

MEA 2007–2008

English Language Arts: Reading Grade 4

The table below shows the entire MEA reading test design, which is made up of 50% literary passages and 50% informational passages. Scores are based on common items only, half of which are released and can be found in this document.

Test Design

CONTENT AREA	COMMON			EMBEDDED FIELD TEST			TOTAL ITEMS PER STUDENT			BASE TESTING TIME	POINTS
	MC	CR	SA	MC	CR	SA	MC	CR	SA		
READING	32	4	0	16	3	0	48	7	0	120 MIN.	48

Each item on the MEA measures a grade level expectation based on Maine’s 1997 *Learning Results*.

Item Information Chart

Please refer to the item information chart on the next page for in-depth information on each reading released item. The released item numbers in the chart correspond to item numbers in the practice test and on the MEA Class Analysis Report.

Constructed-Response Scoring Guides

A constructed-response scoring guide includes score point descriptions used to determine the score. Training notes that follow the scoring guide provide in-depth descriptions or particular information also used to determine the score. At least one sample student response is provided for each score point with annotations that explain the reasoning behind the assigned score.

Student Work

Student work samples to supplement these scoring guides are found in the file labeled “Student Work.”

Grade 4 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Practice Test Page Number	3	3	3	3	5	5	5	5	5	10	10	10	10	10	10	11	11	11
Type of Text	I	I	I	I	L	L	L	L	L	I	I	I	I	I	I	I	I	I
Grade Level Expectation (GLE)	D3	A1	D3	D3	B10	B10	A1	B10	B10	A1	D3	D3	D4	A1	D2	D2	D3	D4
Item Type	MC	MC	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	MC	MC	MC	MC	CR
Possible Points	1	1	1	1	1	1	1	1	4	1	1	1	1	1	1	1	1	4
Answer Key	D	A	C	B	C	A	C	B		A	A	B	C	D	B	A	B	
% Who Chose A or Earned 1 Point	15	78	9	6	11	90	12	10	30	67	69	4	7	20	9	77	20	28
% Who Chose B or Earned 2 Points	20	5	8	68	19	2	1	74	48	4	9	78	11	9	64	6	62	48
% Who Chose C or Earned 3 Points	10	10	67	5	50	4	82	8	10	14	6	7	69	7	15	8	9	10
% Who Chose D or Earned 4 Points	55	6	15	21	19	3	4	8	3	15	15	10	11	63	11	8	8	2
Statewide Average Student Score									1.67									1.6

Type of Text: I = Informational, L = Literary

Grade Level Expectation (GLE): See “State of Maine 2007 Grade Level Expectations for Grades 3–8” document available at the Maine Department of Education’s Web site at <http://www.maine.gov/education/lsalt/gles.htm>.

Item Type: MC = multiple-choice, CR = constructed-response

Answer Key: the letter of the correct answer choice

Constructed-Response Item 9

- 9 Explain what the reader can learn about Birdie’s life from both entries of her diary. Use details from the diary entries in your answer.

Scoring Guide for Constructed-Response Item 9

Score	Description
4	Response contains a thorough explanation of what the reader can learn about Birdie’s life from both entries of her diary. Explanation includes relevant details from both diary entries as support.
3	Response contains an explanation of what the reader can learn about Birdie’s life from both entries of her diary. Explanation includes some details from both diary entries as support.
2	Response contains a partial explanation of what the reader can learn about Birdie’s life. Explanation includes limited and/or partially correct details from one or both diary entries as support.
1	Response contains a vague or minimal statement about what the reader can learn about Birdie’s life.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response Item 9

Training notes are not an exhaustive list. Readers scoring the student response can accept other examples the student offers that are supported by the diary entries.

Response contains an explanation of what the reader can learn about Birdie’s life. Response may include details relating to Birdie’s character and/or her daily chores and activities. Details from both diary entries may include, but not be limited to:

- Birdie keeps a diary to record her experiences.
- Birdie seems to enjoy her time at the lighthouse (and with her Papa).
- A lightkeeper’s day starts at sunrise to prepare for the next night (climb to the lantern room, blow out 14 lamps, fill lamps with whale oil, polish silvery reflectors).
- At dusk, light the lamps.
- Trim the wicks at midnight so they burn steady through the night.
- Birdie is allowed to work on the midnight watch.
- Birdie enjoys the walk to the tower under the night sky filled with stars.
- Sailors ring the bells to show gratitude for the lights.
- Birdie reads log books about the lives of past lighthouse keepers and their families (Birdie learns that one family waited out a severe storm for days).
- Papa keeps the logbook.

Constructed-Response Item 18

- 18 Suppose a friend is creating a bamboo strip book. What are **three** important things you should tell your friend about making a bamboo strip book? Use details from the passage to explain your answer.

Scoring Guide for Constructed-Response Item 18

Score	Description
4	Response contains three important things you should tell your friend about making a bamboo strip book. Explanation includes relevant details from the passage as support.
3	Response contains three important things you should tell your friend about making a bamboo strip book. Explanation includes some details from the passage as support. or Response contains two important things you should tell your friend about making a bamboo strip book. Explanation includes relevant details from the passage as support.
2	Response contains three important things you should tell your friend about making a bamboo strip book. Explanation includes limited and/or partially correct details from the passage as support. or Response contains one or two important things you should tell your friend about making a bamboo strip book. Explanation includes some details from the passage as support.
1	Response contains a vague or minimal statement about things you should tell your friend about making a bamboo strip book.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response Item 18

Training notes are not an exhaustive list. Readers scoring the student response can accept other examples the student offers that are supported by the passage.

Response contains things student considers important that a friend should know about making a bamboo strip book. Details from the passage may include, but not be limited to:

- Gather the needed supplies.
- Glue the wooden sticks in a row on the paper.
- Write an important event on the paper first.
- Date the event.
- Use a permanent marker rather than a paintbrush.
- Print your event on the sticks.
- Hand should be rested on the paper while writing (to not smear finished sticks).
- Use the Chinese style of writing (top to bottom, right to left).
- Leave a space between words.
- Cut around the outside of the bamboo strip book to get rid of the extra paper.