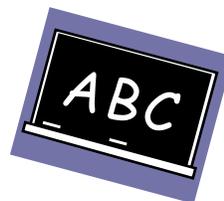


# Functional Independence

## Sample Assessment Booklet

Updated 10/21/05

## English Language Arts



**Grades** 6/7/8

## Introduction

The *Grades 6/7/8 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 for English language arts in grades 3, 4/5, and 11. 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 Grades 6/7/8 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 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>Grades 6, 7, and 8 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 *Grades 6/7/8 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 *Grades 6/7/8 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 Lee was born in 1990. His date of \_\_\_\_\_ is November 29.

- A birth
- B first
- C home

2 When you see the word \_\_\_\_\_, you should be very careful.

- A *pull*
- B *warning*
- C *welcome*

3 Bess has three children. She has one son and two \_\_\_\_\_.

- A fathers
- B daughters
- C mothers

4 Rob had to go to summer school during \_\_\_\_\_ and July.

- A February
- B December
- C June

5 Sherry sets the dinner table with \_\_\_\_\_ and spoons.

- A forks
- B cooks
- C soaps

6 The woman is a \_\_\_\_\_. She saved the baby from the fire.

- A hose
- B horse
- C hero

7 Carol has grown a lot this year. Her shoe \_\_\_\_\_ has changed three times.

A sock

B size

C box

8 During the winter, the weather in the \_\_\_\_\_ gets very cold.

A North

B August

C Monday

9 The class has a science \_\_\_\_\_ tomorrow. The students must study hard to pass it.

A path

B game

C test

- 10** Marta will go to the dentist. She needs to get her \_\_\_\_\_ cleaned.
- A** hands
  - B** teeth
  - C** room
- 11** The weather today is \_\_\_\_\_ and rainy. It is not a good day to go to the beach.
- A** summer
  - B** east
  - C** cold
- 12** Mary has to fill out a form for school. She must use a pencil or a \_\_\_\_\_.
- A** pen
  - B** eye
  - C** name

**13** Mark wants to play a sport this year. He plans to join the baseball \_\_\_\_\_.

- A** trap
- B** hat
- C** team

**14** After he goes running, Terry \_\_\_\_\_ a big glass of water.

- A** drinks
- B** jumps
- C** cooks

**15** My little brother's \_\_\_\_\_ food is bread with jelly.

- A** shoe
- B** favorite
- C** four

16 Mary and Dad want to go out to eat. They go to a \_\_\_\_\_ to have dinner.

A restaurant

B kitchen

C table

17 Cari goes to the doctor for a check-up. The doctor says Cari \_\_\_\_\_ 90 pounds.

A weighs

B hears

C tests

18 You should use \_\_\_\_\_ and warm water when you wash your hands.

A dirt

B soap

C toothpaste

19 My mother likes to eat vegetables and \_\_\_\_\_.

A rice

B spoon

C plate

20 Tom does not like to ride in airplanes. He prefers to \_\_\_\_\_ his car instead.

A buy

B see

C drive

21 EMBEDDED PLACEHOLDER

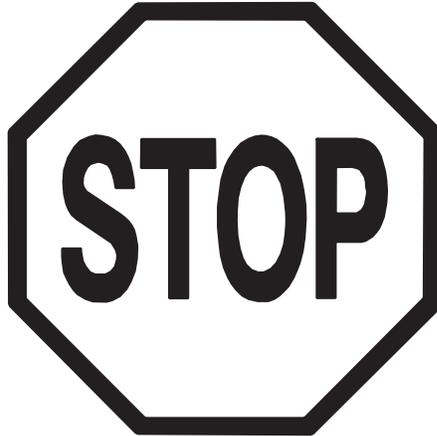
A

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 will be 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****A New School**

Jay was getting ready for his first day of classes at Twin Oaks Middle School.

Jay told his mother, “I know what to do first when I get to school. I go to Mr. Lee’s class for homeroom, but what do I do after that? How will I know where to go?”

