



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 8**

Fall 2008

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Reference List:

“King Midas” by Pamela Oldfield from Tales from Ancient Greece. “King Midas” © Kingfisher Publications, PLC.

[Photograph]

“Illustration of King Midas Seeing Daughter Turning into Gold by C.E. Brock”:
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PART 2

2A: INDEPENDENT READING SELECTION

DIRECTIONS:

Read the following selection and answer the questions that follow. You may look back at the selection as often as needed while working on Part 2A.

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** by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely.

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

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

“King Midas”
Questions 1 - 8

- 1 At the beginning of the selection, King Midas is described as
- A sweet and loving.
 - B powerful and envied.
 - C wealthy and wise.
 - D greedy and discontented.
- 2 If Dionysus learns of Silenus’s behavior, the satyr believes Dionysus will become
- A suspicious.
 - B regretful.
 - C outraged.
 - D sympathetic.
- 3 How does Silenus indirectly contribute to King Midas’s problem?
- A Midas takes care of Silenus, so he is offered a gift.
 - B Silenus teaches Midas the power that satyrs possess.
 - C Silenus helps Midas rediscover the beauty of his garden.
 - D Midas respects Dionysus, so he is granted a wish.

- 4 According to the selection, King Midas's *greatest* wish was to be
- A the wisest king in the world, respected by everyone.
 - B the happiest king in the world, adored by everyone.
 - C the most powerful king in the world, envied by everyone.
 - D the bravest king in the world, admired by everyone.
- 5 When Dionysus first granted Midas his wish, "Midas was jubilant," meaning that he was
- A thrilled.
 - B confused.
 - C wealthy.
 - D cautious.
- 6 Which of the following did **NOT** happen as Midas began to question the value of his gift?
- A He tried to embrace his wife but she turned to gold.
 - B He found he could not eat as his food turned to gold.
 - C He could no longer enjoy his roses after they turned to gold.
 - D He discovered he could not eat the apple which turned to gold.

- 7 King Midas was finally relieved of his terrible power by
- A walking for miles over rough and stony ground.
 - B making an offering to Dionysus.
 - C promising Dionysus he would give up his greedy ways.
 - D washing the curse from himself in a river.
- 8 In this selection, King Midas learns how to find
- A happiness in what he already has.
 - B ways to persuade the gods to give him what he wants.
 - C value in meeting persons very different from himself.
 - D reasons to change the world around him.

2B: PAIRED READING SELECTIONS

DIRECTIONS:

You will read two selections and answer some multiple-choice and written-response questions. You may look back at the selections as often as needed while working on Part 2B.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2B of your **Answer Document**. For each multiple-choice question, completely fill in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely.

Written-response questions require you to write your answer on the lines provided in your **Answer Document**. Answer the questions as completely as you can using one to three sentences.

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

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

Questions 9 – 30 not released. Descriptors provided for stem and foils.

R.IT.07.03

- 9** Explain use of text features
- A** Incorrect explanation
 - B** Correct answer
 - C** Incorrect explanation
 - D** Incorrect explanation

R.CM.07.03

- 10** Make inference about character's beliefs
- A** Incorrect inference
 - B** Incorrect inference
 - C** Correct answer
 - D** Incorrect inference

R.CM.07.01

- 11** Identify theme
- A** Correct answer
 - B** Incorrect theme
 - C** Incorrect theme
 - D** Incorrect theme

R.NT.07.04

- 12** Analyze how author develops character
- A** Correct answer
 - B** Incorrect analysis
 - C** Incorrect analysis
 - D** Incorrect analysis

- R.CM.07.02
- 13** Identify main idea
- A** Incorrect main idea
 - B** Incorrect main idea
 - C** Correct answer
 - D** Incorrect main idea

- R.CM.07.02
- 14** Identify relevant detail
- A** Incorrect detail
 - B** Correct answer
 - C** Incorrect detail
 - D** Incorrect detail

- R.CM.07.01
- 15** Identify universal truth
- A** Incorrect truth
 - B** Correct answer
 - C** Incorrect truth
 - D** Incorrect truth

