

MEA 2007–2008

English Language Arts: Reading Grade 6

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 the 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 6 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	4	4	4	6	6	6	6	6	9	9	9	9	10	10	10	10	10
Type of Text	I	I	I	I	I	L	L	L	L	L	L	L	L	L	L	L	L	L	L
Grade Level Expectation (GLE)	D5	D5	A8	A4	A7	B8	A4	B8	A8	B8	B8	B8	B8	A4	B8	B8	B8	B8	A7
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	C	B	D	C		B	C	D	A		B	D	C	B	A	B	A	B	
% Who Chose A or Earned 1 Point	8	23	5	4	26	4	18	10	61	27	21	13	3	5	75	11	72	2	27
% Who Chose B or Earned 2 Points	7	74	9	14	46	72	22	35	25	22	73	8	15	78	8	68	5	87	46
% Who Chose C or Earned 3 Points	81	1	12	62	21	5	49	9	5	8	3	15	61	7	5	4	2	5	19
% Who Chose D or Earned 4 Points	5	2	74	20	5	19	10	46	8	2	2	64	21	10	12	17	20	4	4
Statewide Average Student Score					1.99					1.03									1.92

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 article, how are borax crystal snowflakes similar to and different from real snowflakes? Use details from the article to support your answer.

Scoring Guide for Constructed-Response Item 5

Score	Description
4	Response provides a thorough comparison and contrast of borax crystal snowflakes with real snowflakes. Response includes relevant details from the article as support.
3	Response provides a comparison and contrast of borax crystal snowflakes with real snowflakes. Response includes some details from the article as support.
2	Response provides a partial comparison and contrast of borax crystal snowflakes with real snowflakes. Response includes limited and/or partially correct information from the article.
1	Response is a vague or minimal comparison and contrast of borax crystal snowflakes with real snowflakes.
0	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 response can accept other examples the student offers that are supported by the article.

Alike:

- Both types of snowflakes are sparkly.
- Both are unique.

Different:

- Borax crystal snowflakes are man-made, whereas real snowflakes are made in nature.
- A borax crystal snowflake will last much longer than a real snowflake.
- A borax crystal snowflake is made with borax, water, pipe cleaners, and string, whereas a real snowflake is just made from water.
- A borax crystal snowflake can be made in different colors, whereas real snowflakes are usually the same color.
- A borax crystal snowflake can be hung as a decoration in a window, but a real snowflake would melt if it was in a window.

Constructed-Response Item 10

- 10 Explain why, “You Don’t Know What You’re Missing,” would make a good title for this poem. Use details from the poem to support your answer.

Scoring Guide for Constructed-Response Item 10

Score	Description
4	Response provides a thorough explanation of why “You Don’t Know What You’re Missing” would make a good title for this poem. Response includes relevant details from the poem as support.
3	Response provides an explanation of why “You Don’t Know What You’re Missing” would make a good title for this poem. Response includes some details from the poem as support.
2	Response provides a partial explanation of why “You Don’t Know What You’re Missing” would make a good title for this poem. Response includes limited and/or partially correct information from the poem.
1	Response is a vague or minimal statement of why “You Don’t Know What You’re Missing” would make a good title for this poem.
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 response can accept other examples the student offers that are supported by the poem.

The poem is about a dog’s perception of the world and how the dog enjoys the world at its level, close to the ground. The dog thinks that its owner is missing a lot by being so tall and so far away from the ground.

Some details may include:

- How can you know of the urgent grass / And the whiff of the wind that will whisper and pass
- You miss so much at your great, great height / When the ground is full of the smells of night.
- Hurry then, quickly, and slacken my lead / For the mysteries speak and the messages speed
- Lonely air, way up there, long legs

Constructed-Response Item 19

- 19 Describe how Star Boy responds when he is given his new name. Use information from the passage to support your answer.

Scoring Guide for Constructed-Response Item 19

Score	Description
4	Response provides a thorough description of how Star Boy responds when he is given his new name. Response includes relevant details from the passage as support.
3	Response provides a description of how Star Boy responds when he is given his new name. Response includes some details from the passage as support.
2	Response provides a partial description of how Star Boy responds when he is given his new name. Response includes limited and/or partially correct information from the passage.
1	Response is a vague or minimal statement of how Star Boy responds when he is given his new name.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response Item 19

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.

- Star Boy likes his new name much better than he liked “Hungry.”
- He feels like he needs to earn his name by becoming an expert on the night.
- He also likes it because it is the opposite of his sister’s name, Morning Girl.
- He feels like the name fits him.
- He knows that something important has happened.