



Functional Independence Assessing Print

Official Released Items

Grade 3

**Fall 2009
Official Released Items**

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The Grade 3 Functional Independence Accessing Print 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 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 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 2009 Grade 3 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

| 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 |

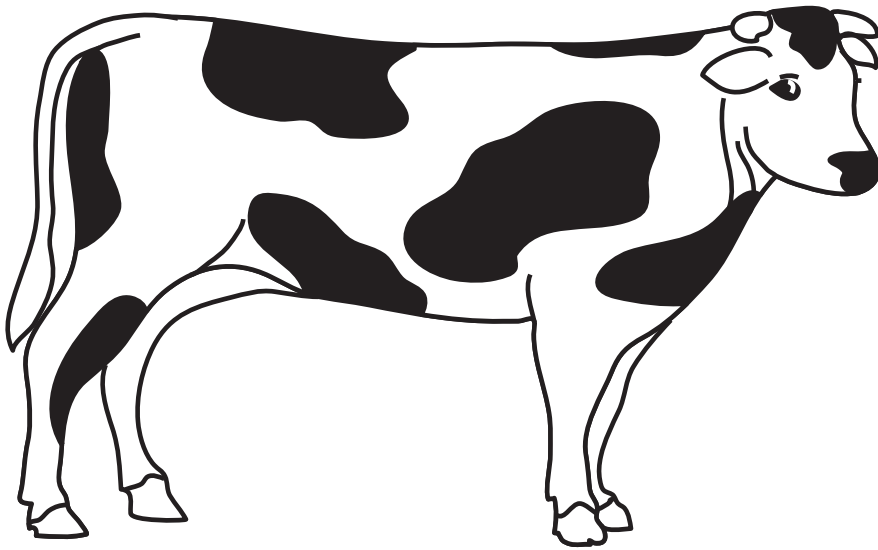
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PART 1

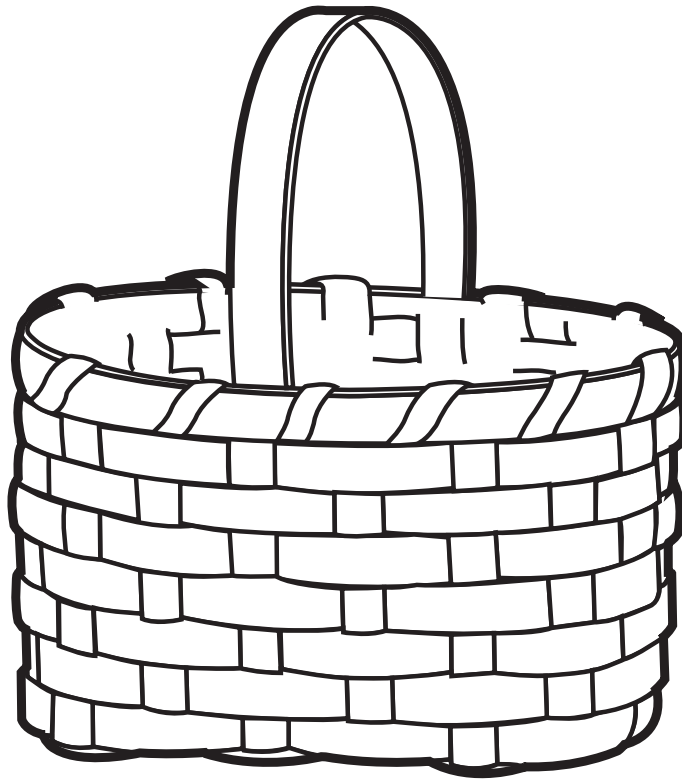
ACCESSING PRINT - WORD RECOGNITION

DIRECTIONS: Look at the picture. Then, choose the word that **BEST** tells about the picture.



