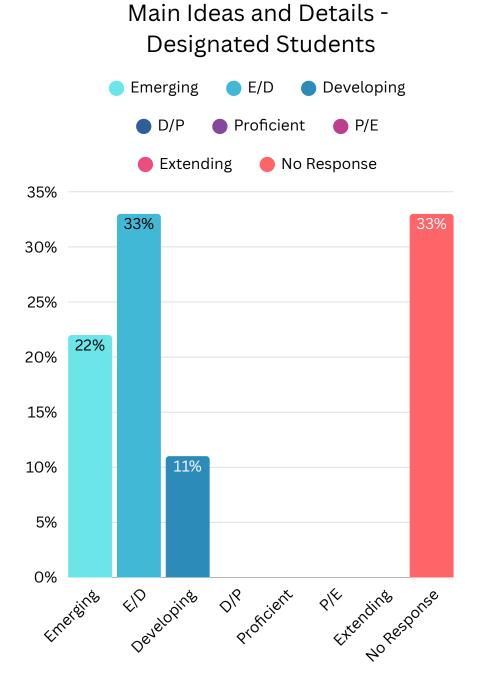




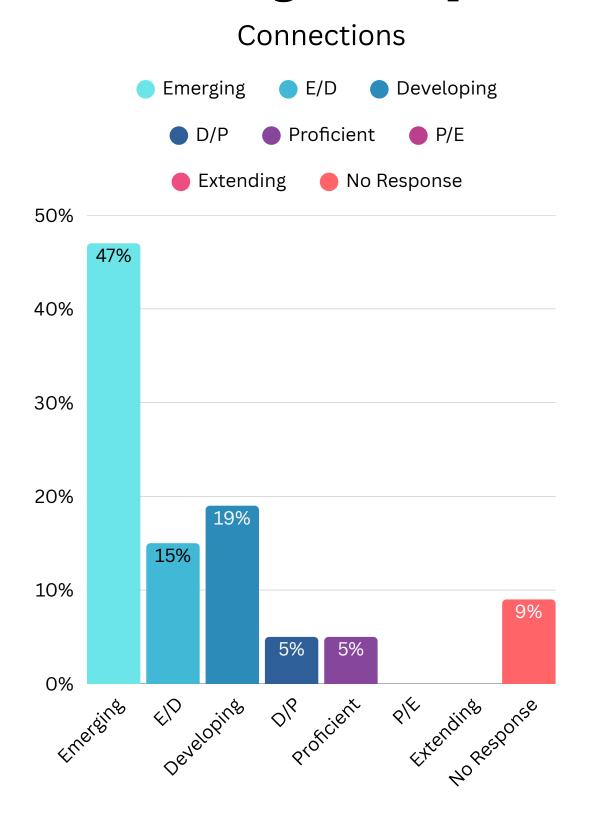
<u> Priority Populations - Main Ideas & Details</u>

