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PART 1

DIRECTIONS

This test has three parts. You may NOT use a calculator on the first part. You may use open space in this test booklet for scratch paper.

The items on this test are all multiple-choice. Multiple-choice items require you to choose the best answer from among three answer choices. Mark your answer in your test booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer in your test booklet. If you erase an answer, be sure to erase it completely.

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer. You may NOT use any other paper to do your work.

Sample Multiple-Choice Item:

   Julia had $5.00. She spent $2.54. How much money did she have left?

   ☐ A $7.54
   ☐ B $3.54
   ☐ C $2.46

For this sample item, the correct answer is C. Circle C is filled in on the sample item in your test booklet.

You will have at least 35 minutes to finish Part 1 of this test. You will be given additional time if necessary.

1. Once you have reached the word STOP in your test booklet, do NOT go on to the next page.

2. If you finish early, you may check your work in Part 1 of the test ONLY.

3. Do NOT look at items in other parts of the test.

If you do not understand any of these directions, please raise your hand.
1 Read and write numbers to 1000
   ○ A correct
   ○ B place value error
   ○ C place value error

2 What is the place value of the digit 3 in the number 382?
   ○ A 1
   ○ B 10
   ○ C 100

3 Compare and order numbers to 1000
   ○ A greater number less than smaller number
   ○ B greater number equals smaller number
   ○ C correct
4 Which of the following lists the numbers in order from least to greatest?

○ A 1,000, 900, 800
○ B 700, 800, 900
○ C 300, 500, 400

5 Find distance between numbers on a number line

○ A correct
○ B solution plus one
○ C solution plus two

6 What is the distance on a number line from 16 to 31?

○ A 14
○ B 15
○ C 25
7 Solve story problems with objects & pictures

○ A subtracted instead of added
○ B did not “carry the one” to tens place
○ C correct

8 Lucy had 32 pencils. She gave away 25. Which number sentence can be used to determine the number of pencils Lucy had left?

○ A $32 - 25 = ?$
○ B $32 + 25 = ?$
○ C $32 - 7 = ?$

9 Add fluently two numbers through 99

○ A subtracted instead of added
○ B did not “carry the one” to tens place
○ C correct
10 Subtract 70 – 47

○ A 23
○ B 33
○ C 37

11 Estimate sum of two numbers with three digits

○ A subtracted instead of added
○ B underestimate
○ C correct

12 Which of the following is closest to 287 + 115?

○ A 600
○ B 500
○ C 400
13 Recognize x as total number in a set of equal groups

○ A  addition
○ B  correct
○ C  division

14 Which number sentence is true?

○ A  \(2 + 2 + 2 + 2 = 2 \times 2\)
○ B  \(2 + 2 + 2 + 2 = 4 + 2\)
○ C  \(2 + 2 + 2 + 2 = 4 \times 2\)

15 Represent x using area and array models

○ A  correct
○ B  addition model
○ C  incorrect multiplication model
16 Which of the following represents $3 \times 5$?

○ A

○ B

○ C
17 Use common unit fractions

- A model with unequal areas
- B model with equal but incorrect areas
- C correct

18 What fractional part of the shape below is shaded?

- A \( \frac{1}{6} \)
- B \( \frac{1}{5} \)
- C \( \frac{5}{6} \)

19 Recognize, name and write halves, thirds and fourths

- A model with unequal areas
- B correct
- C model with unequal areas
20 Which shape appears to be \( \frac{2}{3} \) shaded?

- **A** did not include whole number
- **B** correct
- **C** counted halves as ones

21 Place 0 and halves on number line; relate to a ruler

- **A** did not include whole number
- **B** correct
- **C** counted halves as ones
22 To what number does the arrow appear to be pointing?

- A $5 \frac{1}{2}$
- B $4 \frac{1}{2}$
- C $3 \frac{1}{2}$

23 Corey is counting by 10s to make this pattern. What is the next number in the pattern?

2, 12, 22, 32, ___

- A 33
- B 34
- C 42

24 What number should go into the box to make this number sentence true?

$36 + \square = 50$

- A 14
- B 24
- C 86
25 Mr. James had 25 pieces of candy. He used all the candy to make 5 equal shares for his children. What was the total number of pieces of candy in each share?