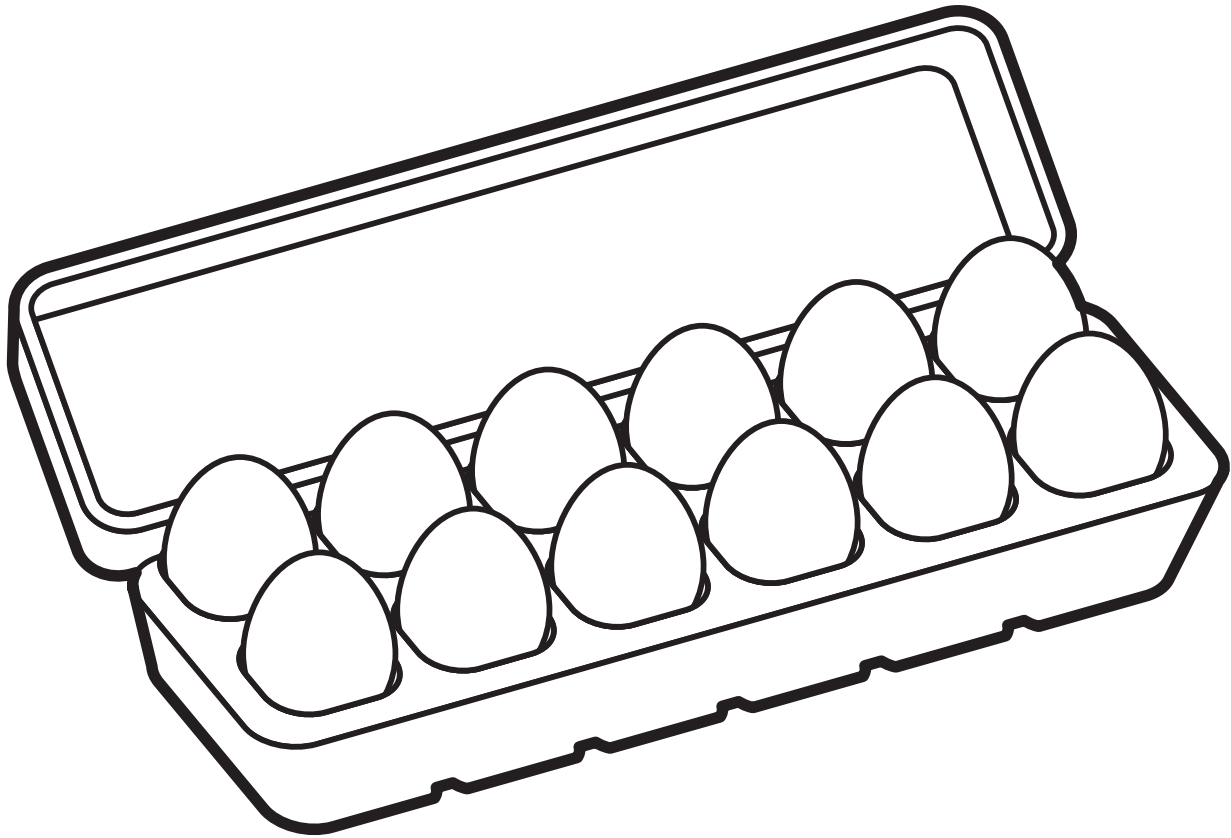
R1 This is a _____.

- A** cow
- B** car
- C** clown



R2 This is a _____.

