

Grade

8

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

# Item Descriptors

4th

5th

6th

7th

8th



**READING**  
**FALL 2010**

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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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Printed in the United States of America.

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

## PART 2

### 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 1, Part 2 of your **Answer Document** with a No. 2 pencil. You may underline, highlight, or write in this test booklet to help you, but nothing 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 2 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**Description:** Informational (biography)

- 1 R.CM.07.02** Retell through concise summarization grade-level narrative and informational text.

Identify statement that best summarizes the author’s opinion.

- A** no support for this negative opinion in text
- B** no support for this positive opinion in text
- C** no support for this negative opinion in text
- D** correct, strongly inferred from author’s words

- 2 R.CM.07.02** Retell through concise summarization grade-level narrative and informational text.

Identify important detail.

- A** correct, answer is inferred
- B** misunderstanding of text
- C** no support for this detail in text
- D** stated detail inaccurate

- 3 R.CM.07.02** Retell through concise summarization grade-level narrative and informational text.

Identify important detail.

- A** correct, directly stated in text
- B** stated detail related but not relevant
- C** stated detail related but not best choice
- D** stated detail related but not relevant

- 4 R.CM.07.02** Retell through concise summarization grade-level narrative and informational text.

Identify important detail.

- A** stated detail not supported in text
- B** stated detail not supported in text
- C** stated detail not supported in text
- D** correct, directly stated in text

- 5 R.NT.07.03** Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.

Identify goal.

- A** correct, inferred from introduction and first paragraph
- B** no support for this detail in text
- C** misunderstanding of text
- D** misunderstanding of text

- 6 R.WS.07.07** In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.

Use context to determine word meaning.

- A** opposite meaning
- B** incorrect meaning
- C** correct, synonym
- D** incorrect meaning

- 7 R.CM.07.03** Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify conclusion that could be drawn about benefits of described project.

- A** misunderstanding of text
- B** stated benefit is result of project but not intended benefit
- C** correct, strongly inferred throughout text
- D** stated benefit is not relevant

- 8 R.CM.07.03** Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify author's message.

- A** stated message represents idea in text but not author's message
- B** correct, identifies message
- C** stated message represents idea in text but not author's message
- D** stated message represents idea in text but not author's message

The instructions in the box below preceded this section.

**DIRECTIONS:** Write a response to the question below on the lines in Part 1 of your **Answer Document**. 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.

- 9 R.CM.07.02** Retell through concise summarization grade-level narrative and informational text.

Write a response using three details to describe how project was created.

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

## PART 1

### 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 and write your written responses in Day 2, Part 1 of your **Answer Document** with a No. 2 pencil. You may underline, highlight, or write in this test booklet to help you, but nothing 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 1 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**Description:** Narrative (memoir)

- 10 R.NT.07.04** Analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.

Identify meaning of symbol.

- A** correct, identifies meaning of symbol
- B** stated meaning is literal interpretation of symbol
- C** misunderstanding of text
- D** misunderstanding of text

- 11 R.IT.07.03** Explain how authors use writer’s craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.

Identify how a text box helps readers.

- A** stated reason makes personal connection to reader which is not supported in this text
- B** stated reason is prediction, which is not supported in this text
- C** stated reason is to help reader understand characters in the text, which it does not do
- D** correct, clarifies the author’s message

- 12 R.WS.07.07** In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.

Use context to determine word meaning.

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

- 13 R.IT.07.02** Analyze organizational text patterns including sequential, compare and contrast, and cause and effect.

Identify organization.

- A** descriptive
- B** list
- C** compares differences
- D** correct, compares likenesses

- 14 R.NT.07.03** Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.

Identify best reason for minor character's description.

- A** describes physical trait which is irrelevant
- B** correct, describes minor character's role
- C** no support for this trait in text
- D** minor reference to trait but not best choice

- 15 R.NT.07.03** Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.

Identify minor character's feeling about a major character's actions.

- A** no support for this idea in text
- B** no support for this idea in text
- C** correct, identifies how minor character feels about major character's actions
- D** opposite feeling

- 16 R.CM.07.03** Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify conclusion that can be drawn from description of minor character.

