

3rd  
4th  
5th  
6th  
7th  
8th

Grade  
**3**

**meap**<sup>TM</sup>  
Michigan Educational Assessment Program

# *Item Descriptors*



**READING**  
**FALL 2009**

**MICHIGAN STATE BOARD OF EDUCATION****STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

Copyright© 2010, by the Michigan Department of Education.

All rights reserved. No part of this publication may be reproduced or transmitted, in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the Michigan Department of Education.

Portions of this work were previously published.

Printed in the United States of America.

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 questions. You may look back at these two selections as often as needed while working on Part 1.

You may underline, highlight, or write notes in your test booklet to help you. Mark your answers in this booklet 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. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. 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.

**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:** Narrative (realistic fiction)

**1 R.NT.02.02**

Identify the basic element of the given narrative that describes the genre.

- A** correct, identifies element of given text that describes realistic fiction
- B** refers to element of poetry, irrelevant to given text
- C** refers to setting, irrelevant to given text and genre

**2 R.CM.02.02**

Identify what the narrative is mainly about.

- A** correct, identifies main idea of entire text
- B** detail specific only to minor characters of text
- C** reference to single incident and minor character, not generalizable to entire text

**3 R.NT.02.03**

Identify the main character’s motivation.

- A** motivation irrelevant to context of entire text
- B** incorrect motivation for main character as described
- C** correct, identifies main character’s motivation fitting context of entire text

**4 R.NT.02.03**

Identify the best motivation for the minor character’s specific action.

- A** correct, identifies minor character’s motivation appropriate to given context
- B** no context for given motivation
- C** no context for given motivation

**5 R.WS.02.11**

Use the context to determine the word's meaning.

- A** incorrect meaning
- B** incorrect meaning
- C** correct

**6 R.NT.02.03**

Identify the minor character with a trait similar to that of the main character.

- A** correct, identifies only character described as having similar trait
- B** incorrect character
- C** incorrect character

**7 R.NT.02.03**

Infer how the main character would most likely feel in the given situation.

- A** no context given for stated feeling
- B** no context given for stated feeling
- C** correct, identifies feeling consistent with context of entire text

**8 R.CM.02.02**

Identify an alternative title for the narrative.

- A** title shows misunderstanding of majority of text
- B** correct, correctly identifies alternative title fitting context of entire text
- C** title focuses on minor reference at end of text

**Selection:** Paired Reading #2**Description:** Narrative (realistic fiction)**9 R.CM.02.02**

Identify what the narrative is mostly about.

- A** detail, not main idea
- B** correct, identifies main idea of entire text
- C** no support for this idea

**10 R.NT.02.04**

Identify a literary device that provides information about a specific action of the main character.

- A** correct, identifies picture as providing additional information about given action of main character
- B** refers to title which provides no relevant information
- C** refers to inappropriate strategy for seeking information

**11 R.WS.02.11**

Use the context to determine the meaning of a word used repeatedly in the narrative.

- A** incorrect meaning for all contexts in which word appears
- B** correct, provides only meaning that would fit multiple contexts in which word appears
- C** incorrect meaning for all contexts in which word appears

**12 R.NT.02.03**

Identify the action that is missing from a sequence of the main character's actions.

- A** event may occur in future
- B** correct, completes actions in sequence of events
- C** event occurs after both listed actions

**13 R.NT.02.03**

Identify the motivation of two characters, major and minor, for a specified, shared action.

- A** only one character involved in stated action
- B** neither character attempts stated action
- C** correct, provides motivation shared by both characters for stated action

**14 R.NT.02.03**

Identify the feeling of the main character at the end of the narrative.

- A** feeling does not fit context provided
- B** correct, clearly fits main character's actions and words at end of text
- C** feeling does not fit context at any time

**15 R.WS.02.11**

Identify the meaning of a multiple-meaning word as it is used in context.

- A** correct
- B** incorrect meaning
- C** incorrect meaning

**16 R.CM.02.03**

Identify a key idea drawn from the narrative's ending.

