

Grade

4

meapTM
Michigan Educational Assessment Program

Item Descriptors

4th

7th



WRITING
FALL 2012

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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

STUDENT WRITING SAMPLES

DIRECTIONS:

In this part, you will read two Student Writing Samples silently and answer multiple-choice questions about the writing samples. You may look back at the writing samples 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.

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.

Type: Student Writing Sample**Genre:** Generic

- 1 W.PR.03.01:** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

Identify the purpose of the sample.

- A** purpose that misinterprets the main idea
- B** purpose that is not supported by the main idea
- C** correct, purpose that is supported by the main idea
- D** purpose that expresses an opinion about the main idea

- 2 W.GN.03.01:** write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.

Identify a characteristic of a personal narrative.

- A** correct, word choice that is characteristic of a personal narrative
- B** word choice that does not indicate a personal narrative
- C** word choice that does not indicate a personal narrative
- D** word choice that does not indicate a personal narrative

- 3 W.PR.03.02:** apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).

Identify how the sample is organized.

- A** organization not present in sample
- B** organization not present in sample
- C** correct, organization that reflects the events in the sample
- D** organization not present in sample

- 4 W.GR.03.01:** in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

Identify the correct verb form.

- A** incorrect past-tense verb form
- B** incorrect past-tense verb form
- C** incorrect present-tense verb form
- D** correct, past-tense verb form

- 5 W.PS.03.01:** exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).

Identify why a sentence from the sample is a well-written sentence.

- A** quality not present in sentence
- B** quality not present in sentence
- C** correct, word choice is descriptive
- D** quality not present in sentence

- 6 W.SP.03.01:** in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

Identify the correct spelling of frequently encountered word.

- A** word misspelled
- B** word misspelled
- C** word misspelled
- D** correct spelling

- 7 W.GR.03.01:** in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

Identify the best way to combine sentences.

- A** combined sentence is a run-on
- B** correct, combined sentence uses correct punctuation
- C** combined sentence uses incorrect punctuation
- D** combined sentence uses awkward construction

- 8 W.GR.03.01:** in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

Identify the correct verb form.

- A** correct, verb form matches tense of sentence
- B** incorrect past-tense verb form
- C** incorrect past-tense verb form
- D** incorrect past-tense verb form

Type: Student Writing Sample**Genre:** Generic

- 9 W.PR.03.04:** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

Identify the sentence that is off-topic.

- A** sentence establishes main idea
- B** sentence supports main idea
- C** correct, sentence does not support main idea
- D** sentence supports main idea

- 10 W.GN.03.01:** write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.

Identify the correct genre of the sample.

- A** an incorrect creative genre
- B** correct, a creative genre using first-person point of view
- C** an incorrect creative genre
- D** an incorrect informational genre

- 11 W.GR.03.01:** in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

Identify the sentence that has been fixed or edited correctly.

- A** sentence incorrectly formats dialogue
- B** sentence incorrectly formats dialogue
- C** correct, sentence correctly formats dialogue
- D** sentence incorrectly formats dialogue

- 12 W.GR.03.01:** in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

Identify the correct verb form.

- A** correct, past-tense verb form
- B** incorrect present-tense verb form
- C** incorrect present-tense verb form
- D** incorrect past-tense verb form

- 13 W.PR.03.04:** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

Identify the best way to improve sentence.

- A** revised sentence is a fragment
- B** revised sentence uses incorrect structure
- C** correct, revised sentence is complete
- D** revised sentence is a run-on sentence

- 14 W.SP.03.01:** in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

Identify the correct spelling of frequently encountered word.

- A** word misspelled
- B** correct spelling
- C** word misspelled
- D** word misspelled

- 15 W.PS.03.01:** exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).

Identify the writer's purpose for using the sentence.

- A** correct, to improve style
- B** to change the genre
- C** to identify the audience
- D** to identify the genre

- 16 W.SP.03.01:** in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

Identify the sentence with correct spelling.

- A** sentence has misspelled word
- B** sentence has misspelled word
- C** sentence has misspelled word
- D** correct, sentence is spelled correctly

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

PART X

PEER RESPONSE TO A STUDENT WRITING SAMPLE

DIRECTIONS:

In this part, you will write an answer to a question about a Student Writing Sample. The paragraphs in the Student Writing Sample are numbered to help you. Your audience will be interested adults.

You must write your response on the lines in Day X, Part X of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, circle, or write in this booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

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

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**. Do **NOT** look at any other part of the test.

Turn the page and follow along as I read the prompt and checklist to you.

PEER RESPONSE TO A STUDENT WRITING SAMPLE

- 17 W.PR.03.04:** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

CHECKLIST

DIRECTIONS: Use this checklist after you have completed your response to revise and edit your writing.

- Did I clearly answer the question?
- Did I support my answer with details and examples from the Student Writing Sample?
- Did I explain why my suggestions improve the Student Writing Sample?

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

PART X

NARRATIVE WRITING

DIRECTIONS:

In this part, you will be asked to write a story about a given topic. You may use examples from real life, from what you read or watch, or from your imagination. Your audience will be interested adults.

You must write your response on the lines in Day X, Part X of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, circle, or write in this booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

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

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Turn the page and follow along as I read the prompt and checklist to you.

NARRATIVE WRITING

- 18 W.GN.03.01:** write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.

CHECKLIST

DIRECTIONS: Use this checklist after you have completed your response to revise and edit your writing.

- Did I write a story that is focused on the topic?
- Did I develop my ideas with details and examples?
- Did I organize the story so that it makes sense?
- Did I use a variety of words, phrases, and sentences?
- Did I spell, capitalize, and punctuate correctly?

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

PART X

INFORMATIONAL WRITING

DIRECTIONS:

In this part, you will be asked to write an informational response to a topic or question. Your audience will be interested adults.

You must write your response on the lines in Day X, Part X of your **Answer Document** with a No. 2 pencil. If you erase, be sure to erase completely. You may underline, circle, or write in this booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

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

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**. Do **NOT** look at any other part of the test.

Turn the page and follow along as I read the prompt and checklist to you.

INFORMATIONAL WRITING

- 19 W.GN.03.03:** write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.

CHECKLIST

DIRECTIONS: Use this checklist after you have completed your response to revise and edit your writing.

- _____ Did I stay focused on the topic and the task?
- _____ Did I develop my ideas with details and examples?
- _____ Did I use logical order so my writing makes sense?
- _____ Did I use a variety of words, phrases, and sentences?
- _____ Did I spell, capitalize, and punctuate correctly?



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