His mother smiled and said, “There will be a schedule. A schedule is a kind of plan that shows the time and place of each of your classes.”

“But I don’t have a schedule,” said Jay.

“Don’t worry, Jay. Mr. Lee will give it to you. You’ll be fine,” said his mother.

Jay said good-bye to his mother and left for school. He made sure that he got to school a few minutes early, because he did not want to be late for his first day at a new school. Jay was nervous as he walked into the classroom. Many other students were already there. His teacher greeted him warmly.

Jay said, “Hello. It’s nice to meet you. Where do I get my schedule?”

“I have your schedule right here,” said Mr. Lee, handing Jay a piece of paper.

Jay smiled. His mother had been right.

Here is Jay’s schedule.

# Class Schedule

NAME: Jay Romero  
STUDENT ID: 44390  
SCHOOL: Twin Oaks Middle School  
GRADE: 7

Time	Class	Classroom
8:00-8:30	Homeroom	Room 120
8:30-10:00	Reading	Room 108
10:00-11:30	Math	Room 112
11:30-12:00	Lunch	Cafeteria
12:00-1:00	Science	Room 103
1:00-2:00	Gym	Gym
2:00-3:00	Art or Music	Room 115

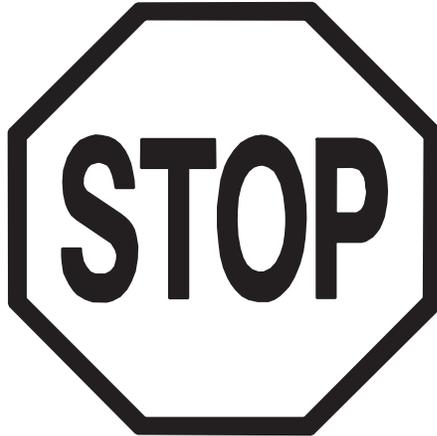
- 25** The author **probably** wrote this story to
- A** tell about Jay’s new school and schedule.
  - B** tell about Jay’s favorite class.
  - C** tell about Jay’s teacher and classmates.
- 26** Jay got to school early because he
- A** wanted to turn in homework.
  - B** did not want to be late.
  - C** wanted to talk to his friends.
- 27** In this story, what does the word greeted mean?
- A** said hello
  - B** spoke loudly
  - C** walked forward

- 28** What is the class schedule in this story **mostly** about?
- A** when and where Jay's classes are
  - B** what students are in Jay's classes
  - C** how much homework Jay gets in each class
- 29** According to the class schedule, where did Jay go **first**?
- A** to room 112
  - B** to the cafeteria
  - C** to homeroom
- 30** According to the class schedule, what did Jay do at 10:00?
- A** He went to reading class.
  - B** He went to math class.
  - C** He went to gym class.

- 31 Look at the class schedule. What will Jay **probably** do from 1:00 to 2:00?
- A read books
  - B play sports
  - C study for tests



**Do Not Continue.**



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

**Passage 2****A Butterfly Patch**

Meg and Trina have been friends since second grade. Now they go to the same middle school. One day, Trina saw Meg wearing a red scarf over her blue jacket.

“Why are you wearing a scarf?” Trina asked. “It’s not that cold.”

“The collar of my jacket has a rip in it. The scarf covers up the rip,” Meg told Trina. “I want to fix it, but I am not sure how to do it.”

Meg took off the scarf. Trina looked at the rip in the jacket’s collar. Trina said, “Maybe you could sew it back together. You could use the same color of thread as the jacket.”

Meg had learned how to sew a simple skirt in her Skills for Living class at school. She thought, “Mr. Davis taught our class to sew clothes. Maybe he could show me how to fix this rip.” After class, Meg asked Mr. Davis if he could help her fix her jacket.

“It’s a pretty bad rip,” said Mr. Davis. “You could try to sew it, but it might not look too good.” He showed Meg the best way to try to sew the rip.

