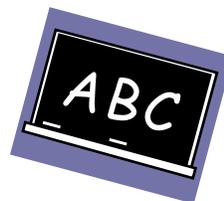


# Functional Independence

## Sample Assessment Booklet

Updated 10/21/05

# English Language Arts



**Grade 11**

## Introduction

The *Grade 11 English Language Arts Functional Independence Sample Assessment Booklet* has been developed to provide teachers, administrators, parents, students, and other interested stakeholders a sample of the content and length of the assessment. Additional *English Language Arts Functional Independence Sample Assessment Booklets* are available in grades 3, 4/5, and 6/7/8. The *Sample Assessment Booklets* can be downloaded from the MI-Access Web page at [www.mi.gov/mi-access](http://www.mi.gov/mi-access).

The *Functional Independence English Language Arts Assessment* consists of two components: Accessing Print (Word Recognition and Text Comprehension) and Expressing Ideas. The table below indicates the number of core items and possible points on the Grade 11 assessment, as well as the number of pilot items that will be embedded in the assessments for each component. A student’s overall performance score will be based only on his or her performance on the core items. Data will be collected about student performance on the embedded pilot items, but they will **not** count toward a student’s overall performance score. A portion of the core items will be released electronically each year. The embedded items will be used to replace the released items in future assessment booklets.

<b>Grade 11 Functional Independence English Language Arts Assessments</b>	<b>Number of Core Items</b>	<b>Possible Core Points</b>	<b>Number of Embedded Pilot Items</b>
<b>Accessing Print and Expressing Ideas: Core Items</b>			
Part 1: Word Recognition Items (Multiple-choice items)	20	20	4
Part 2: Text Comprehension Items (7 Multiple-choice items per passage)	21 (3 passages)	21	7 (1 passage)
Part 3: Expressing Ideas Items	1 prompt	4	1 prompt
<b>Total</b>	<b>42</b>	<b>45</b>	<b>12</b>

The *Grade 11 Functional Independence English Language Arts Sample Assessment Booklet* reflects the content and length of the operational assessments, which will be administered for the first time in fall 2005. Placeholders for embedded pilot items have been designated throughout the *Sample Assessment Booklet* (items 21-24, 46-52, and 54). Please note that the positions of the embedded pilot item placeholders have been determined solely for the ease and convenience of the users of the *Sample Assessment Booklet*. The position of embedded pilot items in the operational assessment booklets will vary from year to year.

The *Grade 11 Functional Independence English Language Arts Sample Assessment Booklet* also contains four sample student responses from the Expressing Ideas Tryout administered in spring 2004. The responses have been scored and annotated by the Michigan Department of Education and the MI-Access contractor.

**PART 1**  
**WORD RECOGNITION**

**DIRECTIONS:** Read each sentence. Then, choose the word that belongs in the sentence.

**Additional Information:**

- Please note that the *Functional Independence English Language Arts Assessments* are based on the *Extended* Grade Level Content Expectations (EGLCE) and benchmarks (EB). The EGLCE that each item in this booklet measures can be found on pages 50 and 51.
- Enlarged Print, Braille, and audio versions of the assessment are available for the *Functional Independence English Language Arts* operational assessments.
- For the Word Recognition portion of the *Functional Independence English Language Arts Assessment*, students will select a word that correctly completes a sentence. They will have three words from which to choose. Assessment administrators may read the item stem aloud to students, but they may NOT read the three answer choices aloud.

- 1 Ted \_\_\_\_\_ the house through the front door.
- A enters
  - B inside
  - C paints
- 2 The ball is \_\_\_\_\_. Bob ran over it with his car.
- A flat
  - B red
  - C large
- 3 Vic's doctor tells him to eat \_\_\_\_\_ snacks. This will help Vic stay well.
- A hospital
  - B heavy
  - C healthy

- 4 Pam is at the library. She asks a man at the \_\_\_\_\_ desk how to check out a book.
- A pages
  - B information
  - C card
- 5 Lisa gives an apple to \_\_\_\_\_ of her friends. Now they all have apples.
- A fruit
  - B each
  - C girls
- 6 Monica buys \_\_\_\_\_ at the store. She chooses carrots and potatoes.
- A clothes
  - B drinks
  - C vegetables