- R.NT.07.04
- 16** Explain meaning of author's use of imagery
- A** Incorrect meaning
 - B** Incorrect meaning
 - C** Incorrect meaning
 - D** Correct answer

- R.CM.07.01
- 17** Identify theme
- A** Correct answer
 - B** Incorrect theme
 - C** Incorrect theme
 - D** Incorrect theme
-
- R.WS.07.02
- 18** Use structural cues and context to determine word meaning
- A** Incorrect meaning
 - B** Correct answer
 - C** Incorrect meaning
 - D** Incorrect meaning
-
- R.WS.07.02
- 19** Use context to determine meaning of multiple meaning words
- A** Incorrect meaning
 - B** Incorrect meaning
 - C** Incorrect meaning
 - D** Correct answer
-
- R.IT.07.03
- 20** Use heading to locate detail
- A** Correct answer
 - B** Incorrect detail
 - C** Incorrect detail
 - D** Incorrect detail
-
- R.WS.07.07
- 21** Use context to determine word meaning
- A** Incorrect meaning
 - B** Incorrect meaning
 - C** Correct answer
 - D** Incorrect meaning

R.CM.07.01

- 22 Identify character's perspective
- A Incorrect perspective
 - B Incorrect perspective
 - C Correct answer
 - D Incorrect perspective

R.CM.07.02

- 23 Identify main idea
- A Incorrect main idea
 - B Incorrect main idea
 - C Incorrect main idea
 - D Correct answer

R.NT.07.04

- 24 Identify image
- A Incorrect image
 - B Incorrect image
 - C Incorrect image
 - D Correct answer

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 25 – 30 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.

R.CM.07.03

25 Compare how characters are different across texts

- A** Incorrect comparison
- B** Incorrect comparison
- C** Correct answer
- D** Incorrect comparison

R.CM.07.03

26 Compare purposes across texts

- A** Incorrect purpose
- B** Incorrect purpose
- C** Incorrect purpose
- D** Correct answer

R.CM.07.03

27 Compare how characters are alike across texts

- A** Incorrect comparison
- B** Incorrect comparison
- C** Incorrect comparison
- D** Correct answer

R.CM.07.03

28 Compare how ideas are alike across texts

- A** Incorrect idea
- B** Correct answer
- C** Incorrect idea
- D** Incorrect idea

R.CM.07.03

29 Compare ideas by drawing conclusions across texts

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

R.CM.07.03

30 Compare ideas by drawing conclusions across texts

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

PART 3

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 (such as dictionaries, grammar books, or spelling books) for this test. Use only a No. 2 pencil.

Use the checklist for Part 3 to help 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 3 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

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

WRITING FROM KNOWLEDGE AND EXPERIENCE

31 WRITE ABOUT THE THEME: OVERCOMING AN OBSTACLE

At one time or another, everyone has to overcome an obstacle or meet a challenge. Obstacles might be large and tough to overcome, or they might be small and easily overcome. Think about an obstacle that you have had to overcome.

Do **ONLY ONE** of the following:

convince readers how overcoming obstacles can have lasting, positive effects

OR

describe a major challenge that someone might face and how he or she might meet that challenge

OR

tell about a time when you or someone you know overcame an obstacle

OR

explain how group of people worked together to overcome an obstacle

OR

write about overcoming an obstacle in your own way.

PART 3: 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 3 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

PART 4

4B: STUDENT WRITING SAMPLES

DIRECTIONS:

You will read two student writing samples silently and answer some questions. You may look back at the student writing samples 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 4B of your **Answer Document** by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely. You may not use any other paper.

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

**REVISING AND EDITING THE STUDENT
WRITING SAMPLES**

STUDENT WRITING SAMPLE #2

Sample not released.

Questions 32 – 39 not released. Descriptors provided for stem and foils.