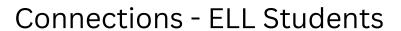


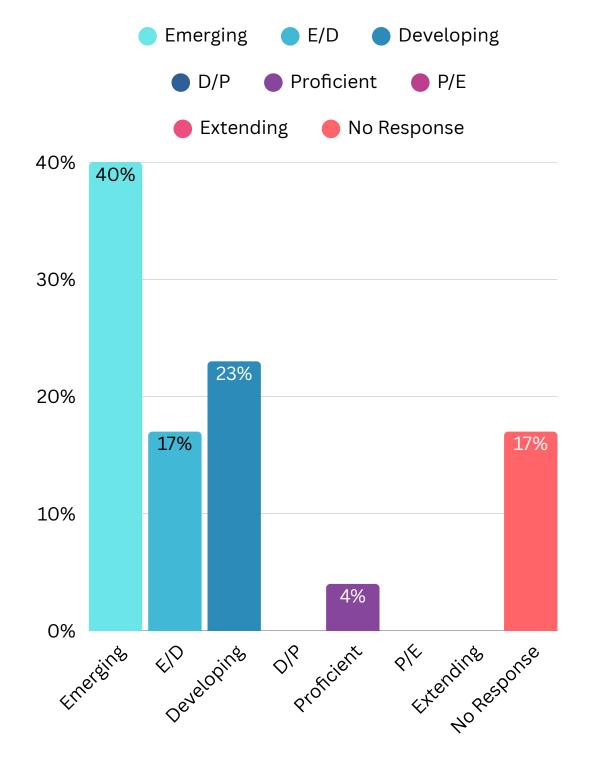




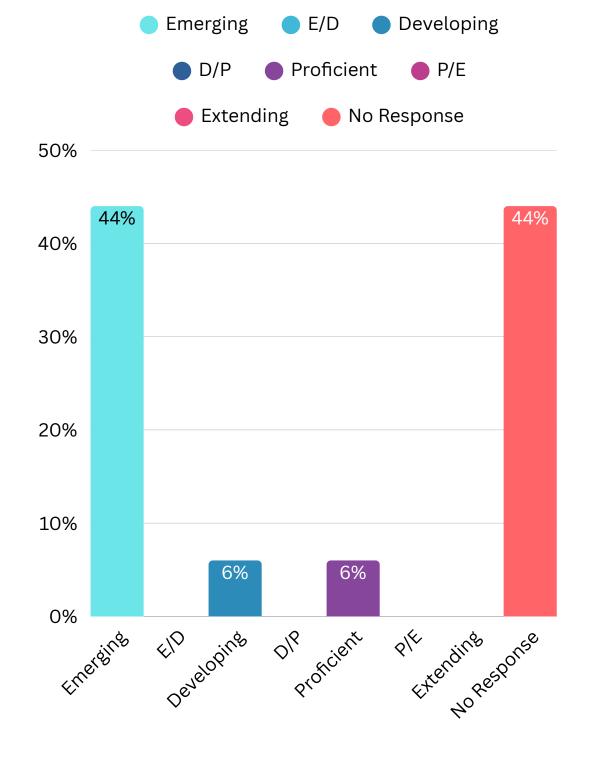
Priority Populations - Making Connections