- 7 Kevin decides what to wear to school. He picks out a shirt and a pair of \_\_\_\_\_.
- A pants
  - B walks
  - C books
- 8 The soup did not taste good. It had too much \_\_\_\_\_.
- A lunch
  - B spoon
  - C salt
- 9 To make sure your milk is fresh, check the \_\_\_\_\_ before you buy it.
- A date
  - B price
  - C place

10 We cannot go to the park today. The weather is \_\_\_\_\_ and cold.

A green

B slow

C stormy

11 Thomas drives on the \_\_\_\_\_ to visit his uncle in another state.

A country

B highway

C family

12 Nan broke her glasses. She is glad she has an \_\_\_\_\_ pair.

A over

B inside

C extra

13 Martin starts to make dinner. The first thing he does is turn on the \_\_\_\_\_ .

- A table
- B plates
- C oven

14 Mary uses her \_\_\_\_\_ to find out how long a piece of paper is.

- A ruler
- B pencil
- C eraser

15 The bookstore is open from 10:00 in the morning \_\_\_\_\_ 10:00 at night.

- A before
- B over
- C until

- 16** Mark visited the city last year and again this year. He has been to the city \_\_\_\_\_.
- A** travels
  - B** twice
  - C** streets
- 17** Tim does not know where a new store is. He looks up the store's \_\_\_\_\_ in the phone book.
- A** address
  - B** workers
  - C** sales
- 18** Dan could not finish the \_\_\_\_\_ because it was missing some pieces.
- A** stove
  - B** puzzle
  - C** sleep

19 Sam sends a \_\_\_\_\_ to Wendy on her birthday.

A sister

B mail

C gift

20 The \_\_\_\_\_ of September always has thirty days.

A month

B year

C time

21 EMBEDDED PLACEHOLDER

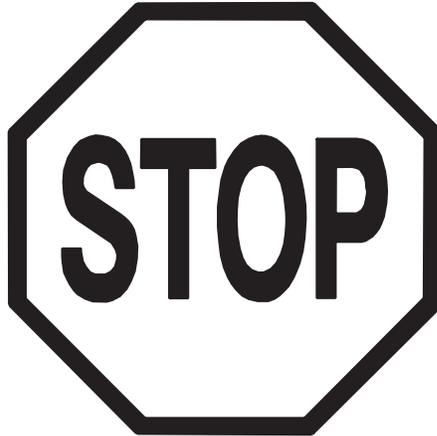
A

B

C

**22** EMBEDDED PLACEHOLDER**A****B****C****23** EMBEDDED PLACEHOLDER**A****B****C****24** EMBEDDED PLACEHOLDER**A****B****C****Do Not Continue.**





**Do not continue until instructed to do so.**



**PART 2**  
**TEXT COMPREHENSION**

**DIRECTIONS:** Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

**Additional Information:**

Please note that the *Functional Independence English Language Arts Assessments* are based on the *Extended Grade Level Content Expectations (EGLCE)* and benchmarks (EB). The EGLCE that each item in this booklet measures can be found on pages 50 and 51.

Enlarged Print, Braille, and audio versions of the assessment are available for the *Functional Independence English Language Arts* operational assessments.

For the Text Comprehension portion of the *Functional Independence English Language Arts Assessment*, students will read or listen to three types of passages (narrative, informational, and functional), and then answer seven multiple-choice questions that follow each passage. The passages and items may be read aloud to a student if the Individualized Education Program Team determines this is an appropriate assessment accommodation. Since a student may access print in the manner typically practiced during classroom instruction, and/or as specified in the student's Individualized Education Program, a reader is considered a standard assessment accommodation.

Each passage consists of content, vocabulary, and language structures that are appropriate for the age and interest levels of the students. The readability of all passages has been determined by the professional judgment of the item writers, content editors, and item review committees composed of Michigan educators. In addition, the *Degrees of Reading Power®* (DRP®) software has been used to analyze the difficulty levels of all passages.

**Passage 1****Registering a Car**

Angela just bought her first car a few days ago. She received an important form in the mail that says she must register the car. This means she has to give the state some information about herself and the car. Angela also has to pay the state a certain amount of money based on the year her car was made. Angela reads the form carefully.