- A 5
- B 20
- C 30
PART 2

DIRECTIONS

You will now begin Part 2 of this test. You may **NOT** use a calculator on this part of the test. You may use open space in this test booklet for scratch paper.

You will have at least 40 minutes to finish Part 2 of this test. You will be given additional time if necessary.

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer. You may **NOT** use any other paper to do your work.

If you finish early, you may check your work for Part 2 **ONLY**.

Do **NOT** look at items in Part 1.
26 Which measurement is closest to the length of the car in the picture below?

- A 3 inches
- B 4 inches
- C 5 inches

27 Measure lengths to nearest whole unit

- A too short
- B correct
- C too long

28 Which of the following represents the greatest length?

- A 12 feet
- B 12 inches
- C 12 yards
29 Compare, add, subtract lengths

- A correct
- B incorrect addition
- C added instead of subtracted

30 Which clock appears to show 7:50?

- A
- B
- C
31  Tell time using A.M. and P.M.

○ A  correct
○ B  over by one hour
○ C  switched quarter after with quarter to

32  A puppet show ended at 3:30. The show was half an hour long. At what time did the puppet show begin?

○ A  3:00
○ B  4:00
○ C  4:30

33  Tell time using A.M. and P.M.

○ A  added too few minutes
○ B  correct
○ C  added too many minutes
34 Hugo has one dollar and seventeen cents to spend. Which of the following represents this amount?

○ A $1.17
○ B $1.17¢
○ C $117

35 Read & write money using decimal notations

○ A used both $ and ¢ notation with same amount
○ B correct
○ C inserted unneeded decimal

36 Johnny bought a notebook for $6.50. He paid for it with a $10.00 bill. How much change should he have received?

○ A $4.50
○ B $3.50
○ C $2.50
37  Solve simple word problems in length & money

   A  correct
   B  did not include one of addends
   C  did not included two of addends

38  Each side of the figure below is the same length. What is the perimeter of
     the shape?

     [Diagram of a square with a side length of 5 feet]

     • A  10 feet
     • B  20 feet
     • C  25 feet

39  Determine perimeters of rectangles & triangles

   A  length of one side
   B  length of two sides
   C  correct
40 Which term best describes the three-dimensional shape pictured below?

○ A rectangle
○ B rectangular prism
○ C pyramid

41 Identify, describe, compare 2-D & 3-D shapes

A incorrect set
B correct
C incorrect set

42 Which of these letters is curved and open?

○ A O
○ B U
○ C Z
43. Classify familiar plane and solid objects

A. correct
B. incorrect description of sets
C. incorrect description of sets

44. Which of the following is another way to write 100?

- A. 45 + 65
- B. 63 + 47
- C. 73 + 27

45. Which of the following appears to be a straight path?

- A. Flower Path
- B. Woods Path
- C. River Path
46 What is the area of this shape?

= 1 square unit

- A 16 square units
- B 14 square units
- C 12 square units

47 Which thermometer appears to show 72°F?

- A
- B
- C
48 The chart below shows the number of each kind of coin in a jar.

**Coins in Jar**

<table>
<thead>
<tr>
<th>Kind of Coin</th>
<th>Number in Jar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dime</td>
<td>14</td>
</tr>
<tr>
<td>Nickel</td>
<td>12</td>
</tr>
<tr>
<td>Penny</td>
<td>10</td>
</tr>
</tbody>
</table>

Which of the following correctly represents this data?

- **A**

  A. Coins in Jar

<table>
<thead>
<tr>
<th>Kind of Coin</th>
<th>Number in Jar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dime</td>
<td>□□□□□</td>
</tr>
<tr>
<td>Nickel</td>
<td>□□□□□□□□□□□</td>
</tr>
<tr>
<td>Penny</td>
<td>□□□□□</td>
</tr>
</tbody>
</table>

  Key: Each □ represents 2 coins.

- **B**

  B. Coins in Jar

<table>
<thead>
<tr>
<th>Kind of Coin</th>
<th>Number in Jar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dime</td>
<td>□□□□□□□□□□□</td>
</tr>
<tr>
<td>Nickel</td>
<td>□□□□□□□□</td>
</tr>
<tr>
<td>Penny</td>
<td>□□□□□□□□□□□</td>
</tr>
</tbody>
</table>

  Key: Each □ represents 2 coins.

