



# Final APPROVAL

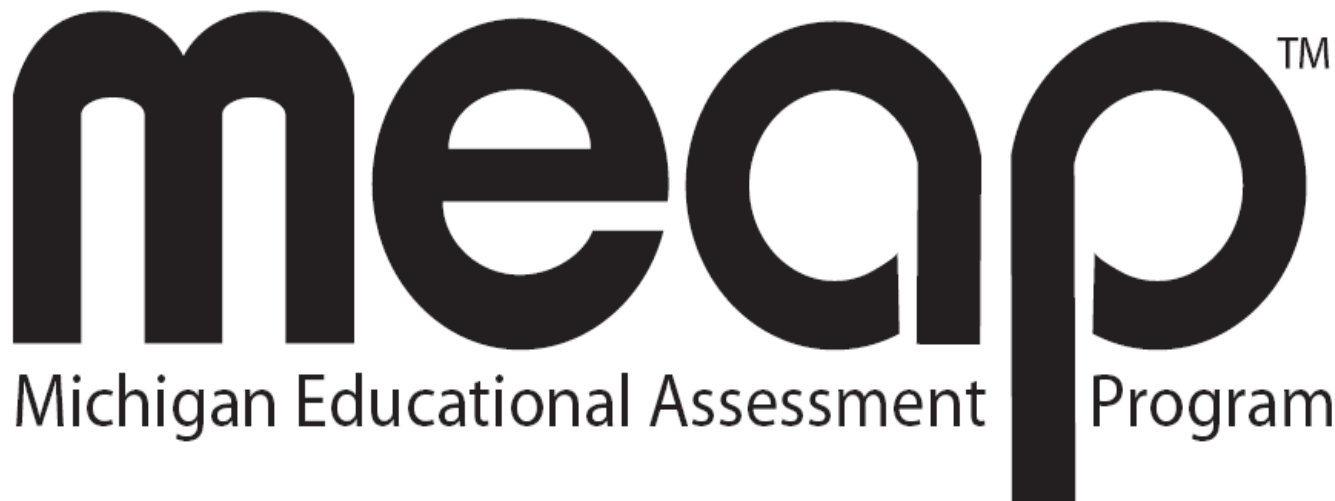
Today's Date: 11/28/05

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<b>Grade 8 ELA Released Test</b>	

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# **RELEASED ITEMS**

**ENGLISH LANGUAGE ARTS  
GRADE 8**

**FALL 2005**

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Reference List:

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# PART 1—READING

## 1A: PAIRED READING SELECTIONS

### DIRECTIONS:

In Part 1A, you will read two selections and answer the multiple-choice questions that follow each selection. You will then answer some questions that will ask you to think about *both* of the selections. You may look back at these two selections as often as needed during Part 1.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 1A of your **Answer Folder**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 1A, STOP.

**DIRECTIONS:** Read the selection "Mystery on the Cahaba River." Choose the *best* answer for each question. You may look back at the selection as often as needed.

**"Mystery on the Cahaba River"**  
**Questions 1–8**

- 1 The author uses several words and phrases to make Dr. Davenport and Dr. Haddock seem similar to
- A guides.
  - B writers.
  - C doctors.
  - D detectives.
- 2 In the *first* paragraph of the selection, the author uses words that create a mood of
- A confusion.
  - B desperation.
  - C suspense.
  - D disbelief.
- 3 The author placed a break in the text about halfway through the selection
- A to bring a sense of drama to the discovery she is just about to describe.
  - B after she finishes her description of several types of flying pollinators.
  - C to call special attention to the setting where the Cahaba lily is growing.
  - D when she starts to detail a second scientist's involvement in the search.