## Registration Form

Use this form to register a car. If you need to register a truck, please use form 28-T.

### How to Register:

Fill out this form. Please print neatly. Then, mail the bottom part to the state office. Do not forget to send a check for the correct amount.

### How Much to Pay:

<u>Year of car</u>	<u>Amount to pay</u>
1995-1999	\$125.00
2000-2005	\$150.00

### Notes and Information

If you have questions, please call the state office at (555) 555-9901. Your payment must be received by 2/28/2005. If your payment is not received on time, the state will charge a late fee of \$10.00.

↑ Keep the top part of this form. ↑

↓ Mail the bottom part of this form to the state office. ↓

### Owner Information

Name: Angela Moore

Age: 18 years old

Home Telephone: (555) 555-1020

Work Phone Number: (555) 555-2812

### Car Information

What kind of car do you own? Ford

What year was your car made? 1995

What color is your car? blue

When did you buy your car? 2/1/05

### Please read the statement below and sign your name.

I promise that all the information above is true and correct.

Angela Moore                      2/1/05  
 (your name)                              (today's date)

- 25 What does the word register mean in this passage?
- A to buy a car for the first time
  - B to give information about a car
  - C to find a deal on a new car
- 26 What is the **first** thing Angela must do to register her car?
- A fill out the form
  - B mail a check
  - C call the state office
- 27 According to this passage, what number would you call if you had a question about filling out this form?
- A (555) 555-1020
  - B (555) 555-9901
  - C (555) 555-2812

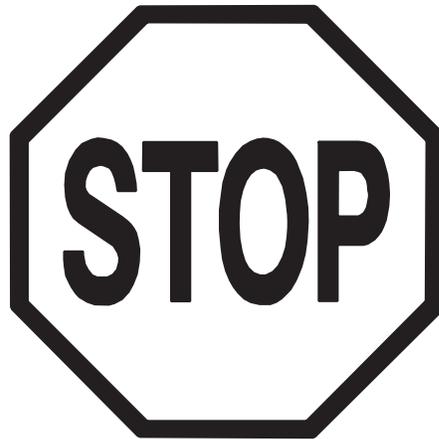
- 28 According to this passage, what will happen if Angela does not send in her payment on time?
- A She will have to pay a late fee.
  - B She will have to sell her car.
  - C She will have to fill out another form.
- 29 What part of the registration form should Angela mail to the state office?
- A both parts of the form
  - B the top part of the form
  - C the bottom part of the form
- 30 What part of the registration form is Angela's phone number?
- A **Owner Information**
  - B **Car Information**
  - C **Notes and Information**

**31** When did Angela sign her name on the form?

- A** 2/1/05
- B** 2/7/05
- C** 2/28/05



**Do Not Continue.**



**Do not continue until instructed to do so.**

**Passage 2****Museums**

Have you ever been to a museum before? It's an amazing place. Museums collect things that you probably couldn't see anywhere else. Some museums collect bones of ancient animals. Other museums have beautiful paintings and other pieces of art to look at. Here are some of the most common kinds of museums.

**History Museums**

At history museums you can learn about how people lived long ago. Some history museums show the tools people used or the clothes they wore hundreds of years ago. You can also find out about important events from the past. You might see papers, like the Declaration of Independence. You might also see old photographs and books.

**Natural History Museums**

Natural history museums are different from other history museums. Here you can learn about the world outdoors. You will see different plants and trees. There could be bones of tiny animals or huge dinosaurs that lived thousands of years ago. There might be living animals there, too. You are sure to find something interesting.

**Art Museums**

An art museum has paintings, statues, photography, and more. You might see a statue made in another country 1,000 years ago. Or you might see a painting recently made by someone in your community. At some art museums, you can even watch artists while they are making art. Many museums give classes where you can learn to make art yourself.

There are many more kinds of museums. There are car museums. There are music museums. There is even a museum all about bottles! Museums will surprise you and make you think. Best of all, they make it fun to learn.