- **C**

  C. Coins in Jar

<table>
<thead>
<tr>
<th>Kind of Coin</th>
<th>Number in Jar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dime</td>
<td>□□□□□□□□□□□</td>
</tr>
<tr>
<td>Nickel</td>
<td>□□□□□□□□□□□</td>
</tr>
<tr>
<td>Penny</td>
<td>□□□□□□□□□□□</td>
</tr>
</tbody>
</table>

  Key: Each □ represents 2 coins.
49 The graph below shows the number of books read by three friends.

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Books Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin</td>
<td><img src="image" alt="Books" /></td>
</tr>
<tr>
<td>Cody</td>
<td><img src="image" alt="Books" /></td>
</tr>
<tr>
<td>Kyle</td>
<td><img src="image" alt="Books" /></td>
</tr>
</tbody>
</table>

Each ![Books](image) represents 2 books.

Who read 6 books?

- **A** Austin
- **B** Cody
- **C** Kyle
50 The pictograph below shows the number of pushups each of three students did.

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Pushups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaitlyn</td>
<td>✔️ ✔️ ✔️ ✔️ ✔️</td>
</tr>
<tr>
<td>Andrew</td>
<td>✔️ ✔️ ✔️</td>
</tr>
<tr>
<td>Micah</td>
<td>✔️ ✔️ ✔️ ✔️</td>
</tr>
</tbody>
</table>

Key: Each ✔️ represents 3 pushups.

How many pushups did Kaitlyn do?

- A  5
- B  15
- C  20
Which shape below cannot be cut into two triangles that are exactly the same size and shape, with no part of the shape left over?

- A
- B
- C
52 What appears to be the location of the heart on the grid?

○ A (5, 3)
○ B (4, 3)
○ C (3, 5)
53. In which of the following does Fig. B appear to be the result of only a slide of Fig. A?

- A
- B
- C

54. Add \( \$3.75 + 25\text{¢} + 10\text{¢} \)

- A \( \$7.25 \)
- B \( \$5.85 \)
- C \( \$4.10 \)
55 Use your overlay sheet to help answer this question.

What is the area of the rectangle shown below?

- A 8 square units
- B 26 square units
- C 40 square units

56 Which fraction has the least value?

- A \(\frac{1}{2}\)
- B \(\frac{1}{3}\)
- C \(\frac{1}{4}\)
57  Which number means the same as 1?

○ A  \( \frac{1}{2} \)

○ B  \( \frac{1}{3} \)

○ C  \( \frac{3}{3} \)

58  Which equation is in the same fact family as the two equations in the box below?

\[
\begin{align*}
5 \times 4 &= 20 \\
4 \times 5 &= 20
\end{align*}
\]

○ A  \( 5 + 4 = 9 \)

○ B  \( 4 \times 20 = 80 \)