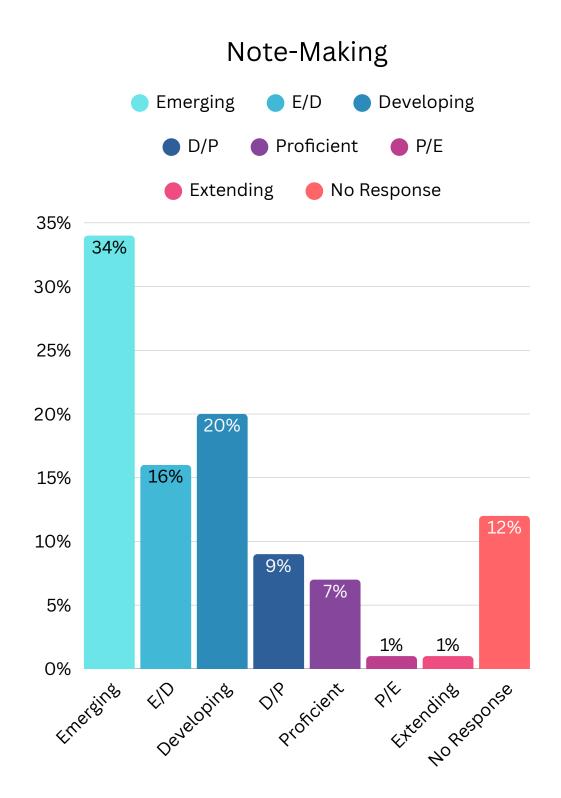


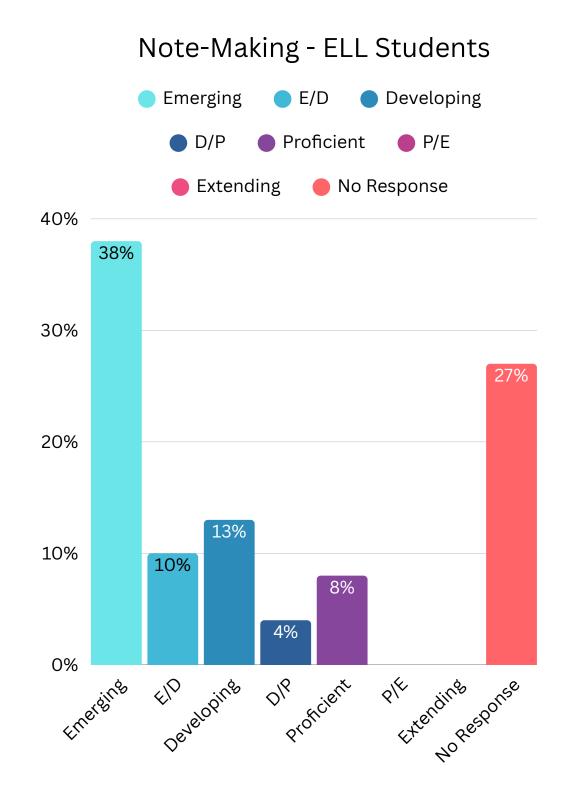


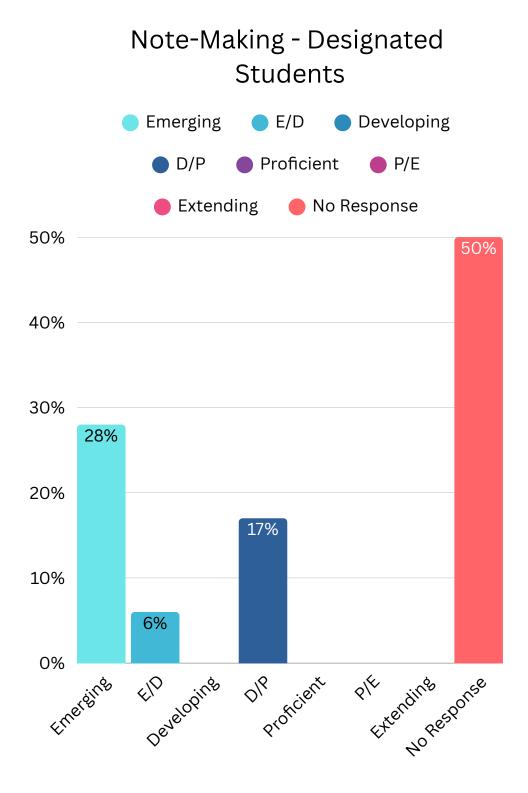
Students



<u> Priority Populations - Note-Making</u>

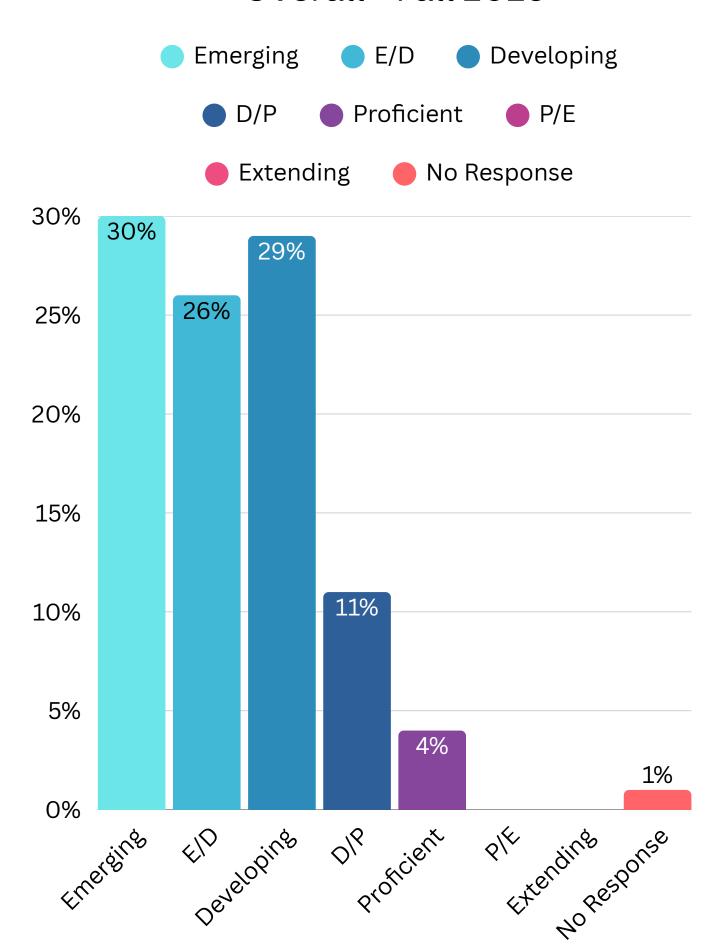




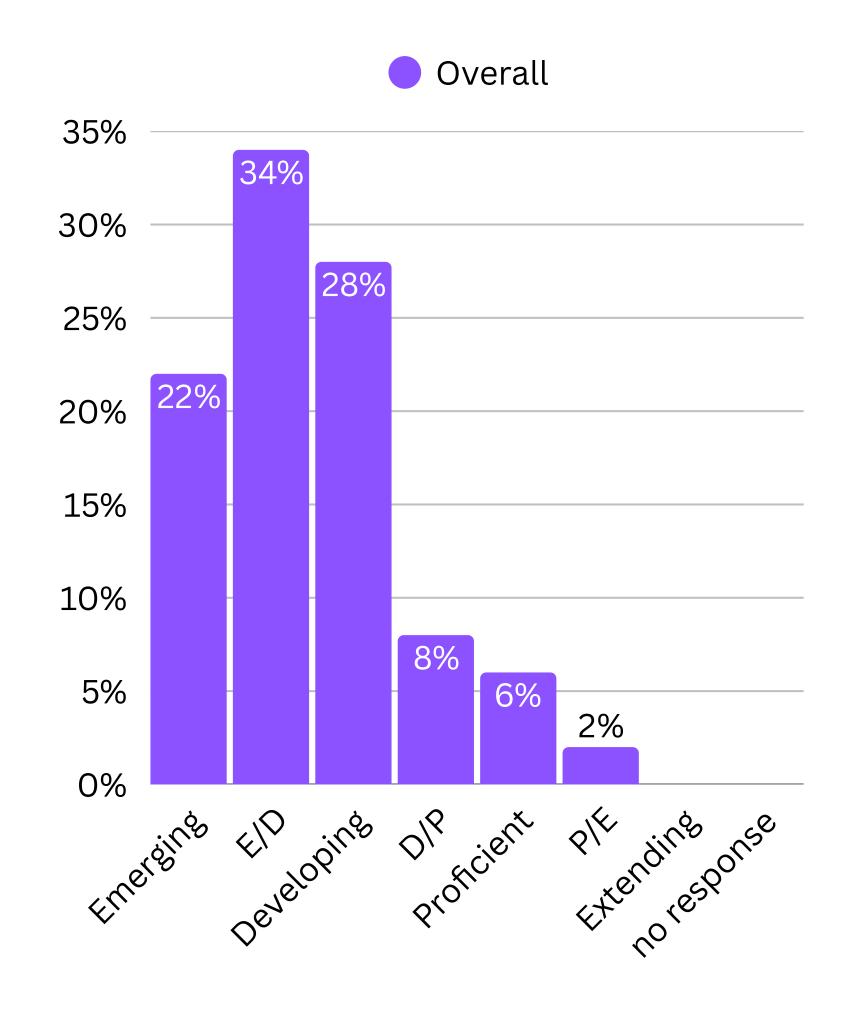


Data: Fall 2025 **VS** Fall 2024