After school, Meg’s mom drove her to the store that sold fabric and thread. Meg held colors of thread up to her jacket until she found the best match. They bought the thread and took it home. That night, Meg tried to repair the rip in her jacket. However, when she was done, she still could see the rip. And she could see all the threads, too. The jacket looked worse than ever! Meg’s mom said, “I have an idea!”

The next week, Trina saw Meg wearing the same jacket. Meg had ironed a butterfly patch over the rip in the collar.

“That looks good, Meg,” said Trina. “I like butterflies.”



- 32** What is this story **mostly** about?
- A** a girl who meets a new friend
  - B** a teacher who helps a girl
  - C** a girl who fixes her ripped jacket
- 33** When did Meg and Trina become friends?
- A** in Skills for Living class
  - B** in high school
  - C** in second grade
- 34** At the **beginning** of this story, why does Meg wear a scarf?
- A** She is trying to keep warm.
  - B** She wants to cover up a rip in her jacket.
  - C** She made it in Skills for Living class.

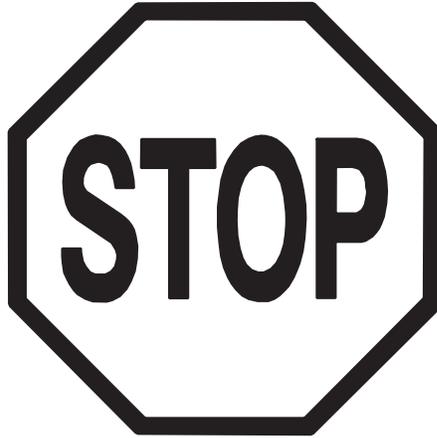
- 35** Where did Meg learn to sew?
- A** in Skills for Living class
  - B** at the fabric store
  - C** at Trina's house
- 36** Who is Mr. Davis?
- A** the Skills for Living teacher
  - B** Meg and Trina's friend
  - C** a salesperson at the fabric store
- 37** Which **best** describes the patch on Meg's jacket?
- A** It is red and blue.
  - B** It looks like a butterfly.
  - C** It has a rip.

**38** Why does Trina say, “I like butterflies” at the end of this story?

- A** She wants to show she is not scared of insects.
- B** She thinks the patch is very pretty.
- C** She wants to talk about something else.



**Do Not Continue.**



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

**Passage 3**

**Clean Hands**

Do adults always remind you to wash your hands? Do you know why they do that?

Washing your hands is the easiest and best way to keep yourself from getting a cold or an infection. Germs get on your hands all day long. If you touch your nose, mouth, or an open cut with your unwashed hands, these germs can get into your body and make you sick.



Be sure to wash your hands correctly. Follow these rules and help keep yourself healthy.

Wash your hands **before** you

- prepare or eat food
- treat a cut or wound
- take care of a sick person

Wash your hands **after** you

- go to the bathroom
- handle uncooked meat like hamburger or chicken
- handle garbage
- touch an animal
- take care of a sick person
- blow your nose, cough, or sneeze

How should you wash your hands?

- First, run warm water over your hands.
- Next, put some soap on your hands.
- Then, wash the front and back of your hands, your wrists, and under your fingernails.
- Finally, dry your hands with a clean towel.

So, remember to wash your hands often and to do it the right way.

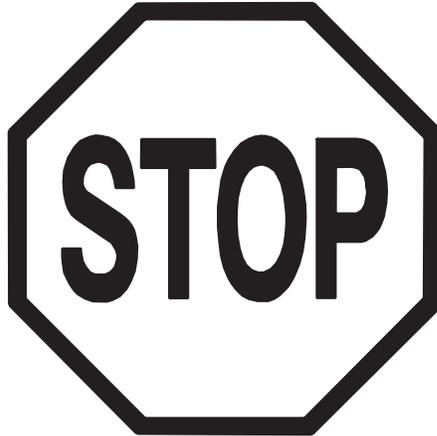
- 39 What is the **main** idea of this passage?
- A It is important to keep your hands clean.
  - B Germs can get into your body and make you sick.
  - C Always wash your hands before touching garbage.
- 40 In this passage, what does the word infection mean?
- A a kind of sickness
  - B a kind of hand soap
  - C a place to wash your hands
- 41 In this passage, why should you wash your hands **before** you eat?
- A to help make the food taste better
  - B to look clean when you are at the table
  - C to keep germs out of your mouth