- A** balloon
- B** barn
- C** basket

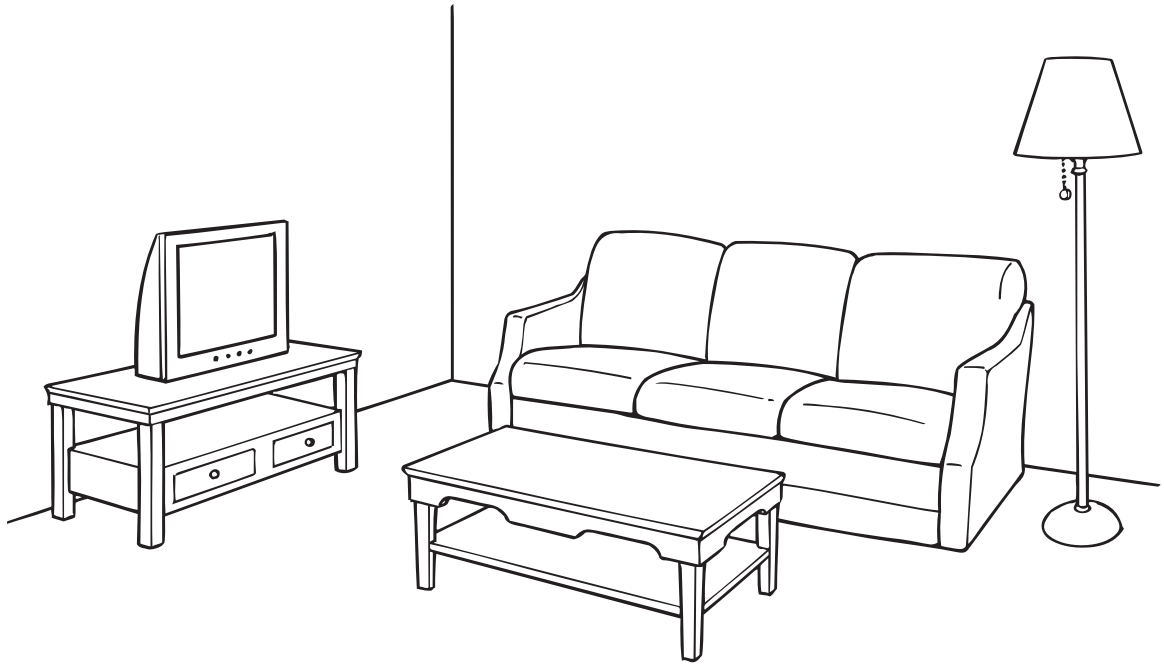


R3 These are _____.

A eggs

B elks

C eels



R4 This is a _____.

A room

B road

C robot



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

What Is Your Favorite Season?

In Michigan, there are four seasons. The seasons are spring, summer, fall, and winter. There are fun things for children to do in each season.

For many children, summer is the best season. The weather is warm. The sun shines brightly in the sky. The days are longer, too. There is more time to play. Children can swim in lakes and pools. And, they can ride their bikes.

The next season is fall. During the fall, children go back to school. The weather gets cooler. The sky gets darker, and the days are shorter. The leaves on the trees turn pretty colors like red and orange. Then, the leaves fall off the trees. Children can rake the leaves. Then, they can make a pile and jump in the leaves!

After fall comes winter. During the winter, the days get even shorter. It gets dark early. The weather gets very cold. It snows, and the lakes and ponds turn to ice. Children can make snowmen and go sledding. They can ice skate, too.

Soon it is time for spring. The weather gets warmer and the days get longer. The sun starts to shine again. The rain helps to make the flowers, plants, and trees grow. In the spring, children can ride their bikes again and think about summer.

- R5** According to this passage, in which season are the days longest?
- A** in the fall
 - B** in the winter
 - C** in the summer
- R6** In the fall, which of these happens **first** to the leaves?
- A** The leaves turn pretty colors.
 - B** The leaves fall off the trees.
 - C** The leaves are raked into a pile.
- R7** According to this passage, what can children do for fun in the winter?
- A** make piles of leaves and jump in them
 - B** go sledding and ice skating
 - C** help plant gardens and ride bikes

- R8** In the spring, what does the rain do?
- A** It helps leaves, plants, and trees grow.
 - B** It helps the leaves turn bright colors.
 - C** It helps the days get shorter and darker.
- R9** What would be another good title for this passage?
- A** *Fun in Every Season*
 - B** *Great After-School Games*
 - C** *Sports in the Winter*
- R10** Based on this passage, what can you tell about Michigan?
- A** The weather changes with the seasons.
 - B** The weather stays the same all year long.
 - C** The weather is always cold and dark.

R11 Why did the author **probably** write this passage?

- A** to tell about the games children play
- B** to tell how each season is different
- C** to tell why the leaves change colors



Do Not Continue.

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 3 assessment will measure Grade 2 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

| Released Item Number | EGLCE Code | ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor | Answer Key |
|----------------------|-----------------|---|------------|
| | | ACCESSING PRINT | |
| | | Part 1 - WORD RECOGNITION | |
| R1 | R.WS.02.FI.EG05 | Recognize frequently encountered words | A |
| R2 | R.WS.02.FI.EG05 | Recognize frequently encountered words | C |
| R3 | R.WS.02.FI.EG05 | Recognize frequently encountered words | A |
| R4 | R.WS.02.FI.EG05 | Recognize frequently encountered words | A |
| | | Part 2 - TEXT COMPREHENSION | |
| | | Informational Passage | |
| R5 | R.CM.02.FI.EG03 | Identify main ideas and details | C |
| R6 | R.IT.02.FI.EG02 | Identify informational text patterns | A |
| R7 | R.CM.02.FI.EG03 | Identify main ideas and details | B |
| R8 | R.CM.02.FI.EG03 | Identify main ideas and details | A |
| R9 | R.CM.02.FI.EG03 | Identify main ideas and details | A |
| R10 | R.CM.02.FI.EG02 | Make inferences, predictions, and conclusions | A |
| R11 | R.IT.02.FI.EG03 | Identify author's purpose – informational | B |



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