



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 8**

Fall 2007

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Reference List:

Excerpt from "New Heights: The Courage of Alice Eastwood": Copyright © 2001 by Highlights for Children, Inc., Columbus, Ohio.

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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: RESOLVING CONFLICT

Conflict is defined as a state of opposition between people or ideas.

In life there are often conflicts between individuals or groups. It can take a great deal of effort to resolve conflict in a productive way. Write about the theme of resolving conflict.

Do **ONLY ONE** of the following:

describe a time when you or someone else had to resolve a conflict

OR

explain a historical conflict and how it was resolved

OR

tell about a time when a conflict was not resolved

OR

explain why it is important to resolve conflict

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.GR.07.01
Edit punctuation; apostrophes in contractions
- A Apostrophe missing from contraction; incorrect use of comma
 - B Correct answer
 - C Apostrophe missing from contraction; incorrect spelling
 - D Apostrophe missing from contraction; incorrect placement of quotation marks
- 3 W.GR.07.01
Identify part of speech that provides strong voice
- A Adjectives
 - B Nouns
 - C Pronouns
 - D Correct answer
- 4 W.GR.07.01
Edit verb tense
- A Incorrect verb tense
 - B Incorrect verb tense
 - C Correct answer
 - D Incorrect verb tense

- 5 W.GR.07.01
Revise by forming compound sentence
- A Correct answer
 - B Simple sentences; incorrect tense
 - C Incorrect punctuation
 - D Incorrect punctuation
- 6 W.PR.07.01
Identify how writer shows awareness of audience
- A Use of opinion
 - B Use of fact
 - C Use of pinion
 - D Correct answer
- 7 W.GR.07.01
Edit punctuation: quotation marks
- A Correct answer
 - B Incorrect punctuation and capitalization
 - C Incorrect punctuation and capitalization
 - D Incorrect capitalization and spelling
- 8 W.PR.07.03
Revise using question from peer editor
- A Irrelevant detail
 - B Irrelevant detail
 - C Irrelevant detail
 - D Correct answer

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

Cunning, quick and brave is my hero or heroine. Out of the everyday sort comes the brilliant person who I admire most. Many people like superheroes. I like a person that I see every day. My sister is my heroine. She doesn't leap from a comic book or television. She doesn't blast bad guys. Cristina is her name, and she is a heroine for who she is.

She is smart and caring. Always knowing what to do. A leader and a helper. She always wants to leap into a new book.

Strong and tough, always striving to be better. Taking the challenge, that's the sister of mine. Thoughtful and prepared are descriptions of Cristina. She is always there for me to talk to. If practice makes perfect, then Cristina has been practiced for years. Smiles come in bundles from her. Heroine of the century, the billboards would say.

I could go see a million superheroes and Cristina would outrank them all. Skilled and talented at sports and school. That's my heroine, the person I most admire. Cristina, my heroine of the future.

Questions 9–11

9 The tone of this paper is *best* described as

- A cautious.
- B hopeful.
- C admiring.
- D relaxing.

10 Read the sentence below.

That's my heroine, the person I most admire.

Which sentence has been fixed or edited correctly?

- A That's my heroine the person I most admire.
- B That's' my heroine, the person I most admire.
- C That's my heroine, the person I most admire.
- D That's my heroine, the people I most admire.

11 Which of the following is a sentence fragment?

- A She is smart and caring.
- B Always knowing what to do.
- C Many people like superheroes.
- D Smiles come in bundles from her.

