



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 7**

Fall 2007

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Reference List:

"Alice Evan's Quest for Safe Milk": © Gail Jarrow

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PART 1

1A: WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

You will be given a theme and a number of ways to write about it.

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

Your audience will be interested adults.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test. Use only a No. 2 pencil.

Silently read the prompt on the next page.

Use the checklist for Part 1A 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 on the lines in Part 1A of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

WRITING FROM KNOWLEDGE AND EXPERIENCE

1 WRITE ABOUT THE THEME: KINDNESS

"No act of kindness, however small, is ever wasted."
- Aesop

Kindness can be shown in many ways and can have a meaningful impact. Write about the theme of kindness.

Do **ONLY ONE** of the following:

describe a time when you were not kind and you wish you had been

OR

describe a time when you were treated with special kindness

OR

explain how kindness can affect or be shown by animals

OR

tell why it is important to treat everyone in a kind way

OR

write about the theme in your own way.

**PART 1A: CHECKLIST FOR
WRITING FROM KNOWLEDGE AND EXPERIENCE**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 1A of your **Answer Document**.

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?

NOTES/PLANNING

NOTES/PLANNING

1B: STUDENT WRITING SAMPLES

DIRECTIONS:

You will read two student writing samples and answer some questions. You may look back at the student writing samples as often as needed. You will be reading everything in Part 1B silently.

You may underline, highlight, or write notes in this booklet, but you must mark all of your answers in Part 1B of your **Answer Document**. Use only a No. 2 pencil.

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

REVISING AND EDITING THE STUDENT WRITING SAMPLES

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.

STUDENT WRITING SAMPLE #1

Item not released.

Questions 2 – 8 not released. Descriptors provided for stem and foils.

- 2 W.PR.06.02
Identify organizational pattern
- A Sequence
 - B Correct answer
 - C Compare/Contrast
 - D Description
- 3 W.SP.06.01
Edit spelling of frequently encountered words
- A Target word misspelled; incorrect verb tense
 - B Target word misspelled; incorrect punctuation
 - C Correct answer
 - D Target word misspelled; incorrect punctuation
- 4 W.GR.06.01
Edit punctuation; quotation marks
- A Incorrect placement of quotation marks
 - B Incorrect placement of quotation marks
 - C Correct placement of quotation marks; incorrect capitalization at beginning of quotation
 - D Correct answer

- 5 W.SP.06.01
Edit spelling; drop final e before adding suffix
- A Misspelled target word; conjunction omitted
 - B Misspelled target word; incorrect placement of comma
 - C Correct answer
 - D Misspelled target word; incorrect verb tense
- 6 W.PS.06.01
Use simile to make comparison
- A Incorrect comparison
 - B Incorrect comparison
 - C Correct answer
 - D Incorrect comparison
- 7 W.GR.06.01
Identify sentence fragment
- A Punctuation error
 - B Correct answer
 - C Spelling error
 - D Verb tense error
- 8 W.PS.06.01
Identify quote that shows writer's feelings
- A Correct answer
 - B Quote unrelated to question
 - C Incorrect quote
 - D Incorrect quote

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.

STUDENT WRITING SAMPLE #2

Winter is my favorite season. It is my favorite because you can do a lot more activities in winter than any other season. Some things I like to do in winter are sled, skiing, and have snowball fights.

I love to skate on ponds and at rinks. When I spin it feels like I am stuck in a spinning tornado. When you glide across the ice it feels like you are going to fall. Another activity I like to do is tubing. I like to go down the icy snowhill. When I go down the hill fast the wind stings my cheeks. It feels like my skin is flying behind me. I try to avoid the jumps.

Skiing is my favorite winter sport. I love to ski down the steep hills and going back up with the chair lift. The skis are as long as a bus, so it is hard to stop. The ride is very enthralling.

One favorite activity is having snowball fights. I love to make snowballs and then throw it at people. Sometimes when I make snowballs, I take off my gloves. And my hands feel frozen as if they were ice.