- 32 The author of this passage **probably** wants to make people interested in
- A clothes.
  - B trees.
  - C museums.
- 33 According to this passage, in which museum could you **most likely** see a letter written by a famous American?
- A the Museum of American History
  - B the American Natural History Museum
  - C the Museum of Art in America
- 34 In this passage, what is another word for natural?
- A outdoors
  - B interesting
  - C huge

- 35 A scientist who studies flowers would **most likely** work in
- A a history museum.
  - B a natural history museum.
  - C an art museum.
- 36 The author of this passage would **most likely** agree that
- A history museums are the most interesting.
  - B people like art museums the best.
  - C museums make learning fun.
- 37 What is the **best** way to find a museum near you?
- A find an article about museums in an encyclopedia
  - B read a book called *The World's Largest Museum*
  - C look up “museums” in a telephone book

- 38** Jane wants to learn what the people in her town were like 100 years ago. What kind of museum should she look for?
- A** a history museum
  - B** a natural history museum
  - C** an art museum



**Do Not Continue.**





**Do not continue until instructed to do so.**

**Passage 3****Doing What You Love**

It was almost the end of the school year. Ali was looking for a summer job. He wanted to be able to buy himself some new clothes, some new CD's, and a DVD player. He also knew that a summer job would help him learn to be a grown-up.

But Ali wasn't sure what kind of job he wanted to do. This made looking for a job difficult. So Ali asked his father for help. Ali's father told him to think about what he liked to do the most and write it down. Making a list might help Ali figure out what type of job to look for.

Ali wrote a list of the things that he liked to do. Near the top of Ali's list were "Playing with Jo-Jo, my younger brother" and "Reading to the first-graders at school."

Ali showed the list to his father. Ali's father read it carefully and thought a minute. Then he said, "Maybe, Ali, you would like to work with young children."

Ali had not thought of this idea before, but he liked it very much. It seemed like a perfect idea to him.

"Thanks, Dad!" Ali said to his father. Now Ali felt better about his job search.

Ali looked in the paper for help-wanted ads. He found many ads for jobs with young children. One ad looked very good. It was for a job as a teacher's helper. The job was at a day-care center. The ad said, "No experience necessary. We will train. Must love children."

Ali carefully tore out the ad. He showed it to his father. His father said, "This job looks great for you!"

Ali's father helped him write the employer a letter. They both thought that Ali had a good chance to get the job.

- 39** When does this story **most likely** take place?
- A** at the end of summer
  - B** at the beginning of summer
  - C** in the middle of summer
- 40** What was Ali's problem at the beginning of this story?
- A** He did not like the job that he had.
  - B** He did not want to get a job.
  - C** He did not know what kind of job to look for.
- 41** Ali feels better about his job search when he
- A** thinks about what he will buy when he has a job.
  - B** knows what kind of job he wants to look for.
  - C** decides that he wants to get a summer job.

- 42** Ali decides to get a job
- A** working with children.
  - B** helping his father.
  - C** selling CD's and DVD's.
- 43** What does the word employer mean in this story?
- A** a person who hires people for a job
  - B** a person who works for a newspaper
  - C** a person who looks for a job
- 44** Which of these does Ali do **last**?
- A** He makes a list.
  - B** He reads job ads.
  - C** He writes a letter.

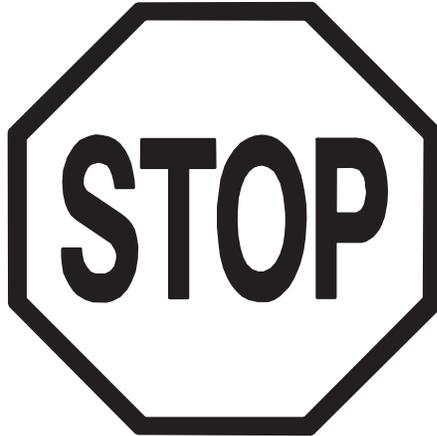
45 Which word **best** describes Ali's father in this story?