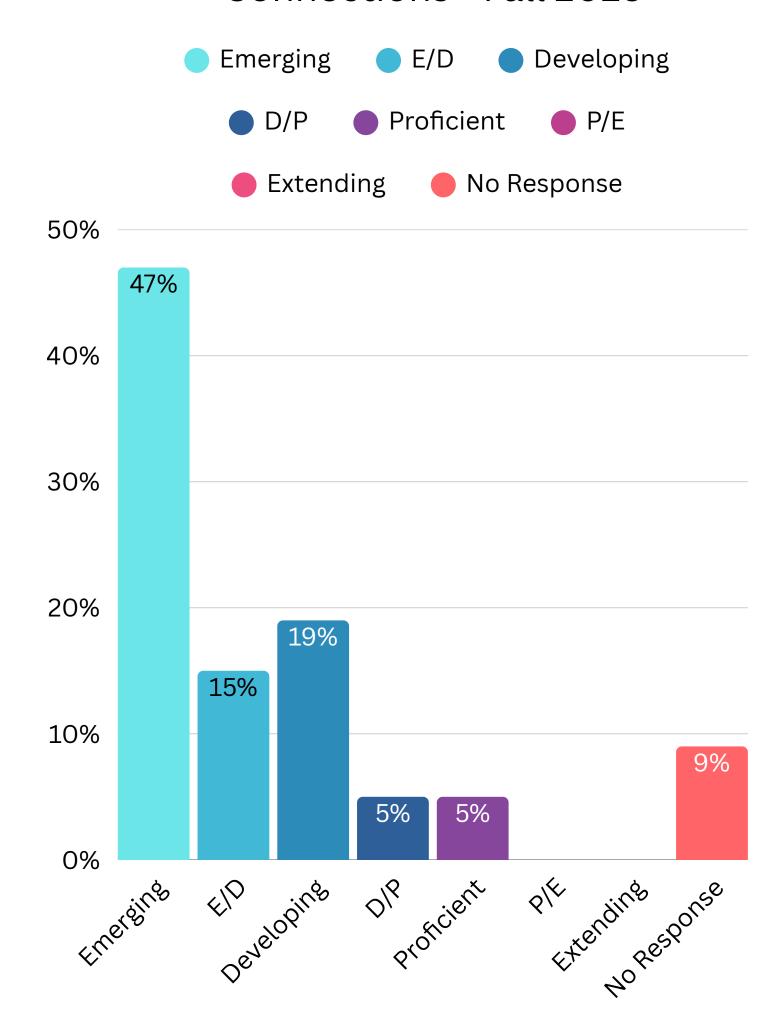
Overall - Fall 2025



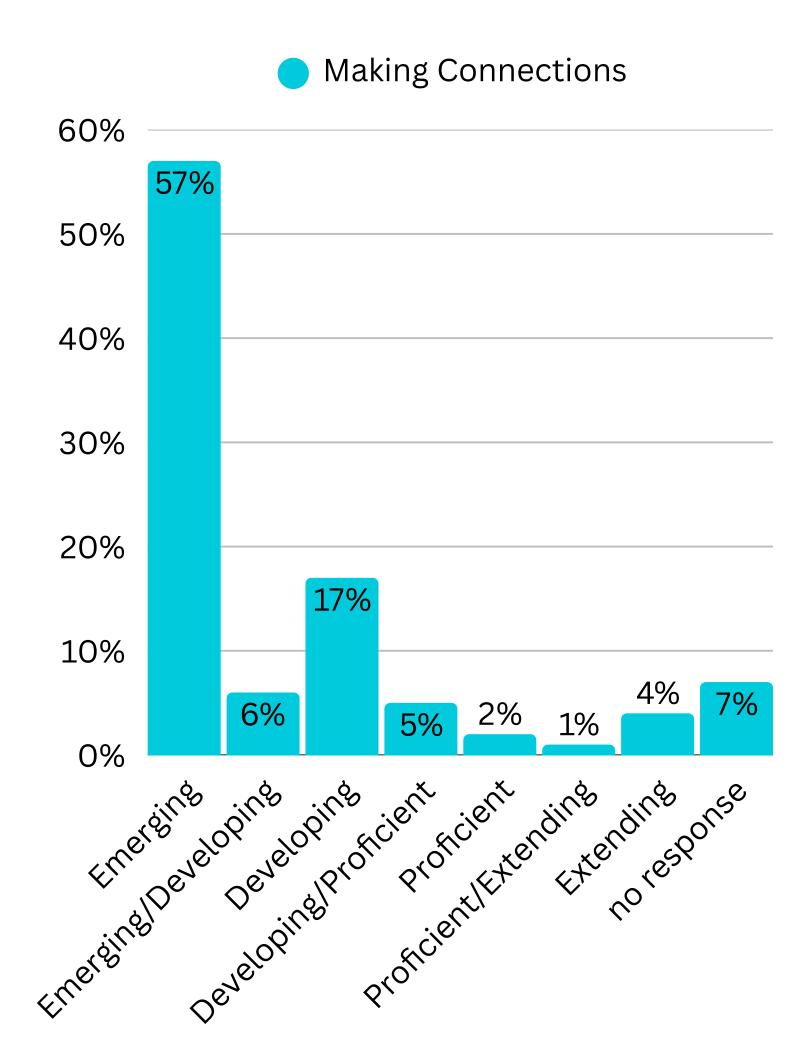
Overall - Fall 2024



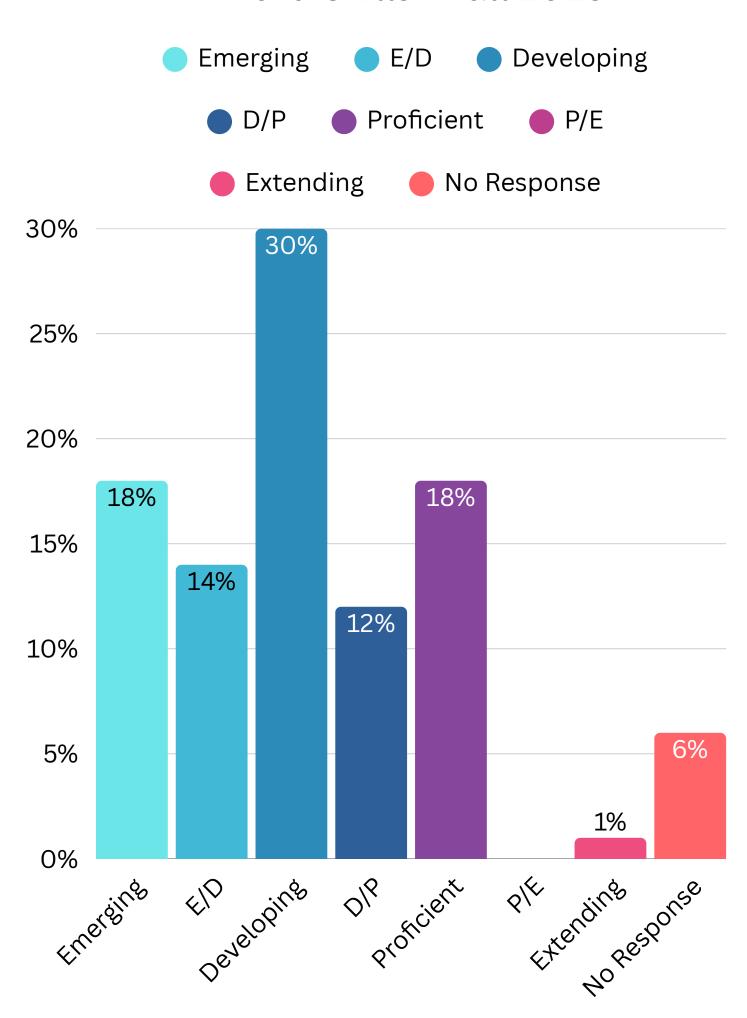
Connections - Fall 2025

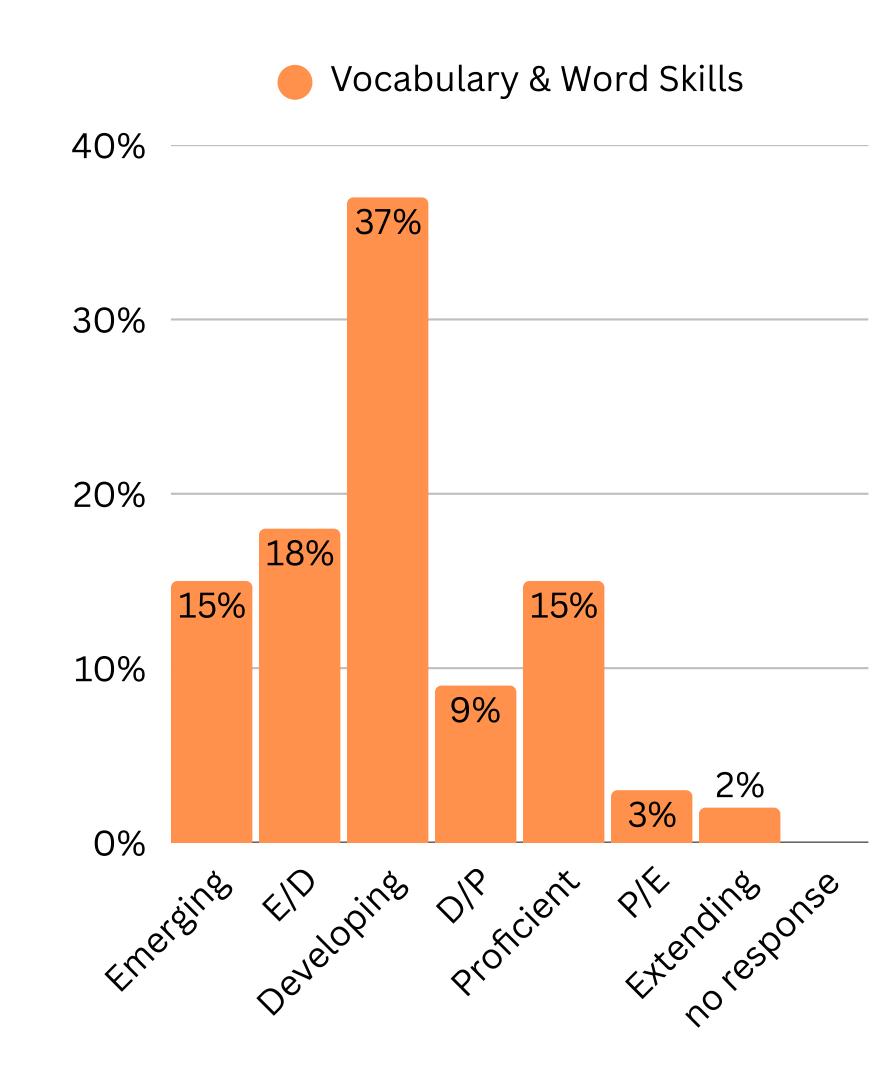


Connections - Fall 2024

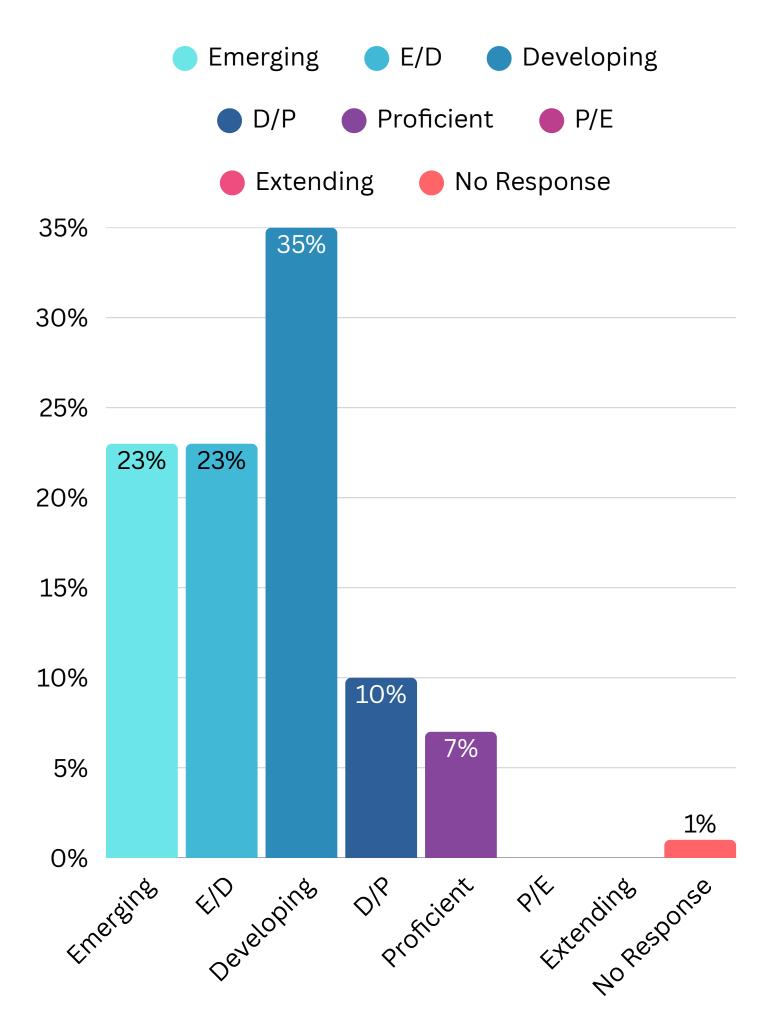


Word Skills - Fall 2025