- 42 The passage says you should wash your hands
- A before you touch an animal.
  - B after you go to the bathroom.
  - C before you handle garbage.
- 43 In this passage, why should you wash your hands **after** you blow your nose?
- A to get germs off your hands
  - B to get germs out of the air
  - C to feel better
- 44 In this passage, what should you do **first** when washing your hands?
- A wash under your fingernails
  - B dry your hands with a towel
  - C run warm water on your hands

- 45** According to this passage, what is the **last** thing you should do when you wash your hands?
- A** put soap on your hands
  - B** wash under your fingernails
  - C** dry your hands with a towel



**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**

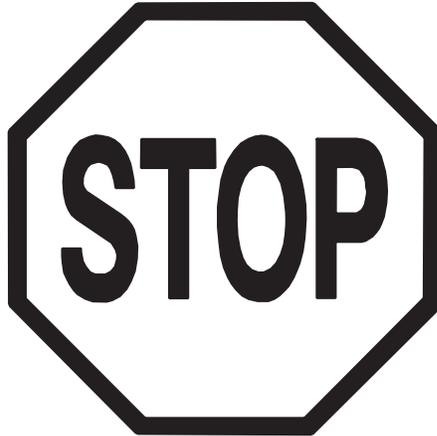
**B**

**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 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 will be 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:** Describe your favorite meal. Then, tell why you like it.

**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:**

Describe your favorite meal. Then, tell why you like it.

My favorite meal is Burgrking  
I like Big kids meal.  
IT have 8 chicken and french  
fries and coke.  
IT dose NOT have TOYS.  
IT fun to go Burgrking with  
family.

**Score Point 4**

This is a score point 4 response. The student's response focuses on the prompt topic, is well organized, and demonstrates adequate control of language conventions. The details and examples provided in the writing are vivid and reflect the student's prior knowledge and experience. The student's response goes beyond a basic description of a meal from Burger King to include specific details, such as *Big Kids Meal, 8 chicken, french fries and a coke*, and further explains that the Big Kids Meal *does not have toys*. The student concludes that the experience of going to this fast food restaurant with his or her family is fun, which is a solid reason for liking the meal.

## SAMPLE STUDENT RESPONSE

## OPTION 2

## Prompt:

Describe your favorite meal. Then, tell why you like it.

I like chetnags and  
green beers. is good  
and deelegus.

Macaronese and  
hot dogs. because  
it is so good because  
my Dad put something  
in it what makes it so  
good.

## Score Point 3

This is a score point 3 response. The student's response is organized and focuses on the prompt topic with sufficient details and examples that reflect prior knowledge and experience. The response describes why the student likes various kinds of foods and uses appropriate details, such as *delicious*, *good*, and *good because my dad puts something in it that makes it so good*. The errors in spelling, punctuation, capitalization, and sentence structure are mostly minor and do not greatly interfere with the reader's understanding of the text.

**SAMPLE STUDENT RESPONSE**

**OPTION 2**

**Prompt:**

Describe your favorite meal. Then, tell why you like it.

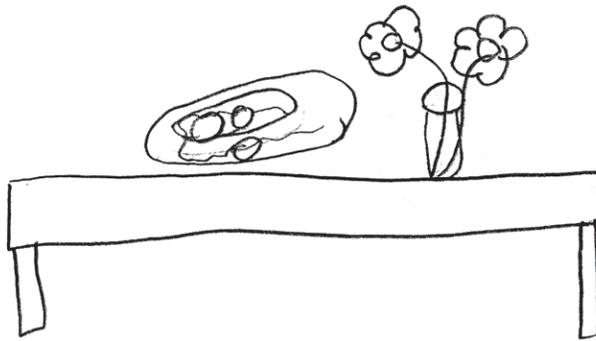
My faviote meal is spagetti I like  
it because taste good.