- A helpful
- B interesting
- C funny



**Do Not Continue.**





**Do not continue until instructed to do so.**

**Passage 4**

EMBEDDED PLACEHOLDER

**46** EMBEDDED PLACEHOLDER

**A**

**B**

**C**

**47** EMBEDDED PLACEHOLDER

**A**

**B**

**C**

**48** EMBEDDED PLACEHOLDER

**A**

**B**

**C**

**49** EMBEDDED PLACEHOLDER

**A**

**B**

**C**

**50** EMBEDDED PLACEHOLDER

**A**

**B**

**C**

**51** EMBEDDED PLACEHOLDER

**A**

**B**

**C**

**52** EMBEDDED PLACEHOLDER

**A**

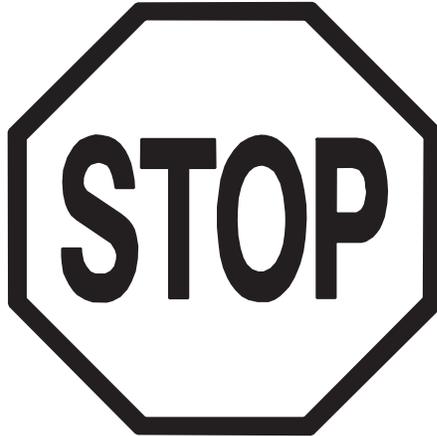
**B**

**C**



**Do Not Continue.**





**Do not continue until instructed to do so.**



## PART 3 EXPRESSING IDEAS

**DIRECTIONS:** Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

### **Additional Information:**

Please note that the *Functional Independence English Language Arts Assessments* are based on the *Extended Grade Level Content Expectations (EGLCE)* and benchmarks (EB). The EB that each item in this booklet measures can be found on pages 50 and 51.

Enlarged Print, Braille, and audio versions of the assessment are available for the *Functional Independence English Language Arts* operational assessments.

For the Expressing Ideas portion of the *Functional Independence English Language Arts Assessment*, students are asked to respond to a prompt by “expressing ideas” related to a practical, real-world situation. The prompts have been developed to accommodate various response modes, which means that students may write, dictate, draw, or use a combination of the three modes, to express their ideas. Student responses will be evaluated holistically according to a four-point rubric that measures topic focus, organization, and use of language and visual conventions. The scoring rubric is shown on page 45, and is followed by four scored and annotated sample student responses.

- 53 Prompt:** Your science teacher wants to take your class on a field trip. Your teacher asks the class for ideas about places to visit. Tell which place you would like to visit for the field trip. Give three reasons for your answer.

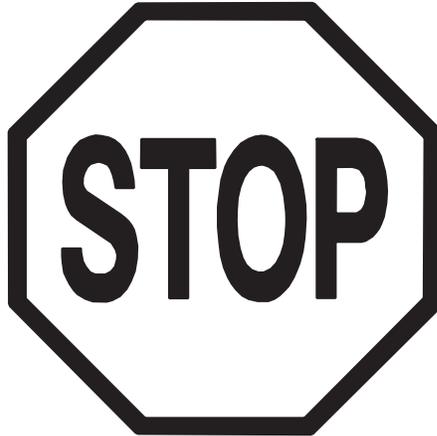
**CHECKLIST**

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- \_\_\_\_\_ Did I answer each part of the prompt?
- \_\_\_\_\_ Did I support my ideas with details?
- \_\_\_\_\_ Did I organize my ideas and details clearly?
- \_\_\_\_\_ Did I review my response one more time to make sure it is just the way I want it?
- \_\_\_\_\_ Did I put my response on the student answer document?



**Do Not Continue.**



**Do not continue until instructed to do so.**

**54 Prompt: EMBEDDED PLACEHOLDER****CHECKLIST**

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- \_\_\_\_\_ Did I answer each part of the prompt?
- \_\_\_\_\_ Did I support my ideas with details?
- \_\_\_\_\_ Did I organize my ideas and details clearly?
- \_\_\_\_\_ Did I review my response one more time to make sure it is just the way I want it?
- \_\_\_\_\_ Did I put my response on the student answer document?



**Do Not Continue.**

## Scoring Rubric – Grades 3-8 and 11

	<b>Writing</b>	<b>Drawing</b>
<b>4</b>	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student’s prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student’s prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
<b>3</b>	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
<b>2</b>	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
<b>1</b>	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

**Not ratable if:**

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

**SAMPLE STUDENT RESPONSE****OPTION 2****Prompt:**

Your science teacher wants to take your class on a field trip. Your teacher asks the class for ideas about places to visit. Tell which place you would like to visit for the field trip. Give three reasons for your answer.

