3rd
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*Grade* **7**

# meap™
Michigan Educational Assessment Program

# *Item Descriptors*

# *READING*
## *FALL 2009*

**MICHIGAN STATE BOARD OF EDUCATION**

**STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

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

# PART 1

## PAIRED READING SELECTIONS

**DIRECTIONS**

You will read two selections and answer some multiple-choice questions. You may look back at the selections as often as needed while working on Part 1.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 1 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.

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

**NOTE: Each item listed throughout this booklet contains the Michigan Grade Level Content Expectation (GLCE) code and the descriptor for the item's stem or question and answer choices.**

**Selection:** Paired Reading #1

**Description:** Informational (biography)

**1   R.IT.06.03**

Identify the best reason for the author's use of a specific photograph in the informational text.

**A**   no support in text

**B**   trivial detail not supported by context

**C**   no support in text

**D**   correct, identifies author's reason for including specific photograph in text, as supported by context

**2   R.CM.06.02**

Explain why the main character described a specific object with a quoted phrase.

**A**   incorrect explanation

**B**   incorrect explanation

**C**   incorrect explanation

**D**   correct, explains why main character used a specific phrase to describe object in question; correct explanation provided on first page of text

**3   R.CM.06.02**

Describe a problem faced by the main character at a specified time in the informational text.

**A**   correct, identifies problem at specified time in selection, as literally stated in text

**B**   no support in text

**C**   references source of problem later in text, but not correctly

**D**   no support in text

**4   R.CM.06.01**

Explain the motivation behind one specific decision made by the main character.

**A**   references motivation of main character for previous decisions, but not for specific decision

**B**   no support in text

**C**   correct, explains motivation behind main character's specific decision

**D**   no support in text

**5　R.CM.06.02**

Identify the cause of an obstacle faced by the main character.

**A**　detail unrelated to obstacle

**B**　correct, identifies decision made at beginning of text resulting in obstacle faced by main character at end of text

**C**　detail unrelated to obstacle

**D**　detail unrelated to obstacle

**6　R.CM.06.02**

Infer the most likely reason for a decision made by the main character.

**A**　illogical response

**B**　not supported by context

**C**　not supported by context

**D**　correct, identifies most likely reason for main character's decision, as supported in text

**7　R.WS.06.07**

Use the context to determine the meaning of a given phrase.

**A**　incorrect meaning

**B**　incorrect meaning

**C**　correct

**D**　incorrect meaning

**8　R.CM.06.03**

Identify the question a reader would most likely ask after reading the informational text.

**A**　question answered in text

**B**　trivial question irrelevant to main focus of text

**C**　trivial question irrelevant to main focus of text

**D**　correct, identifies question that would most likely occur to a reader who read and understood text

**Selection:** Paired Reading #2

**Description:** Informational (biography)

**9  R.IT.06.03**

Identify the main purpose for the introductory note at the beginning of the informational selection.

**A**  focuses too narrowly on one detail of introductory note, missing overall purpose

**B**  focuses too narrowly on first paragraph of introductory note, demonstrating misunderstanding of context, as well as missing overall purpose

**C**  correct, identifies main purpose of introductory note as providing insight about the main character

**D**  focuses too narrowly on specific content within introductory note, missing overall purpose

**10  R.CM.06.02**

Identify the motivation for the character's main goal in life.

**A**  motivation contrary to description of main character

**B**  correct, motivation is literally provided within introduction

**C**  result of main character's attainment of goals, but not motivation

**D**  result of main character's attainment of goals, but not motivation

**11  R.NT.06.04**

Describe which personality trait is revealed by the use of artwork in the biography.

**A**  correct, identifies trait revealed in artwork and throughout article

**B**  trait specific to incidents in text, but not in artwork

**C**  trait specific to incidents in text, but not in artwork

**D**  trait could be inferred in one context, but is not present in artwork

**12  R.WS.06.01**

Use the context to determine a word's meaning.

**A**    correct

**B**    incorrect meaning

**C**    incorrect meaning

**D**    incorrect meaning

**13  R.NT.06.03**

Identify a statement that best describes the personality trait specified.

**A**    irrelevant to trait

**B**    irrelevant to trait

**C**    correct, identifies statement from text that best describes specified trait

**D**    related to specified trait, but not best indicator

**14  R.WS.06.01**

Use the context to determine a word's meaning.

**A**    incorrect meaning

**B**    incorrect meaning

**C**    incorrect meaning

**D**    correct

**15  R.NT.06.03**

Identify a main method of developing the theme of the informational text.

**A**    incorrectly identifies setting to develop theme

**B**    correct, identifies main character's reactions to events to develop theme

**C**    incorrectly focuses on detail provided at beginning, demonstrating misunderstanding of overall theme

**D**    incorrectly identifies reactions of others to main character's actions to develop theme

**16  R.IT.06.03**

Determine the author's purpose for concluding the selection a specific way.