When I came inside from playing, I am always looking forward to a nice, hot cup of cocoa. Me and my brother have cocoa with our breakfast every day in the winter. That is my favorite winter drink.

These are some things I love to do in winter. They may not be your favorite, but they are mine. I hope you enjoy these activities as much as I do.

Questions 9–11

9 Which of the following would improve the first paragraph of this sample?

- A combining sentences to eliminate repetition
- B mentioning some specific winter activities
- C telling why winter is the author’s favorite season
- D including an introductory sentence

10 Read the sentence below.

Sometimes when I make snowballs, I take off my gloves. And my hands feel frozen as if they were ice.

Which is the best way to fix or edit these sentences?

- A Sometimes when I make snowballs. I take off my gloves and my hands feel frozen as if they were ice.
- B Sometimes when I make snowballs. I take off my gloves. And my hands feel frozen as if they were ice.
- C Sometimes when I make snowballs I take off my gloves and my hands feel frozen. As if they were ice.
- D Sometimes when I make snowballs, I take off my gloves and my hands feel frozen as if they were ice.

11 Read the sentence below.

When I came inside from playing, I look forward to a nice, hot cup of cocoa.

Which sentence has been fixed or edited correctly?

- A When I come inside from playing, I look forward to a nice, hot cup of cocoa.
- B When I was coming inside from playing, I look forward to a nice, hot cup of cocoa.
- C When I came inside from playing, I will look forward to a nice, hot cup of cocoa.
- D When I came inside from playing, I looking forward to a nice, hot cup of cocoa.

PEER RESPONSE TO STUDENT WRITING SAMPLE #2

DIRECTIONS:

Write a response to the question in the box below. You may look back at Student Writing Sample #2 as often as needed.

12 Does the writer do a good job of explaining the main idea? Why or why not?

Use examples and details from Student Writing Sample #2 on page 9 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 on the lines in Part 1B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

**PART 1B: CHECKLIST FOR THE
PEER RESPONSE TO STUDENT WRITING SAMPLE #2**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 1B of your **Answer Document**.

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?

NOTES/PLANNING

PART 2

2A: PAIRED READING SELECTIONS

DIRECTIONS:

You will read two selections and answer some questions. You may look back at these two selections as often as needed during 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 2A of your **Answer Document**. Use only a No. 2 pencil.

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

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

Questions 13 – 20 not released. Descriptors provided for stem and foils.

13 R.CM.06.02

Select title

- A Title focuses on detail
- B Title focuses on detail
- C Title focuses on detail
- D Correct answer

14 R.WS.06.01

Use context to determine word meaning

- A Incorrect meaning
- B Correct answer
- C Incorrect meaning
- D Incorrect meaning

15 R.NT.06.03

Identify character traits

- A Correct answer
- B Incorrect character traits
- C Incorrect character traits
- D Incorrect character traits

- 16 R.IT.06.01
Analyze author's purpose
- A Incorrect purpose
 - B Correct answer
 - C Incorrect purpose
 - D Incorrect purpose
- 17 R.WS.06.01
Determine meaning use sentence structure
- A Incorrect meaning
 - B Incorrect meaning
 - C Correct answer
 - D Incorrect meaning
- 18 R.CM.06.02
Identify relevant detail
- A Incorrect information
 - B Incorrect information
 - C Incorrect information
 - D Correct answer
- 19 R.CM.06.03
Make inference to determine main idea
- A Correct answer
 - B Incorrect inference
 - C Incorrect inference
 - D Incorrect inference

- 20 R.CM.06.02
Identify relevant detail
- A Incorrect detail
 - B Correct answer
 - C Incorrect detail
 - D Incorrect detail

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

Questions 21 – 28 not released. Descriptors provided for stem and foils.