- A** correct, identifies key idea to be drawn from ending of text
- B** no context given for stated idea
- C** no context given for stated idea

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

### 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.

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

**Description:** Narratives (both realistic fiction)

**17 R.CM.02.03**

Identify the difference between the actions of the main characters of both narratives.

- A** correct, identifies major difference in actions of main characters of two texts
- B** action relevant to Reading #2 only
- C** action for main character from Reading #1 is opposite of context given for that character

**18 R.CM.02.03**

Identify a major similarity between actions of the main characters of both narratives.

- A** action does not occur in either text
- B** correct, describes both characters' actions
- C** action occurs in Reading #2, but is clearly not evident in Reading #1

**19 R.CM.02.03**

Select the best title for both narratives.

- A** title relevant to plot and setting of Reading #1 only
- B** correct, fits actions of main characters of both texts
- C** stated title fits plot and main character's actions of Reading #2 only

**20 R.CM.02.03**

Identify an action describing the main characters at the beginning of both narratives.

- A** correct, clearly describes main characters at beginning of both texts
- B** action does not describe either of two main characters at beginning of texts
- C** action does not fit beginning of either text; fits only the ending of Reading #2

**21 R.CM.02.03**

Identify how the main character of Reading #2 would probably react to the actions of the main character of Reading #1.

- A** reaction appears in Reading #2, but is contrary to description of the main character of Reading #2
- B** reaction appears in Reading #2, but is contrary to description of the main character of Reading #2
- C** correct, fits entire context, everything that is known about how the main character in Reading #2 would react

**22 R.CM.02.03**

Identify how the main characters of both narratives are alike.

- A** action occurs in only Reading #1
- B** correct, clearly supported by context of both texts
- C** character trait is not supported in Reading #1

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

## **PART 2**

### **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 2.

You may underline, highlight, or write notes in this booklet to help you. Mark your answers in this booklet 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. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer.

There will be a question that asks you to write an answer on the lines provided. Answer the question as completely as you can. You may not use any other paper.

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

**Selection:** Independent Reading**Description:** Informational (article from children’s magazine)**23 R.CM.02.02**

Identify what the informational text is mainly about.

- A** correct, identifies main idea of entire text
- B** minor detail irrelevant to main focus of text
- C** unsupported generality

**24 R.CM.02.02**

Identify an important detail of the informational text.

- A** generality refuted by literal statement in text
- B** detail refuted by literal statement in text
- C** correct, literally stated in text

**25 R.CM.02.03**

Identify how the characters in both informational texts are alike.

- A** detail applicable to only one character
- B** detail applicable to only one character
- C** correct, identifies motivation shared by both characters, as supported by text

**26 R.WS.02.11**

Use the context to determine a word’s meaning.

- A** correct, specifically stated in text
- B** incorrect meaning
- C** incorrect meaning

**27 R.CM.02.02**

Infer the most important idea about animals in the informational text.

- A** correct, identifies inference supported by entire text
- B** no support for this idea in text
- C** important inference, but not supported as most important

**28 R.IT.02.03**

Identify why the author most likely used headings in the text.

- A** correct, provides logical reason for use of headings based on specific context of given text, as well as purposes for using headings
- B** not supported by context or by expected purposes for using text headings
- C** does not fit overall use of headings in this context

**29 R.CM.02.02**

Compare the impact of two situations on one of the two main characters.

- A** fits neither situation stated in question
- B** does not make valid comparison based on context
- C** correct, literally stated in text

**30 R.CM.02.02**

Identify the question answered (important detail) by the informational text.

- A** question never addressed in text
- B** correct, is clearly provided in text
- C** question never addressed in text

**31 R.CM.02.02**

Write a response identifying three differences in the way the two main characters respond in a specific situation.







3rd

4th

5th

6th

7th

8th



*Office of Educational Assessment and Accountability (OEAA)*  
*Michigan Educational Assessment Program (MEAP)*  
*Phone: 1-877-560-8378*  
*Website: [www.michigan.gov/meap](http://www.michigan.gov/meap)*  
*Email: [oeaa@michigan.gov](mailto:oeaa@michigan.gov)*