○ C  \( 20 \div 5 = 4 \)
### Scoring Key: Part 1

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Correct Answer</th>
<th>GLCE</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>N.ME.02.02</td>
<td>Core</td>
<td>Read and write numbers to 1000</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>N.ME.02.02</td>
<td>Core</td>
<td>Read and write numbers to 1000</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>N.ME.02.03</td>
<td>Core</td>
<td>Compare and order numbers to 1000</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>N.ME.02.03</td>
<td>Core</td>
<td>Compare and order numbers to 1000</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>N.MR.02.07</td>
<td>Core</td>
<td>Find distance between numbers on a number line</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td>N.MR.02.07</td>
<td>Core</td>
<td>Find distance between numbers on a number line</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>N.MR.02.09</td>
<td>Core</td>
<td>Solve story problems with objects &amp; pictures</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td>N.MR.02.09</td>
<td>Core</td>
<td>Solve story problems with objects &amp; pictures</td>
</tr>
<tr>
<td>9</td>
<td>C</td>
<td>N.FL.02.10</td>
<td>Core</td>
<td>Add fluently two numbers through 99</td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td>N.FL.02.10</td>
<td>Core</td>
<td>Add fluently two numbers through 99</td>
</tr>
<tr>
<td>11</td>
<td>C</td>
<td>N.FL.02.11</td>
<td>Core</td>
<td>Estimate sum of two numbers with three digits</td>
</tr>
<tr>
<td>12</td>
<td>C</td>
<td>N.FL.02.11</td>
<td>Core</td>
<td>Estimate sum of two numbers with three digits</td>
</tr>
<tr>
<td>13</td>
<td>B</td>
<td>N.MR.02.13</td>
<td>Core</td>
<td>Recognize x as total number in a set of equal groups</td>
</tr>
<tr>
<td>14</td>
<td>C</td>
<td>N.MR.02.13</td>
<td>Core</td>
<td>Recognize x as total number in a set of equal groups</td>
</tr>
<tr>
<td>15</td>
<td>A</td>
<td>N.MR.02.14</td>
<td>Core</td>
<td>Represent x using area and array models</td>
</tr>
<tr>
<td>16</td>
<td>A</td>
<td>N.MR.02.14</td>
<td>Core</td>
<td>Represent x using area and array models</td>
</tr>
<tr>
<td>17</td>
<td>C</td>
<td>N.ME.02.18</td>
<td>Core</td>
<td>Use common unit fractions</td>
</tr>
<tr>
<td>18</td>
<td>A</td>
<td>N.ME.02.18</td>
<td>Core</td>
<td>Use common unit fractions</td>
</tr>
<tr>
<td>19</td>
<td>B</td>
<td>N.ME.02.19</td>
<td>Core</td>
<td>Recognize, name and write halves, thirds and fourths</td>
</tr>
<tr>
<td>20</td>
<td>C</td>
<td>N.ME.02.19</td>
<td>Core</td>
<td>Recognize, name and write halves, thirds and fourths</td>
</tr>
<tr>
<td>21</td>
<td>B</td>
<td>N.ME.02.20</td>
<td>Core</td>
<td>Place 0 and halves on number line; relate to a ruler</td>
</tr>
<tr>
<td>22</td>
<td>B</td>
<td>N.ME.02.20</td>
<td>Core</td>
<td>Place 0 and halves on number line; relate to a ruler</td>
</tr>
<tr>
<td>23</td>
<td>C</td>
<td>N.ME.02.01</td>
<td>Extended</td>
<td>Count to 1000 by 1s, 10s, and 100s</td>
</tr>
<tr>
<td>24</td>
<td>A</td>
<td>N.MR.02.08</td>
<td>Extended</td>
<td>Solve problem such as 42 + ___ = 57</td>
</tr>
<tr>
<td>25</td>
<td>A</td>
<td>N.MR.02.16</td>
<td>Extended</td>
<td>Given situation with groups of equal size, represent</td>
</tr>
</tbody>
</table>
## Scoring Key: Part 2