**Score Point 2**

This is a score point 2 response. The student’s written response focuses on the prompt topic and demonstrates some control of language conventions, yet it gives no description of the meal and one limited reason why he or she likes it. Additional details about the meal and an elaborated explanation about why the meal is the student’s favorite would be required to attain a higher score point.

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

Describe your favorite meal. Then, tell why you like it.

**Score Point 1**

This is a score point 1 response. The student's drawing shows evidence of an attempt to respond to the prompt. The picture depicts a table with some flowers on it, but the reader must infer that the other object on the table is perhaps a plate of food. No further details are provided in the response to help develop the prompt topic. Additional drawings or written/transcribed oral explanations that tell about a favorite meal would be needed to attain a higher score point.

The *Grade 6/7/8 English Language Arts Functional Independence Sample Assessment Booklet* reflects items that may be eligible for inclusion on either the Grade 6, 7, or 8 assessment. Below is a list of the Extended Grade Level Content Expectations (EGLCE) that each item in this sample booklet measures.

Because the assessment will be administered during the *fall* of the school year, only content from the *previous* grade level will be measured on the assessment. Therefore, items that are eligible for the Grade 6 assessment will measure the Grade 5 EGLCE, items eligible for the Grade 7 assessment will measure Grade 6 EGLCE, and items eligible for the Grade 8 assessment will measure the Grade 7 EGLCE.

The references to EGLCE contained in this document can be found in the *Extended Grade Level Content Expectations*, 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>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
1-20	WS.05.EG03	WS.06.EG03	WS.07.EG03
21-24	Embedded Item Placeholders	Embedded Item Placeholders	Embedded Item Placeholders

<b>TEXT COMPREHENSION</b>			
<b>Passage 1: Functional Text</b>			
<b>Item Number</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
25	NT.05.EG04	NT.06.EG04	NT.07.EG04
26	CM.05.EG02	CM.06.EG02	CM.07.EG02
27	WS.05.EG07	WS.06.EG07	WS.07.EG07
28	CM.05.EG02	CM.06.EG02	CM.07.EG02
29	IT.05.EG02	IT.06.EG02	IT.07.EG02
30	CM.05.EG02	CM.06.EG02	CM.07.EG02
31	CM.05.EG01	CM.06.EG01	CM.07.EG01

<b>TEXT COMPREHENSION</b>			
<b>Passage 2: Narrative Text</b>			
<b>Item Number</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
32	CM.05.EG02	CM.06.EG02	CM.07.EG02
33	CM.05.EG02	CM.06.EG02	CM.07.EG02
34	CM.05.EG02	CM.06.EG02	CM.07.EG02
35	CM.05.EG02	CM.06.EG02	CM.07.EG02
36	CM.05.EG02	CM.06.EG02	CM.07.EG02
37	CM.05.EG02	CM.06.EG02	CM.07.EG02
38	CM.05.EG01	CM.06.EG01	CM.07.EG01

<b>TEXT COMPREHENSION</b>			
<b>Passage 3: Informational Text</b>			
<b>Item Number</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
39	CM.05.EG02	CM.06.EG02	CM.07.EG02
40	WS.05.EG07	WS.06.EG07	WS.07.EG07
41	CM.05.EG02	CM.06.EG02	CM.07.EG02
42	CM.05.EG02	CM.06.EG02	CM.07.EG02
43	CM.05.EG02	CM.06.EG02	CM.07.EG02
44	IT.05.EG02	IT.06.EG02	IT.07.EG02
45	IT.05.EG02	IT.06.EG02	IT.07.EG02

<b>TEXT COMPREHENSION</b>	
<b>Passage 4: Embedded Placeholder</b>	
<b>Item Number</b>	
46-52 Embedded Item Placeholders	

<b>EXPRESSING IDEAS</b>			
<b>Item Number</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
53	GN.05.EG01	GN.06.EG01	GN.07.EG01
54	Embedded Item Placeholder	Embedded Item Placeholder	Embedded Item Placeholder



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