**A**    not supported by context or generally-taught features of effective conclusions

**B**    correct, uses summarizing important idea in conclusion as author's purpose; response supported by context and by generally-taught features of effective conclusions

**C**    not supported by context or generally-taught features of effective conclusions

**D**    not supported by context or generally-taught features of effective conclusions

Students saw the instructions in the box below before they began this section.

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### CROSS-TEXT QUESTIONS

**DIRECTIONS:** Questions 17 through 22 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.

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**Selection:** Paired Readings #1 and #2 (Cross-Text)

**Description:** Informational (both biographies)

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**17   R.CM.06.03**

Identify a character trait shared by both main characters in the informational texts.

**A**     supported in Reading #2 only

**B**     not supported in either text

**C**     correct, supported by entire context of both texts

**D**     not supported in either text

**18   R.CM.06.03**

Describe how both main characters prepared for important events.

**A**     correct, supported in both texts

**B**     supported in Reading #2 only

**C**     not supported in either text

**D**     logical, but not supported by text

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**19  R.CM.06.03**

Identify one thing known about the main character in Reading #2 that is NOT known about the main character in Reading #1.

**A**    refers to information in both texts

**B**    refers to information in both texts

**C**    correct, identifies information known about the main character in Reading#2, but not known about main character in Reading #1

**D**    refers to information in both texts


**20  R.CM.06.03**

Describe how both main characters responded to the specified action of others.

**A**    not supported in either text

**B**    not supported in either text

**C**    correct, supported in both texts

**D**    not supported in either text


**21  R.CM.06.03**

Describe why both main characters should be remembered.

**A**    refers to trivial detail fitting both main characters

**B**    correct, explains why both main characters are important

**C**    refers to something that is unknown about either main character

**D**    refers to something that is unknown about either main character


**22  R.CM.06.03**

Identify the trait that is an exception for both characters.

**A**    correct, cites negative trait that is exception for both main characters

**B**    both main characters shared this positive trait

**C**    both main characters shared this positive trait

**D**    both main characters shared this positive trait

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

# PART 2

## INDEPENDENT READING SELECTION

**DIRECTIONS**

You will read one selection and answer some multiple-choice questions and one written-response question. The written-response question requires you to write your answer on the lines provided in Part 2 of your **Answer Document**. Answer the question as completely as you can.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2 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. You may look back at the selection as often as needed while working on Part 2.

**Selection:** Independent Reading

**Description:** Narrative (science fiction)

**23  R.NT.06.02**

Identify the author's purpose for writing the narrative.

**A**    identifies aspect of idea; not supported by context and features of entire text

**B**    identifies aspect of idea; indicates misunderstanding of text

**C**    illogical response; not supported by context and features of entire text

**D**    correct, identifies author's purpose as specific to details and features of text

**24  R.NT.06.04**

Identify the author's most likely purpose for using dialogue in the narrative.

**A**    not supported in text

**B**    correct, shows purpose for dialogue in narrative, as well as one generally-taught purpose for using dialogue in text

**C**    not supported in text

**D**    focuses narrowly on one character's dialogue, when dialogue is used more globally in text

**25  R.CM.06.03**

Infer the specific advice the main character would most likely give others.

**A**    not supported by text

**B**    references one detail from text, not supported by entire text

**C**    correct, supported by context of entire text, including dialogue of main character

**D**    references detail from text, not supported by entire text

**26  R.NT.06.02**

Identify an element from the narrative that defines it as science fiction.

**A**    correct, defines setting as taking place far in the future

**B**    idea related to science fiction mentioned in text, but is not a defining element of text

**C**    defines one element of this text, but not one that is specific to science fiction

**D**    information found in text, but information does not define science fiction

**27  R.NT.06.03**

Identify one theme of the selection.

**A**    minimal support for stated theme

**B**    minimal support for stated theme

**C**    correct, entire narrative builds toward ending that emphasizes stated theme

**D**    no support for stated theme

**28  R.NT.06.03**

Identify the event that best completes the sequence of events.

**A**    event occurs after given sequence

**B**    correct, event occurs in given sequence

**C**    event occurred before given sequence

**D**    event occurs after given sequence

**29  R.CM.06.03**

Infer a statement with which the main character would most likely agree.

**A**    correct, supported by text

**B**    refuted by context

**C**    not supported by context

**D**    refuted by context

**30  R.CM.06.03**

Make an inference regarding the minor character's actions at the end of the narrative.

**A**    correct, draws reasonable inference from context of minor character's actions

**B**    minimal reference in text connected to this statement; not supported by ending

**C**    no support from text

**D**    no support from text

**31  R.NT.06.02**

Provide three details from the text that identifies it as science fiction.

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