

Grade

7

meapTM
Michigan Educational Assessment Program

Item Descriptors



READING
FALL 2011

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**Description:** Narrative (realistic fiction)

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

Identify main character's feelings at beginning of text.

- A** stated feeling not apparent at beginning of text
- B** no support for this feeling in text
- C** correct, inferred from main character's words and actions
- D** stated feeling opposite of main character's feelings

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

Identify genre.

- A** correct, realistic fiction
- B** autobiography
- C** science fiction
- D** mystery

- 3 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.

Use context to determine meaning of phrase.

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

- 4 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 literary device.

- A** metaphor
- B** exaggeration
- C** correct, simile
- D** personification

- 5 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.

Use context to determine meaning of phrase.

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

- 6 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 conclusion that can be drawn about what characters will most likely do next.

- A** stated conclusion mentioned in text but nothing to support this is what characters will do next
- B** no support for this conclusion in text
- C** correct, strongly supported by character's words and actions throughout text
- D** stated conclusion mentioned in text but nothing to support this is what characters will do next

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

Identify important detail.

- A** no support for this detail in text
- B** no support for this detail in text
- C** no support for this detail in text
- D** correct, directly stated in text

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

Identify most important lesson.

- A** correct, strongly supported in text
- B** stated lesson not supported in text
- C** stated lesson not supported in text
- D** stated lesson not most important lesson

Selection: Paired Reading #2**Description:** Narrative (realistic fiction)

- 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.

Use context to determine meaning of word.

- A** correct, inferred from other words in sentence
- B** meaning not supported by context
- C** meaning misinterpretation of other words in sentence
- D** meaning misinterpretation of other words in sentence

- 10 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 point of view.

- A** minor character in text and not storyteller
- B** correct, third person
- C** minor character in text and not storyteller
- D** first person

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

Identify conflict.

- A** correct, human vs. self
- B** human vs. human
- C** human vs. nature
- D** human vs. society

- 12 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 simile.

- A** stated example is a detail
- B** correct, example of a simile
- C** stated example uses descriptive words
- D** stated example is an event

- 13 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 personification.

- A** stated example is minor detail
- B** stated example is an event
- C** correct, example of personification
- D** stated example is minor detail

- 14 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 author's purpose for using certain words.

- A** stated purpose not supported by word choice
- B** stated purpose is misinterpretation of words
- C** stated purpose not supported by word choice
- D** correct, inferred and strongly supported in text

- 15 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 author's reason for using descriptive sentence.

- A** stated reason is a literal interpretation of the sentence which is incorrect
- B** stated reason is a literal interpretation of the sentence which is incorrect
- C** correct, inferred from sentence
- D** stated reason irrelevant

- 16 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 best supported prediction.

- A** correct, directly stated in text
- B** no support for this prediction in text
- C** no support for this prediction in text
- D** no support for this prediction in text

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)

Description: Narratives (both realistic fiction)

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 common to both texts.

- A** idea is related but not central to Reading #1
- B** correct, clearly identifies main idea that is emphasized in both texts
- C** idea is related but not central to Reading #1
- D** idea is related but not central to Reading #1

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.

Identify how actions of main character in Reading #1 and minor character in Reading #2 are alike at the beginning of both texts.

- A** identifies action of minor character in Reading #2
- B** identifies action of minor character in Reading #2
- C** no support for this action in either text
- D** correct, identifies how characters' actions are alike at the beginning of both texts

- 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 through inference lesson probably learned from both texts.

- A** stated lesson only inferred from Reading #2
- B** stated lesson only inferred from Reading #1
- C** correct, strongly inferred from both texts
- D** stated lesson possibly inferred from both texts but not best choice

- 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.

Identify how main characters are both alike.

- A** stated idea not supported in either text
- B** stated idea only applies to main character in Reading #2
- C** correct, identifies feeling common to both main characters
- D** stated idea only applies to main character in Reading #2

- 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.

Identify how both texts are alike.

- A** stated idea refers to informational text
- B** correct, identifies both texts as realistic fiction
- C** stated idea only refers to lesson from Reading #1
- D** stated idea only refers to idea in Reading #1

- 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.

Identify conclusion that can be drawn about what happens to both main characters at end of texts.

- A** stated conclusion only applies to Reading #1
- B** stated conclusion not supported in either text
- C** stated conclusion not supported in either text
- D** correct, identifies what happens to both main characters at end of texts

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**Description:** Informational (science article)

- 23 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 literacy device used in introduction.

- A** stated literary device does not apply to introduction
- B** correct, identifies literary device used in introduction
- C** stated literacy device appears in text but does not apply to introduction
- D** stated literacy device appears in text but does not apply to introduction

- 24 R.IT.06.03:** Explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas.

Identify reason for parentheses.

- A** correct, identifies reason for parentheses
- B** stated reason is to define new words
- C** stated reason is to provide an opinion
- D** stated reason is to explain scientific words

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

Identify important detail.

- A** stated detail is related but not best choice
- B** correct, identifies important detail
- C** stated detail is related but not best choice
- D** stated detail is related but not best choice

- 26 R.IT.06.03:** Explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas.

Identify purpose of text feature.

- A** stated purpose identifies organizational text pattern
- B** stated purpose identifies detail in text
- C** correct, identifies purpose of text feature
- D** stated purpose identifies effect

- 27 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 phrase that contains a comparison.

- A** stated phrase is detail in text and there is no comparison
- B** stated phrase is detail in text and there is no comparison
- C** stated phrase is detail in text and there is no comparison
- D** correct, a simile that makes comparison

- 28 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 conclusion that can be drawn about how subject of text acquired name.

- A** no support for this conclusion in text
- B** no support for this conclusion in text
- C** correct, supported by text and illustrations
- D** stated conclusion mentioned but no relationship to naming

- 29 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 reason for physical traits

- A** no support for this reason in text
- B** correct, answer inferred from text
- C** possible inference but not best choice
- D** misunderstanding of text

- 30 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 conclusion that can be drawn about subject of text.

- A** correct, answer evident after reading text
- B** no support for this conclusion in text
- C** stated conclusion is refuted in text
- D** stated conclusion is refuted in text

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.CM.06.02:** Retell through concise summarization grade-level narrative and informational text.

Write a response using three details to describe where subject from text can be found.

4th

5th

6th

7th

8th



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