- 21 R.NT.06.04
Analyze use of imagery
- A Correct answer
 - B Incorrect analysis
 - C Incorrect analysis
 - D Incorrect analysis
- 22 R.IT.06.02
Identify organizational pattern
- A Correct answer
 - B Compare/Contrast
 - C Cause and effect
 - D Problem and Solution
- 23 R.CM.06.02
Explain character’s action using cause/effect relationship
- A Incorrect cause
 - B Incorrect cause
 - C Incorrect cause
 - D Correct answer

- 24 R.IT.06.03
Explain use of illustration
- A Incorrect use of illustration
 - B Incorrect use of illustration
 - C Correct answer
 - D Incorrect use of illustration
- 25 R.NT.06.03
Analyze character traits
- A Correct answer
 - B Incorrect trait
 - C Incorrect trait
 - D Incorrect trait
- 26 R.NT.06.03
Identify climax
- A Incorrect climax
 - B Correct answer
 - C Incorrect climax
 - D Incorrect climax
- 27 R.WS.06.07
Use context to determine meaning of phrase
- A Incorrect meaning
 - B Incorrect meaning
 - C Correct answer
 - D Incorrect meaning

- 28 R.NT.06.04
Interpret meaning using imagery
- A Incorrect interpretation
 - B Correct answer
 - C Incorrect interpretation
 - D Incorrect interpretation

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 29 through 33 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.

Questions 29 – 33 not released. Descriptors provided for stem and foils.

- 29 R.CM.06.03
Identify audience across texts
- A Incorrect audience
 - B Incorrect audience
 - C Incorrect audience
 - D Correct answer
- 30 R.CM.06.03
Compare narrators across texts
- A Describes similarities between narrators
 - B Correct answer
 - C Describes one narrator, not both
 - D Describes one narrator, not both
- 31 R.CM.06.03
Compare themes across texts
- A Theme for one text, not both
 - B Incorrect information
 - C Correct answer
 - D Incorrect information

- 32 R.NT.06.03
Identify how narrators are alike across texts
- A Correct statement for one text, not both
 - B Correct statement for one text, not both
 - C Correct statement for one text, not both
 - D Correct answer
- 33 R.NT.06.03
Identify how narrators reveal themselves across texts
- A Correct answer
 - B Incorrect information
 - C Incorrect information
 - D Correct information for one text, not both

**2B: RESPONSE TO THE
PAIRED READING SELECTIONS**

Item 34 was not scored for Fall 2007

PART 3

INDEPENDENT READING SELECTION

DIRECTIONS:

You will read a selection and answer the questions that follow. You may look back at the selection as often as needed.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 3 of your **Answer Document**. Use only a No. 2 pencil.

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

DIRECTIONS: Read the selection "Alice Evans's Quest for Safe Milk." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Alice Evans's Quest for Safe Milk"
Questions 35–42

- 35 This selection would *most likely* be found in
- A a book about famous women scientists.
 - B a news article about people in education and research.
 - C a collection of short stories about life in the early twentieth century.
 - D a manual for dairy farmers.
- 36 Undulant fever is caused by a bacterium
- A in cow's milk spoiled by high temperatures.
 - B known as tuberculosis.
 - C found in pasteurized goat's milk.
 - D contained in unpasteurized cow's milk.
- 37 Alice Evans wrote the following: "It seems that my role as a scientist was not to chart new paths into the unknown . . . but to sense discrepancies, call attention to them and do what I could to make corrections." By this, she means that she
- A was afraid of exploring the unknown.
 - B was always looking for new problems to solve.
 - C approached existing problems in a different way.
 - D did not consider herself to be a creative scientist.
- 38 Which of the following lists important events in Alice Evans's life in the order they occurred?
- A earns a master's degree, studies bacteria in milk, catches undulant fever, teaches school
 - B catches undulant fever, studies bacteria in milk, earns a master's degree, teaches school
 - C earns a master's degree, teaches school, studies bacteria in milk, catches undulant fever
 - D teaches school, earns a master's degree, studies bacteria in milk, catches undulant fever