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 Good writers often vary their sentence structure and their word choices. Was this writer effective in doing so? 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.WS.07.01
Use context to determine word meaning
- A Incorrect meaning in this context
 - B Incorrect meaning in this context
 - C Incorrect meaning in this context
 - D Correct answer

- 14 R.CM.07.03
Make an inference about narrator
- A Incorrect inference
 - B Incorrect inference
 - C Correct answer
 - D Incorrect inference

- 15 R.NT.07.04
Analyze use of imagery
- A Correct answer
 - B Incorrect use
 - C Incorrect use
 - D Incorrect use

- 16 R.NT.07.04
Identify image
- A Incorrect image
 - B Incorrect image
 - C Correct answer
 - D Incorrect image
- 17 R.NT.07.04
Explain use of symbolism
- A Correct answer
 - B Incorrect use
 - C Incorrect use
 - D Incorrect use
- 18 R.NT.07.04
Identify literary device
- A Metaphor
 - B Correct answer
 - C Simile
 - D Rhyme
- 19 R.CM.07.01
Make connection to text from personal experience
- A Correct answer
 - B Incorrect connection
 - C Incorrect connection
 - D Incorrect connection

- 20 R.CM.07.01
Identify how event affects character's perspective
- A Incorrect perspective
 - B Incorrect perspective
 - C Incorrect perspective
 - D Correct answer

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.07.02
Identify genre: memoir
- A Correct answer
 - B Myth
 - C Fable
 - D Fantasy
- 22 R.CM.07.01
Make connection to text from personal experience
- A Incorrect connection
 - B Correct answer
 - C Incorrect connection
 - D Incorrect connection
- 23 R.CM.07.03
Make inference from dialogue
- A Correct answer
 - B Incorrect inference
 - C Incorrect inference
 - D Incorrect inference

- 24 R.CM.07.02
Identify relevant detail
- A Incorrect detail
 - B Incorrect information
 - C Correct answer
 - D Incorrect detail

- 25 R.CM.07.02
Identify relevant detail
- A Incorrect information
 - B Correct answer
 - C Incorrect detail
 - D Incorrect information

- 26 R.NT.07.03
Analyze character traits
- A Incorrect trait
 - B Incorrect trait
 - C Correct answer
 - D Incorrect trait

- 27 R.CM.07.02
Explain character's feelings
- A Incorrect explanation
 - B Correct answer
 - C Incorrect explanation
 - D Incorrect explanation

- 28 R.CM.07.02
Identify character's actions
- A Incorrect action
 - B Incorrect action
 - C Correct answer
 - D Incorrect action

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.07.03
Compare how tone is alike across texts
- A Incorrect tone
 - B Incorrect tone
 - C Incorrect tone
 - D Correct answer
- 30 R.CM.07.03
Compare how meaning of symbols are alike across texts
- A Correct answer
 - B Incorrect meaning
 - C Incorrect meaning
 - D Incorrect meaning
- 31 R.CM.07.03
Compare sensory appeal across texts
- A Incorrect senses
 - B Incorrect senses
 - C Incorrect senses
 - D Correct answer

32 R.CM.07.03
Compare themes across texts

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

33 R.CM.07.03
Compare ideas by drawing conclusions across texts

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

**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 "New Heights." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"New Heights"
Questions 35–42

35 Read this excerpt from the selection.

. . . Eastwood was in charge of the Academy's collection of dried plants. These plant specimens were extremely valuable for scientific study.

Which word means the same as specimens in this excerpt?

- A journals
 - B samples
 - C conclusions
 - D drawings
- 36 What is Eastwood's *main* conflict in the opening section?
- A She is attempting to put out the fire in the Science Academy.
 - B She searches for a cord long enough to reach the first floor.
 - C She is working to save a collection of rare plant specimens.
 - D She fears her home may have been destroyed by an earthquake.
- 37 Which of the following is one of the messages of this selection?
- A Understanding safety techniques can save a life.
 - B More people should study to become botanists.
 - C Everyone should learn how to preserve plants.
 - D An enjoyable hobby can lead to a rewarding career.

- 38 Which is the *best* alternate title for “New Heights”?
- A “How To Preserve Plants”
 - B “A Passion for Plants”
 - C “Finding Plants”
 - D “The Importance of Plants”
- 39 In “New Heights,” Alice Eastwood displays all of the following characteristics **EXCEPT**
- A determination.
 - B bravery.
 - C humor.
 - D intelligence.
- 40 When she was younger, how did Eastwood demonstrate her love for plants?
- A She built a greenhouse to display the plants she found.
 - B She made a variety of school projects with flowers she collected.
 - C She displayed her flowers in a variety of ways around her house.
 - D She collected and studied plants in her uncle’s garden.

