

Grade

7

meapTM
Michigan Educational Assessment Program

Item Descriptors



READING
FALL 2013

4th

5th

6th

7th

8th

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NOTE: For each item listed throughout this booklet, the first statement is the Michigan Grade Level Content Expectation (GLCE) and the second statement is the descriptor for the item's stem or question.

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Students were instructed to read the directions below silently as the test administrator read them aloud.

PART X

PAIRED READING SELECTIONS

DIRECTIONS:

In this part, you will read two selections and answer multiple-choice questions. You may look back at the selections as often as needed.

You must mark all of your answers in Day X, Part X of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

For the multiple-choice questions:

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part X of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

Selection: Paired Reading #1**Type:** Informational**Genre:** Research Report

- 1 R.WS.06.02:** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

Determine meaning of multiple meaning word.

- A** incorrect meaning
- B** incorrect meaning
- C** correct
- D** incorrect meaning

- 2 R.IT.06.01:** analyze the structure, elements, features, style, and purpose of informational genre, including research reports, "how-to" articles, and essays.

Analyze author's purpose.

- A** incorrect purpose
- B** incorrect purpose
- C** incorrect purpose
- D** correct

- 3 R.CM.06.03:** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Compare how ideas are different.

- A** no support for this difference
- B** no support for this difference
- C** no support for this difference
- D** correct

- 4 R.CM.06.02:** retell through concise summarization grade-level narrative and informational text.

Identify detail.

- A** misunderstanding of selection
- B** no support for this detail
- C** misunderstanding of selection
- D** correct

- 5 R.CM.06.03:** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Infer how topic is beneficial.

- A** no support for this benefit
- B** no support for this benefit
- C** correct
- D** no support for this benefit

- 6 R.CM.06.02:** retell through concise summarization grade-level narrative and informational text.

Identify main idea.

- A** misunderstanding of selection
- B** misunderstanding of selection
- C** correct
- D** misunderstanding of selection

- 7 R.CM.06.02:** retell through concise summarization grade-level narrative and informational text.

Identify main idea.

- A** no support for this conclusion
- B** correct
- C** no support for this conclusion
- D** no support for this conclusion

- 8 R.IT.06.01:** analyze the structure, elements, features, style, and purpose of informational genre, including research reports,"how-to" articles, and essays.

Analyze source.

- A** correct
- B** incorrect source
- C** incorrect source
- D** incorrect source

Selection: Paired Reading #2

Type: Informational

Genre: Research Report

- 9 R.WS.06.07:** in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources

Determine word meaning using context.

- A** incorrect meaning
- B** correct
- C** incorrect meaning
- D** incorrect meaning

- 10 R.IT.06.01:** analyze the structure, elements, features, style, and purpose of informational genre, including research reports,"how-to" articles, and essays.

Analyze author's purpose.

- A** correct, to inform
- B** to entertain
- C** to persuade
- D** to teach

- 11 R.CM.06.02:** retell through concise summarization grade-level narrative and informational text.

Identify detail.

- A** correct
- B** no support for this detail
- C** no support for this detail
- D** no support for this detail

- 12 R.CM.06.03:** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Draw conclusion.

- A** no support for this conclusion
- B** no support for this conclusion
- C** correct
- D** no support for this conclusion

- 13 R.CM.06.02:** retell through concise summarization grade-level narrative and informational text.

Identify first event in sequence of events.

- A** correct
- B** event occurs later
- C** event occurs later
- D** event occurs later

- 14 R.IT.06.01:** analyze the structure, elements, features, style, and purpose of informational genre, including research reports,"how-to" articles, and essays.

Analyze purpose of parentheses.

- A** no support for this purpose
- B** no support for this purpose
- C** no support for this purpose
- D** correct

- 15 R.IT.06.02:** analyze organizational text patterns including descriptive, chronological sequence, and problem/solution.

Analyze organizational pattern.

- A** by describing
- B** by explaining ideas in order of importance
- C** by comparing
- D** correct, by identifying problem and explaining solution

- 16 R.CM.06.02:** retell through concise summarization grade-level narrative and informational text.

Identify main idea.