- 4 Based on the information in the selection, which one of the following events would be the *most likely* cause of an extinction of the Cahaba lily?
- A *Paratraea plebeja* moths in the Cahaba River region dying off in large numbers
  - B the spread of a disease affecting butterflies whose habitat was the Cahaba River
  - C large numbers of Alabamans picking the Cahaba lily for its spring beauty
  - D the Cahaba River severely flooding during the month of May three years in a row
- 5 Which one of the following *facts* is *most necessary* in order to understand why the scientists would be working so hard to find the pollinator?
- A Botanists are familiar with the habitat of the Cahaba lily.
  - B The Cahaba lily has been named as an endangered plant.
  - C The Cahaba lily has distinctive white blooms every May.
  - D Only recently has the Cahaba lily been thoroughly studied.
- 6 Which one of the following events took place *last*?
- A Dr. Haddock paddled his canoe down along the Cahaba River at midnight.
  - B Dr. Davenport began to study Cahaba lilies.
  - C Dr. Davenport gave a speech about searching for the Cahaba lily's pollinator.
  - D Dr. Haddock captured a type of sphinx moth.
- 7 The author wrote the selection *mainly* to
- A convince the reader of the importance of scientists' efforts in the struggle against plant extinction.
  - B inform the reader about how a creature important to the survival of one particular plant was identified.
  - C compare and contrast what two types of scientists did in order to track down a plant pollinator.
  - D entertain the reader with an engaging, humorous story about a remarkable scientific discovery.

- 8 The author of the selection is *most likely* a
- A reporter with an interest in natural science.
  - B scientist explaining an important discovery.
  - C writer with a humorous story to relate.
  - D long-time inhabitant of central Alabama.

**DIRECTIONS:** Read the selection "A Special Gift—The Legacy of 'Snowflake' Bentley." Choose the *best* answer for each question. You may look back at the selection as often as needed.

**"A Special Gift—The Legacy of 'Snowflake' Bentley"**  
**Questions 9–16**

- 9 Which one of the following quotations from the selection provides the *best* support for the author's claim that Bentley was "able to share the beauty of his snow crystals with the world"?
- A "And nothing fascinated him more than snowflakes. It would become a passion that would last a lifetime, earn him the nickname 'Snowflake Bentley,' and make him known around the world."
  - B "If you have ever seen a snowflake design on a mug, or on jewelry, or maybe on a tote bag, chances are it was based on one of Bentley's more than 5,000 photomicrographs of snow crystals."
  - C "Bentley's book, *Snow Crystals*, containing 2,453 of his photographs, was finally published and delivered to his house just weeks before his death in 1931. . . . He never made more than a few thousand dollars from his work. . . ."
  - D "To scientists, he was the untrained researcher who not only photographed snow crystals, but also kept a detailed daily log of weather conditions throughout his life and developed a method to measure the size of raindrops."
- 10 According to the selection, because Bentley was also an artist while he was working on his photography, he
- A tried to make the design of the snow crystals stand out more for the viewer.
  - B took enough pictures of snowflakes to have them published in a large book.
  - C never stopped drawing snowflakes even after he began to photograph them.
  - D never gave up trying to collect two snow crystals that were exactly alike.

- 11 What was the young Bentley's *major* problem when he was trying to sketch a snow crystal?
- A completing the drawing of the snow crystal before it evaporated
  - B picking up the snow crystal using a piece of straw from a broom
  - C seeing enough details of the snow crystal through his microscope
  - D flattening the snow crystal with a bird feather and a piece of straw
- 12 In his early attempts to photograph snowflakes, how did Bentley finally solve the problem of negatives that appeared blank?
- A He reduced the amount of light reaching the camera lens.
  - B He followed the advice of professional photographers.
  - C He made copies of the original glass plate negatives.
  - D He started carrying the negatives to a brook for washing.
- 13 In paragraph 4, the author wrote that Bentley had "no way to share his enjoyment of the delicate *hexagons*." Based on the illustration of a snowflake that accompanies the selection, which one of the following is *most likely* the meaning of the word *hexagons*?
- A five-sided figures
  - B six-sided figures
  - C seven-sided figures
  - D eight-sided figures
- 14 According to the selection, Bentley's *main* goal in life was to
- A become a well-known pianist.
  - B make a living as a photographer.
  - C capture images of snowflakes.
  - D have a wide variety of interests.

