



# **Functional Independence**

## **English Language Arts**

**Official Released Items**

# **Grade 11**

---

**Spring 2009**  
**Official Released Items**

**MICHIGAN STATE BOARD OF EDUCATION  
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

*The Grade 11 Functional Independence English Language Arts Assessment* was administered for the first time in Spring 2006. 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 Spring 2009 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 Benchmarks (EB), 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 Spring 2009 Grade 11 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.

**Functional Independence - English Language Arts**

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

Copyright© 2009, held by the State Administrative Board, State of Michigan. All rights reserved. Printed in U.S.A. **Permission is granted to schools, parents, government agencies and non-profit organizations in Michigan to reproduce and distribute this document for non-commercial use in helping Michigan educators and other citizens in interpreting and using the MI-Access assessment results.**

For all instances other than identified in the previous paragraph, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from the Office of Educational Assessment and Accountability.

**PART 1**  
**ACCESSING PRINT - WORD RECOGNITION**

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

- R1** María doesn't know which class to take. She asks her teacher for \_\_\_\_\_.
- A** advance
  - B** address
  - C** advice
- R2** Helen wanted to learn how to balance her checkbook. She decided to take an \_\_\_\_\_ class.
- A** art
  - B** accounting
  - C** acorn
- R3** Stephanie wanted to \_\_\_\_\_ her fear of heights. She went to the top of the rock-climbing wall.
- A** conquer
  - B** conscious
  - C** connect

**R4** Leslie washes her hair every day in the shower. She knows that personal \_\_\_\_\_ is very important.

**A** hygiene

**B** horizon

**C** huddle



**Do Not Continue.**



**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.

**Released Passage****Solving a Family Problem**

"Mom, please don't make me babysit Rita today! It's Saturday and I want to have fun with my friends," said Kanye. He wanted to go to the movies with Randy and Carmen to see *Robot Destroyer II*.

"Kanye," his mother said. "I asked you yesterday not to make any plans for this afternoon. I explained to you that I had an urgent appointment with Mr. Daly today at twelve o'clock." Kanye's mother was about to leave for work. She owns a computer-repair business, and Mr. Daly is a new client. He was having serious problems with his home computer. Usually Kanye's mother does not work on Saturdays, but this was an emergency.

Kanye was upset. "I know you asked me to watch Rita, but Randy and Carmen asked me to go see *Robot Destroyer II*, and I already told them I could go. It's not fair. I've been waiting weeks to see this movie and now I have to tell my friends I can't go. Can't Mr. Daly wait until Monday to get his computer fixed?" Kanye asked his mother.

Just then Kanye looked over at Rita who was sitting on the couch. She had been listening to her brother and mother argue. She looked sad. Rita thought Kanye was angry with her.

Kanye's mother said, "I'm sorry, Kanye, but I can't tell Mr. Daly to wait. I made a commitment to fix his computer. He's depending on me to help him, just like I'm depending on you now. You promised to watch your sister for me, and now I need you to follow through on what you said. I know it seems unfair to you, but you have a responsibility. You're Rita's big brother, and she and I both need you to babysit."

Kanye thought about what his mother said. He wasn't happy that he couldn't go to the movies, but he understood that he couldn't break his word to his mother. He could always see *Robot Destroyer II* tomorrow afternoon. Besides, babysitting Rita wasn't so bad. They could play video games together until his mother returned home from work in a few hours.

"Okay, Mom. You're right. I'll stay home with Rita." He put his arm around his little sister and she smiled a big toothy grin. "Have a nice day at work," Kanye said to his mother.

"All right, dear," Mother said to Kanye. "You two stay out of trouble while I'm gone. I'll be home soon, then we can order some pizza for dinner tonight."

**R5** What does the word urgent mean in this story?

**A** responsible

**B** friendly

**C** important

**R6** How is Kanye **probably** feeling when he says, “It’s not fair” to his mother?

**A** tired

**B** upset

**C** pleased

**R7** What does the word commitment mean in this story?

**A** a promise

**B** a movie

**C** a video game

- R8** What is Kanye’s problem in this story?
- A** He wants to see a movie with his friends this afternoon instead of watching his little sister.
  - B** He wants to help his mother fix Mr. Daly’s computer instead of playing video games.
  - C** He wants to play video games with his sister instead of going to see *Robot Destroyer II*.

- R9** Why did the author **probably** write this story?
- A** to give people ideas about how to earn money
  - B** to show how people should keep their promises
  - C** to teach people how to repair computers

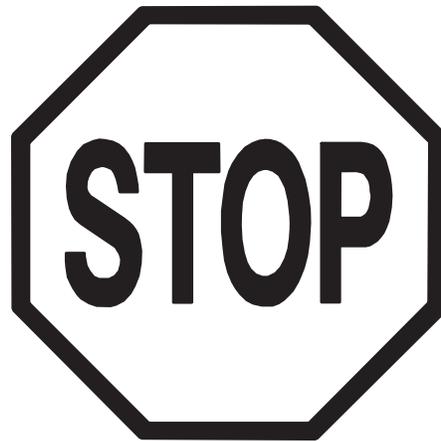
- R10** Why does Kanye **probably** put his arm around Rita at the end of this story?
- A** He is going to meet his friends at four o’clock.
  - B** He wants to make Rita feel better.
  - C** His mother is leaving for work.

**R11** At the end of this story, Rita **probably** smiles because

- A** she doesn't have to stay with her brother.
- B** her mother has a new client.
- C** her brother shows that he cares for her.



**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.

**R12 Prompt:** If you could be anyone else in the world for one day, whom would you like to be? Tell why you would like to be this person. Be sure to include specific details and examples in your response.

### 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 oral explanation transcribed 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

Below is a list of the Extended Benchmarks (EB) for each released item found in this booklet. The chart contains the EB code, a brief description of what is measured, and the correct answer for each released item.

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

Released Item Number	EB Code	ASSESSMENT COMPONENT or Abbreviated Extended Benchmark Descriptor	Answer Key
		<b>ACCESSING PRINT</b>	
		<b>Part 1 - WORD RECOGNITION</b>	
R1	R.WS.11.FI.EB03	Recognize frequently encountered words	C
R2	R.WS.11.FI.EB03	Recognize frequently encountered words	B
R3	R.WS.11.FI.EB03	Recognize frequently encountered words	A
R4	R.WS.11.FI.EB03	Recognize frequently encountered words	A
		<b>Part 2 - TEXT COMPREHENSION</b>	
		<b>Narrative Passage</b>	
R5	R.WS.11.FI.EB07	Use context clues	C
R6	R.NT.11.FI.EB03	Identify story elements	B
R7	R.WS.11.FI.EB07	Use context clues	A
R8	R.NT.11.FI.EB03	Identify story elements	A
R9	R.NT.11.FI.EB04	Identify author's purpose - narrative	B
R10	R.CM.11.FI.EB01	Make inferences, predictions, and conclusions	B
R11	R.CM.11.FI.EB01	Make inferences, predictions, and conclusions	C
		<b>Part 3 - EXPRESSING IDEAS</b>	Score Points Possible
R12	W.GN.11.FI.EB01	Write/draw personal narrative	4





Michigan Department of Education  
Office of Educational Assessment and Accountability  
608 West Allegan Street  
P.O. Box 30008  
Lansing, MI 48909  
877-560-8378  
[www.mi.gov/mi-access](http://www.mi.gov/mi-access)