



Functional Independence

Accessing Print and Expressing Ideas

Official Released Items

Grade 11

**Spring 2010
Official Released Items**

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The *Grade 11 Functional Independence Accessing Print and Expressing Ideas Assessment* was administered for the first time in Spring 2006. This booklet contains released items from the Spring 2010 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 2010 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 - Accessing Print and Expressing Ideas

Assessment Component	Number of Core Items	Number of Released Items
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

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PART 1
ACCESSING PRINT - WORD RECOGNITION

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

R1 Lin went to the doctor because she was sick. He gave her a _____ for some medicine to help her feel better.

- A** president
 - B** prescription
 - C** prevention
-

R2 Nick loves working with kids. He is going to _____ at the local children's hospital.

- A** volunteer
- B** value
- C** vanish

R3 Eddie buys _____ every week. He likes to have fresh fruit and vegetables.

A groceries

B guitars

C giggles

R4 Emily's science class is studying molecules. They use a microscope to _____ the size of the molecules.

A marry

B mascot

C magnify



Do Not Continue.

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

Hunting for a Job

Kevin has a job delivering newspapers Tuesdays and Thursdays after school, but he would like to get another job so he can earn more money. He's saving his money to buy his first car. He hopes he'll have enough money so he can purchase a car by this summer.

On Sunday afternoon, Kevin reads the help-wanted ads in the newspaper. He reads an ad for an athletic-shoe factory in his town that is hiring new workers to pack boxes.

THE WINNER SPORTS SHOE FACTORY IS HIRING BOX PACKERS NOW!

We are looking for qualified candidates to fill part-time positions. Box packers must be able to work on weekends, pack shoes into boxes, look up shipping addresses on a computer, make shipping address labels, and paste labels on boxes.

Skills needed: Applicants need to be able to work carefully and quickly. Computer skills are also desirable, but not required.

Hours: 5 hours on Saturday afternoons and 4 hours on Sunday mornings.

Pay: \$7.00 per hour.

If you are interested in this job, please send your resume to the Human Resources Department:

546 Industrial Way
Jonestown, MI
48555

Kevin thinks this job sounds like a great opportunity. He can still deliver newspapers after school while earning additional money on the weekends. He decides that he has the skills needed for the job. He sits down at his computer and prints out a copy of his resume. He hopes he gets the job!

- R5** In this passage, why does Kevin want another job?
- A** He needs more money so he can fix his car.
 - B** He needs more money so he can buy a car.
 - C** He needs more money so he can get new shoes.

- R6** What does the word purchase mean in this passage?
- A** to read a newspaper ad
 - B** to apply for a job
 - C** to buy something

- R7** What is this newspaper ad **mostly** about?
- A** a job packing boxes at an athletic-shoe factory
 - B** a job delivering newspapers on Tuesdays and Thursdays
 - C** a job working in the Human Resources Department

R8 Why did the author of this newspaper ad **probably** write the first part of the ad in boldface?

- A** to get the reader's attention about a job opportunity
- B** to tell the reader important information about sports shoes
- C** to describe to the reader features of a car that is for sale

R9 What does the word qualified mean in this newspaper ad?

- A** having to wear athletic shoes
- B** having certain skills for a job
- C** able to save money

R10 Based on information in this newspaper ad, Kevin might have a better chance of getting the job if he

- A** has some computer skills.
- B** knows how to drive.
- C** can work on Tuesdays.

R11 Based on information in this passage, what will Kevin **probably** do after he prints out his resume?

- A** deliver newspapers in his neighborhood
- B** go to a used-car lot and buy a car
- C** mail his resume to the Human Resources Department



Do Not Continue.

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: Tell about a career you would like to have in the future. Tell why you would choose this career. 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

	Writing	Drawing
4	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.
3	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.
2	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.
1	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.

Accessing Print and Expressing Ideas			
Released Item Number	EB Code	ASSESSMENT COMPONENT or Abbreviated Extended Benchmark Descriptor	Answer Key
		ACCESSING PRINT	
		Part 1 - WORD RECOGNITION	
R1	R.WS.11.FI.EB03	Recognize frequently encountered words	B
R2	R.WS.11.FI.EB03	Recognize frequently encountered words	A
R3	R.WS.11.FI.EB03	Recognize frequently encountered words	A
R4	R.WS.11.FI.EB03	Recognize frequently encountered words	C
		Part 2 - TEXT COMPREHENSION	
		Functional Passage	
R5	R.CM.11.FI.EB02	Identify main ideas and details	B
R6	R.WS.11.FI.EB07	Use context clues	C
R7	R.CM.11.FI.EB02	Identify main ideas and details	A
R8	R.IT.11.FI.EB03	Identify author's purpose - informational	A
R9	R.WS.11.FI.EB07	Use context clues	B
R10	R.CM.11.FI.EB01	Make inferences, predictions, and conclusions	A
R11	R.CM.11.FI.EB01	Make inferences, predictions, and conclusions	C
		Part 3 - EXPRESSING IDEAS	
			Score Points Possible
R12	W.GN.11.FI.EB01	Write/draw personal narrative	4



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