W.PR.07.04

- 32** Identify lead to be added to improve clarity
- A** Incorrect lead
 - B** Correct answer
 - C** Incorrect lead
 - D** Incorrect lead

W.PS.07.01

- 33** Explain how author’s style changes
- A** Incorrect explanation
 - B** Incorrect explanation
 - C** Correct answer
 - D** Incorrect explanation

W.PR.07.01

- 34** Identify purpose of lesson
- A** Correct answer
 - B** Incorrect purpose
 - C** Incorrect purpose
 - D** Incorrect purpose

W.PR.07.04

- 35** Explain purpose of lead
- A** Incorrect explanation
 - B** Incorrect explanation
 - C** Incorrect explanation
 - D** Correct answer

W.PS.07.01

- 36** Edit word choice
- A** Incorrect word
 - B** Correct answer
 - C** Incorrect word
 - D** Incorrect word

W.PR.07.03

- 37** Revise to improve sentence structure
- A** Correct answer
 - B** Incorrect revision
 - C** Incorrect revision
 - D** Incorrect revision

W.GR.07.01

- 38** Edit punctuation; use of comma with introductory phrase
- A** Correct answer
 - B** Incorrect punctuation
 - C** Incorrect punctuation
 - D** Incorrect punctuation

W.GR.07.01

- 39** Revise word choice
- A** Incorrect word choice
 - B** Incorrect word choice
 - C** Incorrect word choice
 - D** Correct answer

REVISING AND EDITING THE STUDENT WRITING SAMPLES

STUDENT WRITING SAMPLE #3

"Appearances aren't always what they seem." That applies for just about everything, books, people, etc . . . Appearances have deceived me all my life, and they will keep on deceiving me. I have been deceived by books, food, and gymnastics skills.

One, "you can't judge a book by its cover." I have judged books by their covers many times. A couple of months ago I was at the library with my mom picking out books. My mom pointed out a book to me and told me that I should read it. This book had the ugliest cover I had ever seen. It was a brownish-green color with silver writing. But, I checked it out and when I got home I began to read the book. I finished the book in a weekend because it was so good I couldn't put it down. Instead of judging a book by its cover, I now read the summary.

Second, food might look gross but taste delicious. My mom likes to try making new things for dinner. Last week, she made this pasta casserole for dinner. It was hard and crusty on top, yet doughy inside. Looking at it I thought I was going to be sick right then and there, but I had to try it. I hesitated and dug in; it was one of the best casseroles I had ever tasted. Now, I beg my mom to make the pasta casserole.

Last, sometimes skills look hard when they are easy. A while ago, at gymnastics, we were doing some drills to improve our vaults. First, we were doing straight jumps over the vault. Then, my coach told us to do dive rolls over; I was scared but went for it. Turns out it was really easy. After a couple more turns he told us to do front tucks over the vault. My heart began to pound as I approached, I hit the springboard and flipped. It was pretty easy.

Books, food, and gymnastics skills are only three of the many things that have deceived me. Everyone gets deceived by appearances at least once in their life. But just remember, "appearances aren't always what they seem."

Questions 40 – 44

- 40 Without changing the meaning of the fourth paragraph, how could the following sentence be revised?
- First, we were doing straight jumps over the vault.**
- A First, we did straight jumps over the vault.
- B First, we will do straight jumps over the vault.
- C First, we are doing straight jumps over the vault.
- D First, we have done straight jumps over the vault.
- 41 Which graphic organizer did the writer *most likely* create before writing this piece?
- A a timeline demonstrating when the writer has been deceived
- B a story map describing people the writer has found deceiving
- C a Venn diagram comparing appearances and deceptions
- D a web showing times the writer was deceived by appearance
- 42 The writer tells how, "I finished the book in a weekend because it was so good I couldn't put it down." Which word would be a stronger choice than good?
- A positive
- B peaceful
- C fascinating
- D sufficient

- 43 A peer editor would *most likely* compliment which aspect of the third paragraph?
- A the use of figurative language to explain the mother’s reactions
 - B the use of descriptive language to describe the casserole and the writer’s reaction to it
 - C the writer’s comparison of the casserole to other kinds of unusual food
 - D the writer’s explanation of how the casserole came to be cooked for dinner
- 44 Which of the following would be the *best* title for this writing sample?
- A “Life is Hard”
 - B “Beneath the Surface”
 - C “Pasta Casserole”
 - D “Mothers Know Best”

PEER RESPONSE TO STUDENT WRITING SAMPLE #3**DIRECTIONS:**

Write a response to the question below. You may look back at Student Writing Sample #3 as often as needed.