I think that are Class should  
visit the ocean. we could learn  
about fish and other sea things. we  
could get out of the class room.  
we could also get a better idea  
on them and how they  
live. I think that it  
would be fun!

**Score Point 4**

This is a score point 4 response. The student's writing focuses on the prompt topic in a logical and organized manner, and gives three clear reasons why he or she would like to visit an aquarium. The response provides appropriate details and examples that reflect prior knowledge and experience, and it demonstrates control of language conventions. The student even writes a concluding sentence that neatly wraps up his or her thoughts about the topic.

**SAMPLE STUDENT RESPONSE****OPTION 2****Prompt:**

Your science teacher wants to take your class on a field trip. Your teacher asks the class for ideas about places to visit. Tell which place you would like to visit for the field trip. Give three reasons for your answer.

HISTORY MUSEUMS,

1. To Learn how people lived long ago

2. To see or learn what clothes they wore,

3. To see what kind of food they eat,

**Score Point 3**

This is a score point 3 response. The student's writing focuses on the prompt topic and gives three well organized and enumerated reasons why he or she would like to visit a history museum. The student's writing demonstrates excellent control of punctuation and language conventions. The details included in the response are limited and would need to be fleshed out in order for this text to attain a higher score point.

**SAMPLE STUDENT RESPONSE****OPTION 2****Prompt:**

Your science teacher wants to take your class on a field trip. Your teacher asks the class for ideas about places to visit. Tell which place you would like to visit for the field trip. Give three reasons for your answer.

history museum

I think I will be fun

IT IS COOL LOOKING

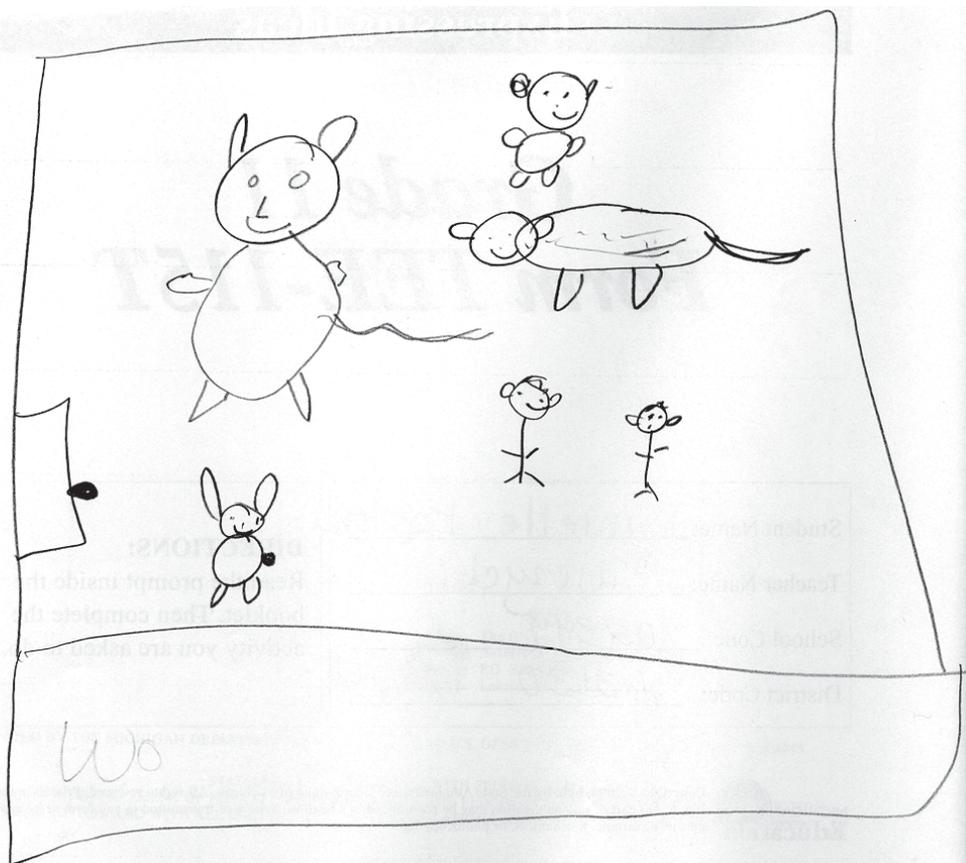
I WILL LIKE TO GO

**Score Point 2**

This is a score point 2 response. The student's writing focuses on the prompt topic, but it only gives two vague reasons why he or she would like to visit a history museum (*will be fun, is cool looking*). The last line of text the student writes is not a reason that explains his or her desire to visit a history museum, but rather is a *repetition* of the prompt itself. To attain a higher score point, the writing would have to include clearer, more descriptive details and a unique third reason to support the student's response.