- 41 Alice Eastwood *most likely* wanted to be remembered as
- A a respected researcher and botanist.
 - B a passionate collector of dried plants.
 - C a scientist who risked her life in a fire.
 - D a person who loved adventures in the wild.
- 42 Which is the *most* accurate chronological list of events in the life of Alice Eastwood?
- A
 1. An Early Love of Plants
 2. Searching For Plants
 3. Earthquake
 4. Rescuing Plants
 - B
 1. An Early Love of Plants
 2. Earthquake
 3. Searching For Plants
 4. Rescuing Plants
 - C
 1. Earthquake
 2. Rescuing Plants
 3. An Early Love of Plants
 4. Searching for Plants
 - D
 1. Searching For Plants
 2. An Early Love of Plants
 3. Earthquake
 4. Rescuing Plants

**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.07.01	Set or ID purpose and/or consider audience
2	B	W.GR.07.01	Write with or ID correct grammar and usage
3	D	W.GR.07.01	Write with or ID correct grammar and usage
4	C	W.GR.07.01	Write with or ID correct grammar and usage
5	A	W.GR.07.01	Write with or ID correct grammar and usage
6	D	W.PR.07.01	Set or ID purpose and/or consider audience
7	A	W.GR.07.01	Write with or ID correct grammar and usage
8	D	W.PR.07.03	Revise to show diff. perspectives/multiple purpose
9	C	W.PR.07.03	Revise to show diff. perspectives/multiple purpose
10	C	W.GR.07.01	Write with or ID correct grammar and usage
11	B	W.GR.07.01	Write with or ID correct grammar and usage
12	CR	W.GN.07.01	Produce writing with or ID genre characteristics

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

Item Number	Correct Answer	GLCE	Description
13	D	R.WS.07.01	Use word/sentence structure/prediction for meaning
14	C	R.CM.07.03	State themes, truths, principles w/in, across texts
15	A	R.NT.07.04	Analyze author's craft
16	C	R.NT.07.04	Analyze author's craft
17	A	R.NT.07.04	Analyze author's craft
18	B	R.NT.07.04	Analyze author's craft
19	A	R.CM.07.01	Connect understanding to world themes/perspectives
20	D	R.CM.07.01	Connect understanding to world themes/perspectives
21	A	R.NT.07.02	Analyze elements and style of narrative genres
22	B	R.CM.07.01	Connect understanding to world themes/perspectives
23	A	R.CM.07.03	State themes, truths, principles w/in, across texts
24	C	R.CM.07.02	Read/retell/summarize texts
25	B	R.CM.07.02	Read/retell/summarize texts
26	C	R.CM.07.03	State themes, truths, principles w/in, across texts
27	B	R.CM.07.02	Read/retell/summarize texts
28	C	R.CM.07.02	Read/retell/summarize texts
29	D	R.CM.07.03	State themes, truths, principles w/in, across texts
30	A	R.CM.07.03	State themes, truths, principles w/in, across texts
31	D	R.CM.07.03	State themes, truths, principles w/in, across texts
32	C	R.CM.07.03	State themes, truths, principles w/in, across texts
33	D	R.CM.07.03	State themes, truths, principles w/in, across texts
34	CR		Not Scored for Fall 2007

Scoring Key: Part 3: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
35	B	R.WS.07.04	Know meanings of frequently encountered words
36	C	R.NT.07.03	Analyze roles/conflicts/abstract themes
37	D	R.CM.07.02	Read/retell/summarize texts
38	B	R.CM.07.02	Read/retell/summarize texts
39	C	R.NT.07.03	Analyze roles/conflicts/abstract themes
40	D	R.CM.07.02	Read/retell/summarize texts
41	A	R.NT.07.03	Analyze roles/conflicts/abstract themes
42	A	R.IT.07.02	Analyze organizational patterns