- A** no support for this idea
- B** no support for this idea
- C** no support for this idea
- D** correct

Students saw the instructions in the box below before they began this section.

CROSS-TEXT QUESTIONS

DIRECTIONS: The following questions ask about **both** of the selections you read in this part of the test. You may look back at both selections as often as needed to answer the questions.

Selection: Paired Readings #1 and #2
(Cross-Text)

Type: Pair of Informational

Genre: Research Report

- 17 R.CM.06.03:** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify important idea across selections.

- A** applies to only one selection
- B** applies to only one selection
- C** correct
- D** applies to only one selection

- 18 R.CM.06.03:** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Draw conclusion.

- A** misunderstanding of one selection, no support in other selection
- B** conclusion applies to only one selection
- C** correct
- D** no support for this conclusion in either selection

- 19 R.CM.06.03:** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify important idea across selections.

- A** applies to only one selection
- B** correct
- C** applies to only one selection
- D** applies to only one selection

- 20 R.CM.06.03:** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Compare how selections are different.

- A** no support for this comparison in either selection
- B** no support for this comparison in either selection
- C** no support for this comparison in either selection
- D** correct

- 21 R.CM.06.03:** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Compare organizational patterns.

- A** comparison
- B** correct, problem and solution
- C** description
- D** question and answer

- 22 R.CM.06.03:** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Draw conclusion.

- A** no support for this conclusion
- B** correct
- C** no support for this conclusion
- D** no support for this conclusion

Students were instructed to read the directions below silently as the test administrator read them aloud.

PART X

INDEPENDENT READING SELECTION

DIRECTIONS:

In this part, you will read one selection and answer multiple-choice questions and one written-response question. You may look back at the selection as often as needed.

You must mark all of your answers and write your written response in Day X, Part X of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

For the multiple-choice questions:

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

For the written-response question:

Write your response on the lines in your **Answer Document**. If you erase, be sure to erase completely. Answer the question as completely as you can.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part X of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

Selection: Independent Reading**Type:** Narrative**Genre:** Realistic Fiction

- 23 R.WS.06.02:** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

Determine meaning of multiple meaning word.

- A** incorrect meaning
- B** incorrect meaning
- C** correct
- D** incorrect meaning

- 24 R.CM.06.02:** retell through concise summarization grade-level narrative and informational text.

Identify first event in sequence of events.

- A** stated event occurs later
- B** stated event occurs later
- C** correct
- D** stated event occurs later

- 25 R.NT.06.04:** analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.

Analyze how literary device is used to develop an aspect of the plot.

- A** no support for this analysis
- B** no support for this analysis
- C** correct
- D** no support for this analysis

- 26 R.NT.06.04:** analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.

Analyze how literary device is used to develop the plot.

- A** correct
- B** no support for this analysis
- C** no support for this analysis
- D** no support for this analysis

- 27 R.NT.06.04:** analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.

Identify example of simile.

- A** detail, not simile
- B** correct
- C** detail, not simile
- D** detail, not simile

- 28 R.NT.06.03:** analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.

Infer lesson.

- A** no support for this lesson
- B** possible inference but not best choice
- C** correct
- D** no support for this lesson

- 29 R.NT.06.02:** analyze the structure, elements, style, and purpose of narrative genre including folktales, fantasy, adventure, and action stories.

Identify narrative genre.

- A** folktale
- B** fantasy
- C** correct, realistic fiction
- D** science fiction

- 30 R.NT.06.02:** analyze the structure, elements, style, and purpose of narrative genre including folktales, fantasy, adventure, and action stories.

Analyze author's purpose.

- A** to inform
- B** to ask questions
- C** to persuade
- D** correct, to entertain

The instructions in the box below preceded this section.

DIRECTIONS: Write a response to the question below on the lines in Day X, Part X of your **Answer Document**. You can write notes in this test booklet, but only the writing in your Answer Document will be scored. No extra sheets may be used. You may look back at the selection as often as needed.

- 31 R.NT.06.03:** analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.

Write a response using three details to describe how characters in selection change.

4th

5th

6th

7th

8th



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