- 39 Based on the selection, which of the following statements is now true?
- A Pasteurization is one of the leading causes of death.
 - B Undulant fever is rare in the United States and most Western nations.
 - C The United States is the only country in which milk is pasteurized.
 - D Thanks to pasteurization, undulant fever has been eliminated worldwide.
- 40 According to the selection, *most* people in the early 1900s believed that
- A fresh cow's milk was safe.
 - B cow's milk was better than goat's milk.
 - C cow's milk should be pasteurized.
 - D healthy-looking cows could still be infected.
- 41 According to the selection, Alice Evans will be remembered *most* as
- A a dedicated grade-school teacher.
 - B one of the country's first women scientists.
 - C the scientist who discovered undulant fever.
 - D the first researcher of the U.S. Department of Agriculture.
- 42 Which of these statements about undulant fever is true?
- A It affects only cows and goats.
 - B It is caused by bacteria in pasteurized milk.
 - C It makes a person's temperature rise and fall.
 - D It is still a leading cause of death in the United States.

**Scoring Key: Part 1A: Writing from Knowledge and Experience and
Part 1B: Student Writing Samples**

Item Number	Correct Answer	GLCE	Description
1	CR	W.PR.06.01	Consider audience and purpose for writing
2	B	W.PR.06.02	Apply or ID a variety of pre-writing strategies
3	C	W.SP.06.01	Spell frequently misspelled words correctly
4	D	W.GR.06.01	Write with or ID correct grammar and usage
5	C	W.SP.06.01	Spell frequently misspelled words correctly
6	C	W.PS.06.01	ID/exhibit style/voice to enhance written message
7	B	W.GR.06.01	Write with or ID correct grammar and usage
8	A	W.PS.06.01	ID/exhibit style/voice to enhance written message
9	A	W.PR.06.03	Revise drafts for clarity, coherence and consistency
10	D	W.GR.06.01	Write with or ID correct grammar and usage
11	A	W.GR.06.01	Write with or ID correct grammar and usage
12	CR	W.GN.06.02	Produce writing w/ or ID org. that supports ideas

**Scoring Key: Part 2A: Paired Reading Selections
Part 2B: Response to Paired Reading Selections**

Item Number	Correct Answer	GLCE	Description
13	D	R.CM.06.02	Read/retell/summarize texts
14	B	R.WS.06.01	Use structure/prediction to understand meaning
15	A	R.NT.06.03	Analyze dialogue/plot/themes/climax/characters
16	B	R.IT.06.01	Analyze elements/style of informational genre
17	C	R.WS.06.01	Use structure/prediction to understand meaning
18	D	R.CM.06.02	Read/retell/summarize texts
19	A	R.CM.06.03	State themes/truths/principles w/in/across texts
20	B	R.CM.06.02	Read/retell/summarize texts
21	A	R.NT.06.04	Analyze author's craft used to develop plot
22	A	R.IT.06.02	Analyze organizational patterns
23	D	R.CM.06.02	Read/retell/summarize texts
24	C	R.IT.06.03	Explain how authors enhance understanding
25	A	R.NT.06.03	Analyze dialogue/plot/themes/climax/characters
26	B	R.NT.06.03	Analyze dialogue/plot/themes/climax/characters
27	C	R.WS.06.07	Use strategies to determine meaning
28	B	R.NT.06.04	Analyze author's craft used to develop plot
29	D	R.CM.06.03	State themes/truths/principles w/in/across texts
30	B	R.CM.06.03	State themes/truths/principles w/in/across texts
31	C	R.CM.06.03	State themes/truths/principles w/in/across texts
32	D	R.NT.06.03	Analyze dialogue/plot/themes/climax/characters
33	A	R.NT.06.03	Analyze dialogue/plot/themes/climax/characters
34	CR		Not Scored for Fall 2007

Scoring Key: Part 3: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
35	A	R.IT.06.01	Analyze elements/style of informational genre
36	D	R.CM.06.02	Read/retell/summarize texts
37	C	R.NT.06.04	Analyze author's craft used to develop plot
38	D	R.IT.06.02	Analyze organizational patterns
39	B	R.CM.06.02	Read/retell/summarize texts
40	A	R.CM.06.02	Read/retell/summarize texts
41	B	R.CM.06.02	Read/retell/summarize texts
42	C	R.CM.06.02	Read/retell/summarize texts