**SAMPLE STUDENT RESPONSE****OPTION 2****Prompt:**

Your science teacher wants to take your class on a field trip. Your teacher asks the class for ideas about places to visit. Tell which place you would like to visit for the field trip. Give three reasons for your answer.

**Score Point 1**

This is a score point 1 response. The student's drawing is presented in a simple and organized manner and appears to address the prompt topic, but it contains insufficient visual details. The viewer must *infer* that the drawing depicts a zoo or petting farm that the student would like to visit for a field trip. Furthermore, there is no written or transcribed oral explanation that would tell the viewer why the student would like to visit this place. Further development of the prompt topic, either through additional detailed drawings or written/transcribed oral explanations, would be required for the response to attain a higher score point.

The *Grade 11 English Language Arts Functional Independence Sample Assessment Booklet* reflects items that may be eligible for inclusion on Grade 11 assessment. Below is a list of the Extended Benchmarks (EB) that each item in this sample booklet measures.

The references to EB contained in this document can be found in the *Extended Benchmarks*, which are available for review and download at [www.mi.gov/mi-access](http://www.mi.gov/mi-access).

<b>WORD RECOGNITION</b>	
<b>Item Number</b>	<b>Extended Benchmark</b>
1-20	WS.11.EB.03
21-24	Embedded Item Placeholder

<b>TEXT COMPREHENSION Passage 1: Functional Text</b>	
<b>Item Number</b>	<b>Extended Benchmark</b>
25	WS.11.EB07
26	CM.11.EB02
27	CM.11.EB02
28	CM.11.EB02
29	CM.11.EB02
30	IT.11.EB02
31	CM.11.EB02

<b>TEXT COMPREHENSION Passage 2: Informational Text</b>	
<b>Item Number</b>	<b>Extended Benchmark</b>
32	IT.11.EB03
33	CM.11.EB01
34	WS.11.EB07
35	CM.11.EB01
36	CM.11.EB01
37	IT.11.EB01
38	CM.11.EB01

<b>TEXT COMPREHENSION Passage 3: Narrative Text</b>	
<b>Item Number</b>	<b>Extended Benchmark</b>
39	NT.11.EB03
40	NT.11.EB03
41	CM.11.EB02
42	CM.11.EB02
43	WS.11.EB07
44	NT.11.EB03
45	NT.11.EB03

<b>TEXT COMPREHENSION</b> <b>Passage 4: Embedded Placeholder</b>
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<b>Item Number</b>
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46-52 Embedded Item Placeholders
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<b>EXPRESSING IDEAS</b>	
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<b>Item Number</b>	<b>Extended</b>
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<b>Benchmark</b>
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53	W.GN.11.EB01
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The Office of Educational  
Assessment and Accountability  
P.O. Box 30008  
Lansing, Michigan 48909

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**STATEMENT OF COMPLIANCE WITH FEDERAL LAW**

THE MICHIGAN DEPARTMENT OF EDUCATION COMPLIES WITH ALL FEDERAL LAWS AND REGULATIONS PROHIBITING DISCRIMINATION, AND WITH ALL REQUIREMENTS AND REGULATIONS OF THE U.S. DEPARTMENT OF EDUCATION.

**2003-2004 STATE BOARD OF EDUCATION STRATEGIC GOAL**

ATTAIN SUBSTANTIAL AND MEANINGFUL IMPROVEMENT IN ACADEMIC ACHIEVEMENT FOR ALL STUDENTS/CHILDREN WITH PRIMARY EMPHASIS ON HIGH PRIORITY SCHOOLS AND STUDENTS.

Revised October 23, 2003