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Correct Answer</th>
<th>GLCE</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>B</td>
<td>M.UN.02.01</td>
<td>Core</td>
<td>Measure lengths to nearest whole unit</td>
</tr>
<tr>
<td>27</td>
<td>B</td>
<td>M.UN.02.01</td>
<td>Core</td>
<td>Measure lengths to nearest whole unit</td>
</tr>
<tr>
<td>28</td>
<td>C</td>
<td>M.PS.02.02</td>
<td>Core</td>
<td>Compare, add, subtract lengths</td>
</tr>
<tr>
<td>29</td>
<td>A</td>
<td>M.PS.02.02</td>
<td>Core</td>
<td>Compare, add, subtract lengths</td>
</tr>
<tr>
<td>30</td>
<td>B</td>
<td>M.UN.02.05</td>
<td>Core</td>
<td>Tell time using A.M. and P.M.</td>
</tr>
<tr>
<td>31</td>
<td>A</td>
<td>M.UN.02.05</td>
<td>Core</td>
<td>Tell time using A.M. and P.M.</td>
</tr>
<tr>
<td>32</td>
<td>A</td>
<td>M.UN.02.06</td>
<td>Core</td>
<td>Use the concept of duration of time</td>
</tr>
<tr>
<td>33</td>
<td>B</td>
<td>M.UN.02.06</td>
<td>Core</td>
<td>Use the concept of duration of time</td>
</tr>
<tr>
<td>34</td>
<td>A</td>
<td>M.UN.02.07</td>
<td>Core</td>
<td>Read &amp; write money using decimal notations</td>
</tr>
<tr>
<td>35</td>
<td>B</td>
<td>M.UN.02.07</td>
<td>Core</td>
<td>Read &amp; write money using decimal notations</td>
</tr>
<tr>
<td>36</td>
<td>B</td>
<td>M.PS.02.10</td>
<td>Core</td>
<td>Solve simple word problems in length &amp; money</td>
</tr>
<tr>
<td>37</td>
<td>A</td>
<td>M.PS.02.10</td>
<td>Core</td>
<td>Solve simple word problems in length &amp; money</td>
</tr>
<tr>
<td>38</td>
<td>B</td>
<td>M.TE.02.11</td>
<td>Core</td>
<td>Determine perimeters of rectangles &amp; triangles</td>
</tr>
<tr>
<td>39</td>
<td>C</td>
<td>M.TE.02.11</td>
<td>Core</td>
<td>Determine perimeters of rectangles &amp; triangles</td>
</tr>
<tr>
<td>40</td>
<td>B</td>
<td>G.GS.02.01</td>
<td>Core</td>
<td>Identify, describe, compare 2-D &amp; 3-D shapes</td>
</tr>
<tr>
<td>41</td>
<td>B</td>
<td>G.GS.02.01</td>
<td>Core</td>
<td>Identify, describe, compare 2-D &amp; 3-D shapes</td>
</tr>
<tr>
<td>42</td>
<td>B</td>
<td>G.SR.02.05</td>
<td>Core</td>
<td>Classify familiar plane and solid objects</td>
</tr>
<tr>
<td>43</td>
<td>A</td>
<td>G.SR.02.05</td>
<td>Core</td>
<td>Classify familiar plane and solid objects</td>
</tr>
<tr>
<td>44</td>
<td>C</td>
<td>N.FL.02.06</td>
<td>Extended</td>
<td>Decompose 100 into addition pairs, e.g., 99 + 1</td>
</tr>
<tr>
<td>45</td>
<td>B</td>
<td>G.GS.02.04</td>
<td>Extended</td>
<td>Know curved/straight lines, curved/flat surfaces</td>
</tr>
<tr>
<td>46</td>
<td>A</td>
<td>M.UN.02.03</td>
<td>Extended</td>
<td>Measure area using non-standard units</td>
</tr>
<tr>
<td>47</td>
<td>A</td>
<td>M.UN.02.09</td>
<td>Extended</td>
<td>Read temperature in degrees Fahrenheit</td>
</tr>
<tr>
<td>48</td>
<td>C</td>
<td>D.RE.02.01</td>
<td>Future</td>
<td>Make pictographs using a scale representation</td>
</tr>
<tr>
<td>49</td>
<td>A</td>
<td>D.RE.02.02</td>
<td>Future</td>
<td>Read, interpret pictographs with scales of 2 or 3</td>
</tr>
<tr>
<td>50</td>
<td>B</td>
<td>D.RE.02.03</td>
<td>Future</td>
<td>Solve problems using info in pictographs</td>
</tr>
</tbody>
</table>
### Scoring Key: Part 2 (Continued)

<p>| | | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>51</td>
<td>A</td>
<td>G.GS.02.02</td>
<td>Future</td>
<td>Putting together, taking apart 2-D &amp; 3-D shapes</td>
</tr>
<tr>
<td>52</td>
<td>C</td>
<td>G.LO.02.07</td>
<td>Future</td>
<td>Find, name points using simple coordinate systems</td>
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<tr>
<td>53</td>
<td>A</td>
<td>G.TR.02.06</td>
<td>Future</td>
<td>Recognize transformed shapes</td>
</tr>
<tr>
<td>54</td>
<td>C</td>
<td>M.PS.02.08</td>
<td>Future</td>
<td>Add and subtract money in mixed units</td>
</tr>
<tr>
<td>55</td>
<td>C</td>
<td>M.TE.02.04</td>
<td>Future</td>
<td>Find the area of a rectangle using whole units</td>
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<tr>
<td>56</td>
<td>C</td>
<td>N.ME.02.21</td>
<td>Future</td>
<td>Knows denominator, fraction value relationship</td>
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<tr>
<td>57</td>
<td>C</td>
<td>N.ME.02.22</td>
<td>Future</td>
<td>Knows fraction equivalences of one</td>
</tr>
<tr>
<td>58</td>
<td>C</td>
<td>N.MR.02.15</td>
<td>Future</td>
<td>Understand relationship of multiplication &amp; division</td>
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</tbody>
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