15 All the following words describe Bentley **EXCEPT**

- A musician.
- B businessman.
- C artist.
- D scientist.

16 In paragraph 6, the author wrote, "Undeterred, he began his quest to photograph a snow crystal." In this context, the word undeterred means

- A not attentive.
- B not discouraged.
- C not assisted.
- D not disappointed.

**CROSS-TEXT QUESTIONS**

**DIRECTIONS:** Questions 17 through 21 ask about *both* of the selections you read. Choose the *best* answer for each question. You may look back at the two selections as often as needed.

- 17** What conclusion can a person draw from the two reading selections?
- A** A person needs a college degree to be a researcher.
  - B** A scientist always needs a microscope.
  - C** It takes a long time and hard work to accomplish a goal.
  - D** Compassion is an important character trait.
- 18** One of the themes of *both* selections is pursuing one's dreams. Which of the following would be another good theme?
- A** honesty
  - B** cooperation
  - C** perseverance
  - D** survival
- 19** *Both* selections are informational. "Mystery on the Cahaba River" could be called narrative non-fiction, while "The Legacy of 'Snowflake' Bentley" is
- A** an autobiography.
  - B** a biography.
  - C** an essay.
  - D** realistic fiction.

- 20** The author of "The Legacy of 'Snowflake' Bentley" described Bentley's life work as a "labor of love," while the author of "Mystery on the Cahaba River" used the metaphor of scientist as
- A** adventurer.
  - B** detective.
  - C** composer.
  - D** businessman.
- 21** In "Mystery on the Cahaba River" the scientists' mission was to find the pollinator of the Cahaba lily, while Bentley's mission was to
- A** capture in photographs the design of snowflakes.
  - B** invent a better microscope to observe snowflakes.
  - C** find a better way to draw snowflakes.
  - D** develop a method to measure snowflakes.

## 1B: RESPONSE TO THE PAIRED READING SELECTIONS

### DIRECTIONS:

Think about *both* of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed.

**22** Discovery provides a strong motivation in some people's lives. Do you agree or disagree?

Explain your answer using specific details and examples from *both* "Mystery on the Cahaba River" and "The Legacy of 'Snowflake' Bentley." Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 2 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

**PART 1B: CHECKLIST FOR THE  
RESPONSE TO THE PAIRED READING SELECTIONS**

**DIRECTIONS:**

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 2 of your **Answer Folder**.

**CHECKLIST:**

- \_\_\_\_\_ Do I take a position and clearly answer the question I was asked?
- \_\_\_\_\_ Do I support my answer with specific examples and details from *both* reading selections?
- \_\_\_\_\_ Do I show how the two reading selections are alike or connected?
- \_\_\_\_\_ Is my response complete?

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**NOTES/PLANNING**

**NOTES/PLANNING**

## PART 2—READING

### INDEPENDENT READING SELECTION

**DIRECTIONS:**

In Part 2, you will read a selection and answer the multiple-choice questions that follow. You may look back at the selection as often as needed in Part 2.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2 of your **Answer Folder**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 2, STOP.

**DIRECTIONS:** Read the selection "King Alfred and the Cakes." Choose the *best* answer for each question. You may look back at the selection as often as needed.

