

MEA 2007–2008

English Language Arts: Reading Grade 3

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 | 30 | 4 | 0 | 10 | 2 | 0 | 40 | 6 | 0 | 120 MIN. | 46 |

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 3 Reading Released Item Information

| Released Item Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|----------------------------------|----|-----|----|-----|-----|-----|----|-----|-----|-----|------|----|----|----|----|----|------|
| Page Number | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 6 | 10 | 10 | 10 | 10 | 10 | 11 |
| Type of Text | L | L | L | L | L | L | L | L | L | L | L | I | I | I | I | I | I |
| Grade Level Expectation (GLE) | A1 | B10 | A1 | B10 | B10 | B10 | A1 | B10 | B10 | B10 | B10 | A1 | D3 | D3 | D3 | D3 | D4 |
| Item Type | MC | MC | MC | MC | MC | MC | MC | MC | MC | MC | CR | MC | MC | MC | MC | MC | CR |
| Possible Points | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 1 | 1 | 4 |
| Answer Key | D | D | A | C | B | C | B | C | A | C | | C | A | A | B | B | |
| % Who Chose A or Earned 1 Point | 2 | 22 | 77 | 11 | 5 | 6 | 15 | 9 | 77 | 6 | 26 | 14 | 65 | 91 | 12 | 5 | 37 |
| % Who Chose B or Earned 2 Points | 21 | 5 | 3 | 8 | 78 | 19 | 72 | 4 | 4 | 6 | 50 | 6 | 23 | 3 | 49 | 77 | 49 |
| % Who Chose C or Earned 3 Points | 20 | 7 | 11 | 74 | 11 | 68 | 6 | 75 | 12 | 78 | 12 | 75 | 3 | 3 | 9 | 7 | 9 |
| % Who Chose D or Earned 4 Points | 57 | 64 | 8 | 7 | 4 | 6 | 6 | 10 | 7 | 9 | 1 | 4 | 8 | 2 | 30 | 10 | 3 |
| Statewide Average Student Score | | | | | | | | | | | 1.68 | | | | | | 1.72 |

Type of Text: I = Informational, L = Literary

Grade Level Expectation (GLE): See “State of Maine 2007 Grade Level Expectations for Grades 3–8” 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 11

- 11 Tell **two** things Tieshon will **most likely** write in his journal at the end of the story. Explain why you think Tieshon will write these things.

Scoring Guide for Constructed-Response Item 11

| Score | Description |
|-------|---|
| 4 | Response tells two relevant things Tieshon will write in his journal and thoroughly explains why he will write this thing. |
| 3 | Response tells one relevant thing Tieshon will write in his journal and thoroughly explains why he will write this thing. OR Response tells two appropriate things Tieshon will write in his journal but explanation is not fully developed or lacks some supporting details. |
| 2 | Response tells one appropriate thing Tieshon will write in his journal. Answer provides weak or no support for why this thing will happen. Response is partial and may contain some misunderstandings. |
| 1 | Response attempts to tell what Tieshon will write in his journal, but answer is minimal or shows a vague understanding of the story. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Training Notes for Constructed-Response Item 11

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

Some of the things Tieshon will write in his journal:

- Tieshon will explain why his name is terrific. The name Tieshon is very special. It uses initials of some important people in his life—his cousin, aunt, grandma, and grandpa.
- Aduke is an African name that means “very much loved.”

Constructed-Response Item 17

- 17 Do the directions make catching a ground ball seem difficult or easy? Explain your answer using details from the article.

Scoring Guide for Constructed-Response Item 17

| Score | Description |
|--------------|---|
| 4 | Response provides a thorough explanation of why catching a ground ball would be easy or difficult. Response includes details from the article. |
| 3 | Response provides an explanation of why catching a ground ball would be easy or difficult. Response may lack details from the article. |
| 2 | Response provides a partial explanation of why catching a ground ball would be easy or difficult. Response is partial and lacks details from the article. |
| 1 | Response provides only a personal opinion. OR Response is vague/minimal. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Training Notes for Constructed-Response Item 17

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

Response includes a plausible explanation using specific and relevant details from the article as support.