Functional Independence

English Language Arts

Official Released Items

Grade 4

Fall 2007

Official Released Items
The Grade 4 Functional Independence English Language Arts Assessment was administered for the first time in Fall 2005. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Fall 2007 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are not secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Fall 2007 Grade 4 assessment booklet. Core items are those that count toward students’ scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Number of Core Items</th>
<th>Number of Released Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 Accessing Print - Word Recognition</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Part 2 Accessing Print - Text Comprehension</td>
<td>3 passages/7 items each</td>
<td>1 passage/7 items</td>
</tr>
<tr>
<td>Part 3 Expressing Ideas</td>
<td>1 prompt</td>
<td>1 prompt</td>
</tr>
</tbody>
</table>

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PART 1
ACCESSING PRINT - WORD RECOGNITION

**DIRECTIONS:** Read each sentence. Then choose the word that belongs in the sentence.
R1  Reggie uses a cloth to ________ the table.

A  dust

B  sell

C  repair
R2   Kate ________ a big hole to plant a tree.

A   digs

B   grows

C   takes
R3  Paul got dirty when he fell on the _______.

A  day

B  bath

C  ground
R4  Tony is taking a test. He draws a _______ around the letter of his answer.

A  circle

B  number

C  picture
STOP

Do not continue until instructed to do so.
PART 2
ACCESSING PRINT - TEXT COMPREHENSION

DIRECTIONS: Read the passage. Then, answer the questions that follow. Choose the BEST answer for each question.
Mr. James told Sue’s class about a field trip. He said, “In a few weeks, class, we will go to the Green Tree Nature Center. We will spend the whole day there. It will be fun, and you will learn a lot.”

That night, Sue told her father about the trip.

“It sounds wonderful!” Father said. “I know how much you like plants, trees, and animals.”

“I know,” Sue smiled. “I can’t wait to go!”

The day before the field trip, Mr. James gave out a paper. He said, “Tomorrow is our big day! Read this plan. It tells what we are going to do.”

Sue read the plan. It looked like a full day.

**FIELD TRIP PLAN**

- **8:00 A.M.** Meet at school. Get on school bus.
- **9:00 A.M.** Arrive at nature center. Look at pictures of animals on first floor.
- **9:45 A.M.** Meet on 2nd floor. Watch movie, “About the Nature Center.”
- **10:30 A.M.** Meet at front door. Walk in woods. Look at leaves, flowers, and trees.
- **12:00 noon** Have lunch at picnic tables under the trees.
- **1:00 P.M.** Meet downstairs. Mr. Peters shows us animals. Pet a snake or owl.
- **2:00 P.M.** Get back on school bus. Go back to school.
R5  Mr. James is Sue’s
   A  teacher.
   B  neighbor.
   C  father.

R6  How does Sue feel about the field trip?
   A  scared
   B  excited
   C  bored

R7  What time does this plan say the class will arrive at the nature center?
   A  8:00 A.M.
   B  9:00 A.M.
   C  10:00 A.M.
R8 According to this plan, what will the class do first at the nature center?

A look at pictures
B walk in the woods
C look at animals

R9 According to this plan, where will Mr. Peters and the animals be?

A first floor
B second floor
C downstairs

R10 At 1:30 P.M., Sue will probably be

A watching a movie.
B looking at trees.
C petting an animal.
What is this plan mostly about?

A. what will happen at the nature center

B. where the movie will be shown

C. when the class will come home
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.
R12 Released Prompt: Tell about what you like to do outside when the weather is cold. Be sure to include details and examples in your response.
# Scoring Rubric – Grades 3-8 and 11

<table>
<thead>
<tr>
<th>Writing</th>
<th>Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

**Not ratable if:**  
A – off topic  
B – illegible  
C – written in a language other than English  
D – blank/refused to respond
Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.

Because the assessment was administered during the fall of the school year, only content from the previous grade level was measured on the assessment. For example, items eligible for the Grade 4 assessment will measure Grade 3 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at [www.mi.gov/mi-access](http://www.mi.gov/mi-access).

<table>
<thead>
<tr>
<th>Released Item Number</th>
<th>EGLCE Code</th>
<th>ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor</th>
<th>Answer Key</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCESSING PRINT</strong></td>
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<tr>
<td><strong>Part 1 - WORD RECOGNITION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R1</td>
<td>R.WS.03.FI.EG05</td>
<td>Recognize frequently encountered words</td>
<td>A</td>
</tr>
<tr>
<td>R2</td>
<td>R.WS.03.FI.EG05</td>
<td>Recognize frequently encountered words</td>
<td>A</td>
</tr>
<tr>
<td>R3</td>
<td>R.WS.03.FI.EG05</td>
<td>Recognize frequently encountered words</td>
<td>C</td>
</tr>
<tr>
<td>R4</td>
<td>R.WS.03.FI.EG05</td>
<td>Recognize frequently encountered words</td>
<td>A</td>
</tr>
<tr>
<td><strong>Part 2 - TEXT COMPREHENSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R5</td>
<td>R.CM.03.FI.EG01</td>
<td>Make inferences, predictions, and conclusions</td>
<td>A</td>
</tr>
<tr>
<td>R6</td>
<td>R.CM.03.FI.EG01</td>
<td>Make inferences, predictions, and conclusions</td>
<td>B</td>
</tr>
<tr>
<td>R7</td>
<td>R.IT.03.FI.EG02</td>
<td>Identify informational text patterns</td>
<td>B</td>
</tr>
<tr>
<td>R8</td>
<td>R.IT.03.FI.EG02</td>
<td>Identify informational text patterns</td>
<td>A</td>
</tr>
<tr>
<td>R9</td>
<td>R.IT.03.FI.EG02</td>
<td>Identify informational text patterns</td>
<td>C</td>
</tr>
<tr>
<td>R10</td>
<td>R.CM.03.FI.EG01</td>
<td>Make inferences, predictions, and conclusions</td>
<td>C</td>
</tr>
<tr>
<td>R11</td>
<td>R.CM.03.FI.EG02</td>
<td>Identify main ideas and details</td>
<td>A</td>
</tr>
<tr>
<td><strong>EXPRESSING IDEAS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R12</td>
<td>W.GN.03.FI.EG01</td>
<td>Write/draw personal narrative</td>
<td>4</td>
</tr>
</tbody>
</table>