**"King Alfred and the Cakes"**  
**Questions 23–30**

- 23 Why is the woodcutter's wife *important* to the plot of this story?
- A She gives King Alfred a task to take his mind off his worries.
  - B Her actions show King Alfred that hard work can be rewarding.
  - C She provides King Alfred with food when he leaves her home.
  - D Her actions enable King Alfred to realize a valuable lesson.
- 24 Which description of King Alfred *best* supports the *main* idea of the story?
- A He has many personal problems.
  - B He dislikes being told what to do.
  - C He accepts that he has many responsibilities.
  - D He is upset when he is forced to run away.
- 25 In paragraph 6, the author wrote, "He tried to pay attention to the cakes, but soon all his troubles filled his mind." Which of these *best* describes how King Alfred felt at this point in the story?
- A sure of himself and what he must do in the future
  - B afraid of what will happen to him if he is found
  - C overwhelmed by the problems of his people
  - D angered by the fact that he must disguise himself

- 26 What is King Alfred's *biggest* problem in this story?
- A He forgets to watch the cakes.
  - B The woodcutter's wife scolds him.
  - C The woodcutter recognizes who he is.
  - D The Danes are invading his kingdom.
- 27 The woodcutter's wife did not recognize King Alfred *probably* because
- A her eyesight was not very good.
  - B he was disguised as a poor shepherd.
  - C he was not popular with the English people.
  - D she was too busy with her chores to look at him.
- 28 In paragraph 13, the author wrote, ". . . soon he drove the Danes out of England." This statement shows that King Alfred's experience at the woodcutter's hut made him realize
- A he could not ignore his duties as king.
  - B his enemies were not as brave as he was.
  - C he needed to be more careful in the future.
  - D his generosity would eventually be rewarded.
- 29 In this story, King Alfred did not do what the woodcutter's wife asked of him. This was because
- A he was unwilling to take orders from her.
  - B he was too busy thinking about his problems.
  - C he did not understand the instructions she had given him.
  - D he forgot what he was to do because he was tired.

- 30 In the introduction, the author wrote, “. . . truly great leaders do not disdain small responsibilities.” In this context, the word disdain means
- A despise.
  - B find.
  - C give out.
  - D focus on.

## **PART 3—WRITING**

### **3A: WRITING FROM KNOWLEDGE AND EXPERIENCE**

#### **DIRECTIONS:**

In Part 3A, you will be given a theme and a number of ways to write about it. You must choose **ONLY ONE** way.

We will begin Part 3A together by reading the information on the next page. As I read aloud, please follow along in your booklet.

**WRITING FROM KNOWLEDGE AND EXPERIENCE**

**31 BALANCING YOUR LIFE**

A part of life is learning to balance many aspects of our lives. We can balance relationships or time. Balance can involve knowing when to work and when to play.

Do **ONLY ONE** of the following:

describe how your life is or is not well-balanced

**OR**

write about how you plan to balance your life

**OR**

write about someone you know who lives a well-balanced life

**OR**

explain why balance in life may be desirable

**OR**

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 8 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3A, STOP.

**PART 3A: CHECKLIST FOR  
WRITING FROM KNOWLEDGE AND EXPERIENCE**

**DIRECTIONS:**

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 8 of your **Answer Folder**.

**CHECKLIST:**

- \_\_\_\_\_ Do I have a clear central idea that connects to the theme?
- \_\_\_\_\_ Do I stay focused on the theme?
- \_\_\_\_\_ Do I support my central idea with important details/examples?
- \_\_\_\_\_ Do I need to take out details/examples that DO NOT support my central idea?
- \_\_\_\_\_ Do I use a variety of words, phrases, and/or sentences?
- \_\_\_\_\_ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

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**NOTES/PLANNING**

**NOTES/PLANNING**

## 3B: STUDENT WRITING SAMPLE

### DIRECTIONS:

In Part 3B, you will read a student writing sample, answer the multiple-choice questions that follow, and then write a short response. You may look back at the student writing sample as often as needed during Part 3B.

You may underline, highlight, or write notes in this booklet, but you must mark all of your answers in Part 3B of your **Answer Folder**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3B, STOP.

