

MEA 2007–2008

English Language Arts: Reading Grade 7

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	6	0	16	3	0	48	9	0	150 MIN.	56

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 7 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	19
Practice Test Page Number	3	3	3	3	3	5	5	5	5	5	8	8	8	8	9	9	9	9	9
Type of Text	I	I	I	I	I	I	I	I	I	I	L	L	L	L	L	L	L	L	L
Grade Level Expectation (GLE)	D5	A8	A8	D4	A7	A4	D5	D5	A7	D4	B9	A4	A8	B9	B9	B9	B9	B9	B9
Item Type	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR	MC	MC	MC	MC	MC	MC	MC	MC	CR
Possible Points	1	1	1	1	4	1	1	1	1	4	1	1	1	1	1	1	1	1	4
Answer Key	A	A	B	A		C	C	B	B		D	A	D	C	A	B	B	B	
% Who Chose A or Earned 1 Point	84	56	6	69	15	5	12	2	10	18	6	63	13	22	75	6	17	7	28
% Who Chose B or Earned 2 Points	5	25	75	8	29	3	14	85	63	39	6	12	12	11	14	62	71	75	45
% Who Chose C or Earned 3 Points	8	17	5	9	32	89	69	3	15	27	5	9	11	61	9	23	4	15	17
% Who Chose D or Earned 4 Points	2	2	13	14	20	3	5	10	12	14	84	16	65	6	2	8	8	3	4
Statewide Average Student Score		2.49								2.31									1.87

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 5

- 5 Based on the information in the article, explain
- the chemical reactions that happen as an onion is cut,
 - why those changes cause people's eyes to burn, and
 - why the measures to prevent eyes from burning work.

Scoring Guide for Constructed-Response Item 5

Score	Description
4	The response correctly explains the chemical changes that happen as an onion is cut, why those changes cause people's eyes to burn, and why the measures to prevent the eyes from burning work. The response is supported by specific information from the passage.
3	The response explains the chemical changes that happen as an onion is cut, why those changes cause people's eyes to burn, and why the measures to prevent the eyes from burning work. The response is supported by relevant but general information from the passage.
2	The response partially explains the chemical changes that happen as an onion is cut, why those changes cause people's eyes to burn, and/or why the measures to prevent the eyes from burning work. The response includes limited or vague information from the passage and may include inaccuracies or misinterpretations.
1	The response explains in a minimal way the chemical changes that happen as an onion is cut, why those changes cause people's eyes to burn, and/or why the measures to prevent the eyes from burning work. The response includes little or no information from the passage and may include inaccuracies or misinterpretations. OR The response addresses the question in a minimal way.
0	The response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response Item 5

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

The chemical changes that happen as an onion is cut:

- Before the onion is cut, the onion cell contains sulfur molecules on the inside of the cell, separated from enzymes (on the outside of the cell) by the cell wall.
- When the onion is cut, the sulfur molecule and the enzymes come in contact, causing a chemical reaction and producing a new, different kind of molecule. The new molecules are released into the air.

Why those changes cause people's eyes to burn:

- The new molecules contain sulfur. When the sulfur reacts with human tears, sulfuric acid is formed. It is the sulfuric acid that causes the pain.

Why the measures to prevent the eyes from burning work:

- Cutting the onion under cold water: The offending molecules react with the water before they affect your eyes. The chemical composition of the stinging molecules is changed so that it does not affect the eyes as seriously.
- Putting the onion in the freezer for a while before cutting it causes the chemical reaction to be slowed down; fewer of the stinging molecules are formed as the onion is cut.

Constructed-Response Item 10

- 10 a. Identify **three** ways the author helps the cook understand how to make George’s Fudge.
b. Explain how **each** way is helpful to the cook.
Use details from the article to support your explanation.

Scoring Guide for Constructed-Response Item 10

Score	Description
4	Response identifies three ways the author helps the cook understand how to make George’s Fudge and thoroughly explains how each way is helpful to the cook. Response includes relevant information from the article as support.
3	Response identifies two or three ways the author helps the cook understand how to make George’s Fudge and explains how each way is helpful to the cook. Response includes some information from the article.
2	Response identifies two or three ways the author helps the cook understand how to make George’s Fudge and partially explains how one or more of the ways are helpful to the cook. Response includes limited information from the passage.
1	Response is a vague or minimal statement about ways the author helps the cook to understand how to make George’s Fudge and/or how the ways are helpful to the cook.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response Item 10

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

- The author gives a list of both specific ingredients and materials in the “You need” section; this helps because the cook can get everything ready ahead of time and can check to make sure that he or she has all the needed materials and ingredients in the house.
- The author gives clear directions, numbered in order, and includes details such as how much time is needed for each step, how to tell when the mixture is ready, and what size to cut the fudge squares. This helps the cook by making sure that the cook does not have to guess or estimate about steps that will determine how well the fudge turns out.
- The cook adds helpful hints, often in parentheses, such as, “If you see brown swirls in your mixture, it is about to burn—reduce the heat.” This helps the cook to avoid making a mistake; in this case, the cook will recognize the signs that the mixture is about to burn.
- The author encourages the cook and warns him or her that stirring the mixture is hard work; this helps because the cook will know that it is fine to take a break and that patience is needed for that step.

Constructed-Response Item 19

- 19 Explain what the narrator learns about her father as she watches him land the plane. Support your explanation with specific details from the passage.

Scoring Guide for Constructed-Response Item 19

Score	Description
4	Response provides a thorough explanation of what the narrator learns about her father. Explanation includes specific, relevant details from the passage.
3	Response provides an explanation of what the narrator learns about her father. Explanation includes supporting details from the passage, but lacks specificity, relevance, and/or development.
2	Response provides a partial explanation of what the narrator learns about her father. Explanation includes limited details from the passage and/or is partially correct.
1	Response makes a vague or minimal statement of what the narrator learns about her father.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response Item 19

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

Some of the things the narrator learns about her father:

- He is very calm and in control when faced with an emergency: He becomes very alert and focused when he realizes the engine has stalled, he tells his daughter what is happening, he figures out the problem and solution, and he proceeds to search for a place to land.
- He is a very skilled pilot: He handles a difficult and dangerous situation and ends up landing safely. (The narrator notes that “nobody could figure out how we landed safely,” which shows how tricky the landing really was.)
- He has a connection to his airplane that comes from being one of the first aviators, and possesses a great love for flying that he wants to share with his children: He keeps taking his children up to try flying themselves and he feels the plane’s “every movement” as though it were part of his body.