45	What are the strengths and weaknesses of this sample?
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	Use examples and details from Student Writing Sample #3 on page 20 to support your answer.
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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 4B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

PART 4B: CHECKLIST FOR THE PEER RESPONSE TO STUDENT WRITING SAMPLE #3

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 4B 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

Scoring Key: Part 2A: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
1	D	R.NT.07.03	Analyze roles/conflicts/abstract themes
2	C	R.CM.07.02	Read/retell/summarize texts
3	A	R.NT.07.03	Analyze roles/conflicts/abstract themes
4	C	R.CM.07.02	Read/retell/summarize texts
5	A	R.WS.07.01	Use word/sentence structure/prediction for meaning
6	A	R.CM.07.02	Read/retell/summarize texts
7	D	R.CM.07.02	Read/retell/summarize texts
8	A	R.NT.07.03	Analyze roles/conflicts/abstract themes

Scoring Key: Part 2B: Paired Reading Selections

Item Number	Correct Answer	GLCE	Description
9	B	R.IT.07.03	Explain how authors use craft/text features
10	C	R.CM.07.03	State themes, truths, principles w/in, across texts
11	A	R.CM.07.01	Connect understanding to world themes/perspectives
12	A	R.NT.07.04	Analyze author's craft
13	C	R.CM.07.02	Read/retell/summarize texts
14	B	R.CM.07.02	Read/retell/summarize texts
15	B	R.CM.07.01	Connect understanding to world themes/perspectives
16	D	R.NT.07.04	Analyze author's craft
17	A	R.CM.07.01	Connect understanding to world themes/perspectives
18	B	R.WS.07.02	Use analysis to recognize unfamiliar words
19	D	R.WS.07.02	Use analysis to recognize unfamiliar words
20	A	R.IT.07.03	Explain how authors use craft/text features
21	C	R.WS.07.07	Use strategies to determine meaning in context
22	C	R.CM.07.01	Connect understanding to world themes/perspectives
23	D	R.CM.07.02	Read/retell/summarize texts
24	D	R.NT.07.04	Analyze author's craft
25	C	R.CM.07.03	State themes, truths, principles w/in, across texts
26	D	R.CM.07.03	State themes, truths, principles w/in, across texts
27	D	R.CM.07.03	State themes, truths, principles w/in, across texts
28	B	R.CM.07.03	State themes, truths, principles w/in, across texts
29	A	R.CM.07.03	State themes, truths, principles w/in, across texts
30	B	R.CM.07.03	State themes, truths, principles w/in, across texts

**Scoring Key: Part 3: Writing From Knowledge and Experience
Part 4B: Student Writing Samples**

Item Number	Correct Answer	GLCE	Description
31	E	W.PR.07.01	Set or ID purpose and/or consider audience
32	B	W.PR.07.04	Use or ID titles/leads/endings for purpose/audiences
33	C	W.PS.07.01	ID/exhibit style/voice to enhance written message
34	A	W.PR.07.01	Set or ID purpose and/or consider audience
35	D	W.PR.07.04	Use or ID titles/leads/endings for purpose/audiences
36	B	W.PS.07.01	ID/exhibit style/voice to enhance written message
37	A	W.PR.07.03	Revise to show diff. perspectives/multiple purpose
38	A	W.GR.07.01	Write with or ID correct grammar and usage
39	D	W.GR.07.01	Write with or ID correct grammar and usage
40	A	W.GR.07.01	Write with or ID correct grammar and usage
41	D	W.PR.07.02	Apply or ID a variety of pre-writing strategies
42	C	W.PS.07.01	ID/exhibit style/voice to enhance written message
43	B	W.PR.07.04	Use or ID titles/leads/endings for purpose/audiences
44	B	W.PR.07.01	Set or ID purpose and/or consider audience
45	E	W.GN.07.02	Produce writing with or ID appropriate organization