**REVISING AND EDITING THE STUDENT WRITING SAMPLE**

**DIRECTIONS:** Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

- (1) Challenge. Just the word makes my ears prick up like Bambi near a hunter. My heart  
(2) beats faster and my adrenaline starts to flow. This is the one word that can make a boring, dull  
(3) life into one big old vat of excitement. The dictionary definition of challenge is “a call to prove  
(4) one’s courage, skill, etc....” My definition is, “Challenge = An opportunity in disguise.”  
(5) According to the dictionary, I’m wrong, but according to my life, I just hit it right on the  
(6) button.
- (7) My favorite thing to do is sleep. I also like to play sports, eat and watch t.v. In fact,  
(8) I love napping so much that it helped me overcome one of my worst challenges, the dark.
- (9) Kids my age have usually mastered this darkness dilemma, but when I was younger  
(10) it scared me to death. My brother, Edwin, loved to torture me with scary stories. My face  
(11) would become the color of a snow hare—dead white. When I went to bed at night I would  
(12) huddle under the covers with my light on until I fell asleep. My mom would come in and  
(13) turn off the light after that. This worked for years, but it was soon to change. So I kept the  
(14) light on, and I would stay up later and later. I was more tired in the morning. I was so sleepy  
(15) that I could barely keep my head up. Finally, I faced the facts, I had to adjust. So when I  
(16) went to bed, I closed my eyes, turned the light off and tried to sleep. I eventually adapted to  
(17) this and was over my fear of darkness.

Questions 32–36

**32** Which of the following words is misspelled?

- A excitement in line 3
- B dilemma in line 9
- C hare in line 11
- D eventially in line 16

- 33 What is the correct way to punctuate the sentence beginning on line 11?
- A When I went to bed at night, I would huddle under the covers with my light on until I fell asleep.
  - B When I went to bed, at night I would huddle under the covers with my light on until I fell asleep.
  - C When I went to bed at night I would huddle under the covers, with my light on until I fell asleep.
  - D When I went to bed at night I would huddle under the covers with my light on until I fell asleep.
- 34 On line 1, the phrase “. . . my ears prick up like Bambi near a hunter” is an example of which of the following literary devices?
- A foreshadowing
  - B metaphor
  - C idiom
  - D simile
- 35 Why does the author *probably* include the dictionary definition of “challenge” in line 4?
- A to demonstrate his ability to use classroom resources
  - B to build a sense of drama and suspense in his essay
  - C to strengthen the impact of his own definition of “challenge”
  - D to show off his knowledge of the true definition of “challenge”

- 36** Which sentence should be removed from paragraph 2 to help improve the flow of the paragraph?
- A** I also like to play sports, eat and watch t.v.
  - B** In fact, I love napping so much that it helped me overcome one of my worst challenges, the dark.
  - C** My favorite thing to do is sleep.
  - D** The paragraph is fine.

**PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

**DIRECTIONS:** Write a response to the question in the box below. You may look back at the student writing sample as often as needed during Part 3B.

**37 Does the writer successfully address the question: Do I stay focused on my central idea?**

**Use details from the student writing sample to support your answer.**

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 11 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3B, STOP.

**PART 3B: CHECKLIST FOR THE  
PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

**DIRECTIONS:**

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 11 of your **Answer Folder**.

**CHECKLIST:**

- \_\_\_\_\_ Do I clearly answer the question that was asked?
- \_\_\_\_\_ Do I support my answer with details from the student writing sample?
- \_\_\_\_\_ Is my response complete?

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**NOTES/PLANNING**

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## Scoring Key

### Part 1: Paired Reading Selections

Item #	Answer Key
1	D
2	C
3	D
4	A
5	B
6	D
7	B
8	A
9	B
10	A
11	A
12	A
13	B
14	C
15	B
16	B
17	C
18	C
19	B
20	B
21	A

### Part 2: Independent Reading Selections

Item #	Answer Key
23	D
24	C
25	C
26	D
27	B
28	A
29	B
30	A

### Part 3B: Student Writing Sample: Revising and Editing

Item #	Answer Key
32	D
33	A
34	D
35	C
36	A