

Grade

4

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

# Item Descriptors



**READING**  
**FALL 2013**

4th

5th

6th

7th

8th

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***NOTE: For each item listed throughout this booklet, the first statement is the Michigan Grade Level Content Expectation (GLCE) and the second statement is the descriptor for the item's stem or question.***

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

## PART X

### PAIRED READING SELECTIONS

**DIRECTIONS:**

In this part, you will read two selections and answer multiple-choice questions. You may look back at the selections as often as needed.

You must mark all of your answers in Day X, Part X of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

For the multiple-choice questions:

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

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

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part X of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

**Selection:** Paired Reading #1**Type:** Informational**Genre:** Research Report

- 1 R.WS.03.02:** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

Determine meaning of multiple meaning word.

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

- 2 R.WS.03.08:** in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

Determine word meaning using context.

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

- 3 R.IT.03.01:** identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.

Identify author's purpose.

- A** to teach
- B** to persuade
- C** to entertain
- D** correct, to explain

- 4 R.IT.03.01:** identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.

Identify element of informational text.

- A** characters and setting
- B** correct, gives facts
- C** problem and solution
- D** beginning, middle, end

- 5 R.NT.03.03:** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Identify character trait.

- A** no support for this trait
- B** no support for this trait
- C** no support for this trait
- D** correct

- 6 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify detail.

- A** no support for this detail
- B** no support for this detail
- C** no support for this detail
- D** correct

- 7 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify detail.

- A** no support for this detail
- B** correct
- C** no support for this detail
- D** misunderstanding of selection

- 8 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Compare ideas.

- A** no support for this idea
- B** correct
- C** misunderstanding of selection
- D** no support for this idea

**Selection:** Paired Reading #2**Type:** Narrative**Genre:** Fantasy

- 9 R.WS.03.08:** in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

Determine word meaning using context

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

- 10 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify detail.

- A** misunderstanding of selection
- B** misunderstanding of selection
- C** correct
- D** misunderstanding of selection

- 11 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify support for conclusion.

- A** does not support conclusion
- B** correct
- C** does not support conclusion
- D** does not support conclusion

- 12 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Draw conclusion.

- A** correct
- B** no support for this conclusion
- C** no support for this conclusion
- D** no support for this conclusion

- 13 R.NT.03.03:** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Describe character's feelings.

- A** misunderstanding of selection
- B** misunderstanding of selection
- C** misunderstanding of selection
- D** correct

- 14 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Draw conclusion.

- A** no support for this conclusion
- B** no support for this conclusion
- C** no support for this conclusion
- D** correct

- 15 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify last event in sequence of events.

- A** event occurs before
- B** event occurs before
- C** event occurs before
- D** correct

- 16 R.NT.03.03:** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Analyze character's actions.

- A** misunderstanding of selection
- B** correct
- C** misunderstanding of selection
- D** misunderstanding of selection

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

**CROSS-TEXT QUESTIONS**

**DIRECTIONS:** The following questions ask about **both** of the selections you read in this part of the test. You may look back at both selections as often as needed to answer the questions.

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

**Type:** Pair of Informational  
and Narrative

**Genre:** Research Report + Fantasy

- 17 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify challenge faced by both characters.

- A** applies to only one selection
- B** applies to only one selection
- C** correct
- D** applies to only one selection

- 18 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Describe characters.

- A** no support for this trait in either selection
- B** no support for this trait in either selection
- C** applies to character in only one selection
- D** correct

- 19 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Compare how selections are different.

- A** correct
- B** inaccurate comparison
- C** comparison is opposite
- D** inaccurate comparison

**20 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Predict what one character might say to another character.

- A** no support for this prediction
- B** no support for this prediction
- C** correct
- D** prediction shows misunderstanding of time frame

**21 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify how selections are different.

- A** misunderstanding of selection
- B** difference partially correct
- C** correct
- D** difference partially correct

**22 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify statement that is true for both selections.

- A** applies to only one selection
- B** correct
- C** applies to only one selection
- D** applies to only one selection

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

## PART X

### INDEPENDENT READING SELECTION

**DIRECTIONS:**

In this part, you will read one selection and answer multiple-choice questions and one written-response question. You may look back at the selection as often as needed.

You must mark all of your answers and write your written response in Day X, Part X of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

For the multiple-choice questions:

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

For the written-response question:

Write your response on the lines in your **Answer Document**. If you erase, be sure to erase completely. Answer the question as completely as you can.

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

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part X of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

**Selection:** Independent Reading**Type:** Narrative**Genre:** Realistic Fiction

- 23 R.WS.03.08:** in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

Determine word meaning using context.

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

- 24 R.NT.03.02:** identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.

Identify genre.

- A** poetry
- B** fantasy
- C** folktale
- D** correct, realistic fiction

- 25 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify relationship among characters.

- A** no support for this idea
- B** correct
- C** no support for this idea
- D** no support for this idea

- 26 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify main idea.

- A** detail, not main idea
- B** detail, not main idea
- C** correct
- D** no support for this idea

- 27 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify first event in sequence of events.

- A** event occurs later in selection
- B** event occurs later in selection
- C** event occurs later in selection
- D** correct

- 28 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Draw conclusion.

- A** correct
- B** no support for this conclusion
- C** no support for this conclusion
- D** no support for this conclusion

- 29 R.NT.03.03:** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Identify character's motivation.

- A** no support for this motivation
- B** reference to this in selection but not best choice
- C** no support for this motivation
- D** correct

- 30 R.NT.03.03:** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Describe characters' feelings.

- A** no support for this feeling
- B** no support for this feeling
- C** correct
- D** possible inference but not best choice

The instructions in the box below preceded this section.

**DIRECTIONS:** Write a response to the question below on the lines in Day X, Part X of your **Answer Document**. You can write notes in this test booklet, but only the writing in your Answer Document will be scored. No extra sheets may be used. You may look back at the selection as often as needed.

- 31 R.NT.03.03:** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Write a response identifying problem and provide two details from the selection to explain how problem is solved.





4th

5th

6th

7th

8th



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