- A** no support for this conclusion in text
- B** no support for this conclusion in text
- C** correct, identifies conclusion strongly implied from description of the minor character
- D** stated conclusion possibly inferred but not best choice

- 17 R.CM.07.03** Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify effect minor characters might have on major character.

- A** stated effect related but not relevant
- B** correct, identifies effect minor characters might have on major character
- C** stated effect related but not relevant
- D** no support for this effect in text

**Selection:** Paired Reading #2**Description:** Narrative (poetry)

- 18 R.WS.07.07** In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.

Use context to determine meaning of multiple meaning word.

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

- 19 R.NT.07.04** Analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.

Identify meaning of symbol.

- A** stated meaning is not supported in this text
- B** correct, inferred from text
- C** stated meaning is literal interpretation of symbol
- D** stated meaning is not supported in this text

- 20 R.NT.07.04** Analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.

Identify poet’s use of language.

- A** correct, identifies use of specific verb
- B** stated idea refers to specific words
- C** stated idea refers to specific line
- D** stated idea refers to specific phrase

- 21 R.NT.07.04** Analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.

Identify technique poet uses to reinforce main idea.

- A** correct, identifies repetition of lines in first and last stanza as technique
- B** stated technique refers to length of stanzas
- C** stated technique refers to how stanzas begin
- D** state technique refers to rhyming in stanzas

- 22 R.CM.07.03** Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify probable meaning of line from poem.

- A** no support for this idea in text
- B** stated meaning referenced but not best choice
- C** correct, answer is inferred
- D** stated meaning related but not best choice

- 23 R.CM.07.02** Retell through concise summarization grade-level narrative and informational text.

Identify stanza in poem with stated meaning.

- A** stanza one
- B** stanza two
- C** correct, stanza three
- D** stanza four

- 24 R.NT.07.04** Analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.

Identify meaning of phrase.

- A** misunderstanding of text
- B** no support for this meaning in text
- C** misunderstanding of text
- D** correct, accurate interpretation of phrase

- 25 R.CM.07.01** Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

Identify how message of poem compares today to when it was originally written.

- A** message is outdated
- B** correct, message is the same today as when it was written
- C** message is given serious consideration
- D** message is suspicious

The instructions in the box below preceded this section.

### CROSS-TEXT QUESTIONS

**DIRECTIONS:** Questions xx through xx 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 (memoir and poetry)

**26 R.CM.07.03** Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify genre common to both texts.

- A** research reports
- B** tall tales
- C** historical fiction
- D** correct, persuasive essays

**27 R.CM.07.03** Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify common use of symbols.

- A** stated use not supported in either text
- B** correct, common use of symbols
- C** stated use only referred to in Reading #2
- D** stated use only referred to in Reading #1

- 28 R.CM.07.03** Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify line from Reading #2 that describes character's contribution in Reading #1.

- A** correct, identifies line from Reading #2 that identifies character's contribution in Reading #1
- B** line does not support character's contribution
- C** line does not support character's contribution
- D** line is irrelevant to character's contribution

- 29 R.CM.07.03** Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify important idea in both texts.

- A** idea is only important in Reading #2
- B** correct, identifies important idea
- C** idea is not supported in either text
- D** idea is only important in Reading #2

- 30 R.CM.07.03** Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify how texts are different.

- A** stated difference identifies what is being compared
- B** stated difference is that Reading #1 gives advice and Reading #2 lectures
- C** stated difference identifies what is being discussed in Reading #1 and Reading #2
- D** correct, stated difference is that Reading #1 deals with focus and Reading #2 deals with the lesson

- 31 R.CM.07.03** Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify common conclusion that can be drawn from both texts.

- A** stated conclusion only relates to Reading #1
- B** stated conclusion only relates to Reading #1
- C** correct, common conclusion that is strongly implied in both texts
- D** stated conclusion only relates to Reading #2



4th

5th

6th

7th

**8th**



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