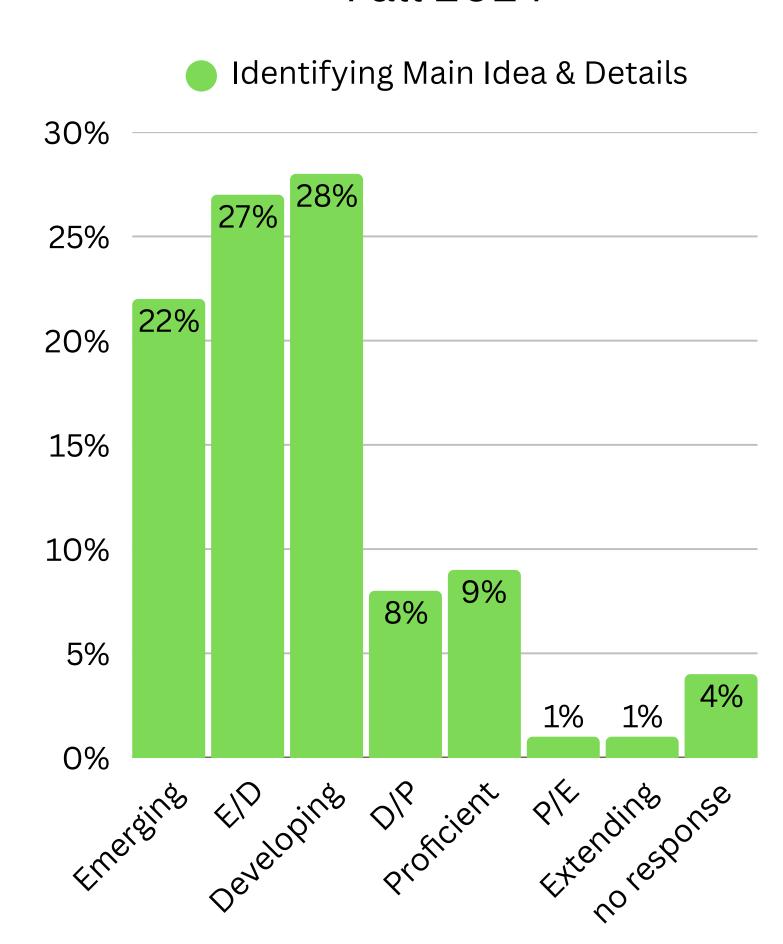




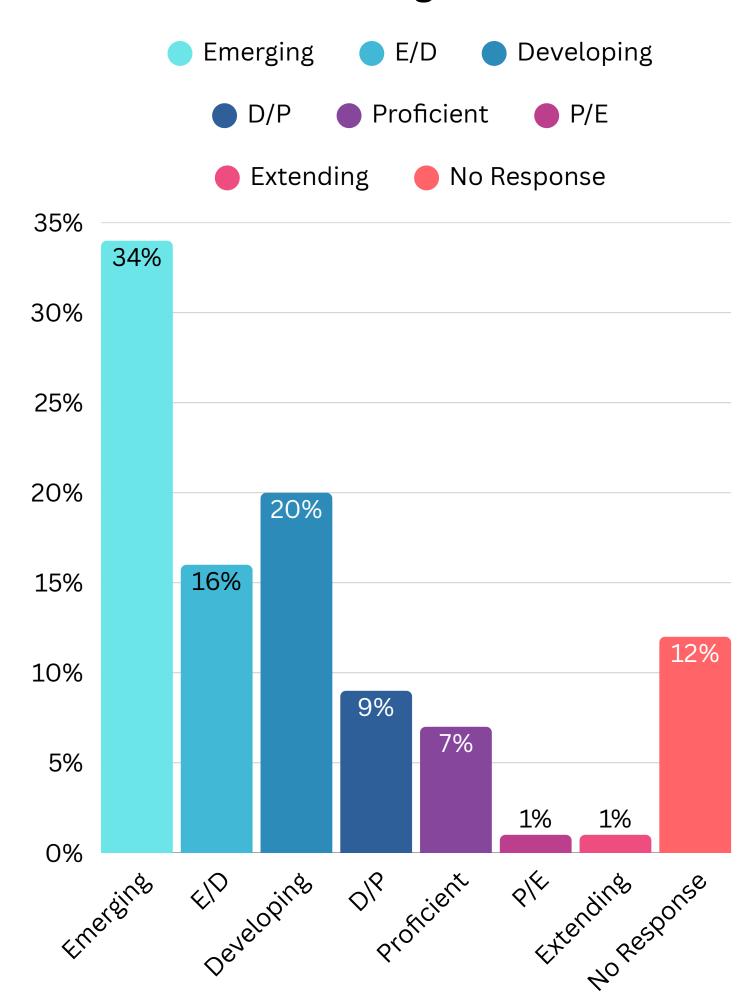
Main Ideas and Details - Fall 2025



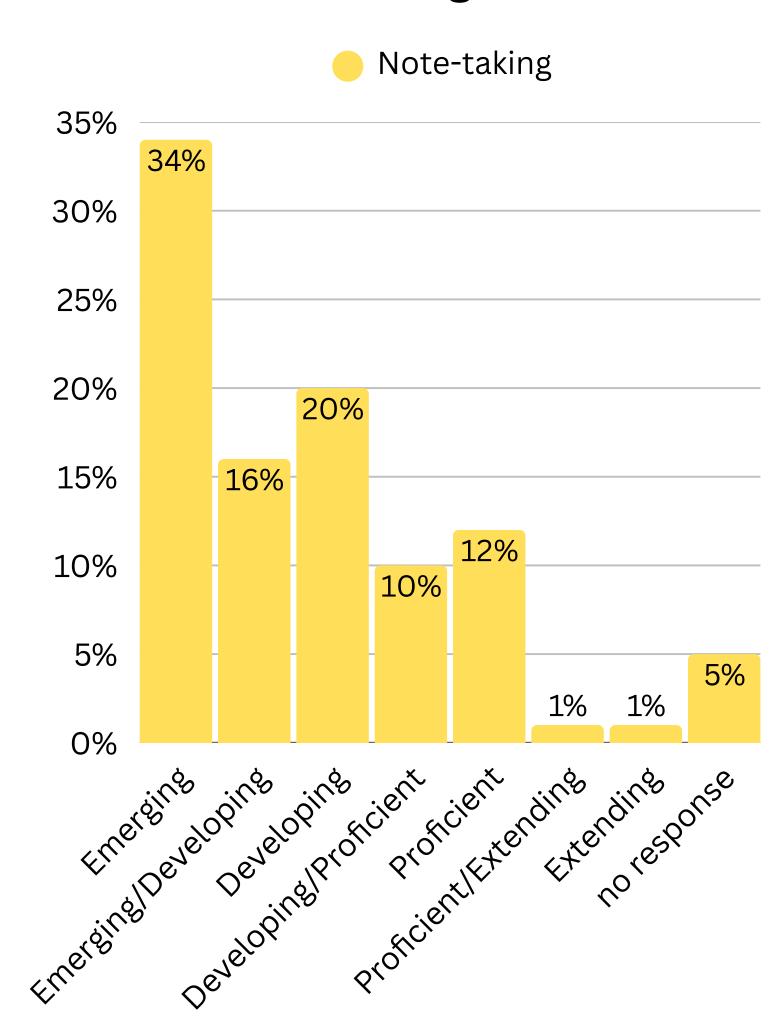
Main Ideas and Details - Fall 2024



Note-Making - Fall 2025



Note-Making - Fall 2024



<u>Next Steps - Note-Making:</u>

- Focus on two types of note-making:
 - two-column notes (including Cornell)
 - o mind maps (focus on 3 nodes/levels of info)
- Teach how to paraphrase
- Teach how to annotate what you are reading (almost no students wrote on the texts)
- Be intentional about how note-making works in your class/subject as it manifests differently in various contexts

Next Steps - Responding:

- Responses didn't always reflect the level of thinking that we believed the students were capable of
- Issues:
 - lack of detail and justification for answer (struggle to show their thinking)
 - oresponse didn't match what was being asked
- Teach how to frame answers using the wording of the question
- Model answers using academic language

Next Steps - Connections:

- Provide opportunities in all classes to make connections
- Emphasize:
 - depth of response
 - how does the connection deepen your understanding of the text?
 - what did you learn from making this connection?

Grade 8 Team Meeting Tuesday, Nov 25 @ lunch Location TBD!