Functional Independence

Accessing Print and Expressing Ideas

Official Released Items

Grade 4

Fall 2009
Official Released Items
The Grade 4 Functional Independence Accessing Print and Expressing Ideas 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 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>
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</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.
Randy couldn’t wait to go to his family party. His favorite _______ would be there.

A  under
B  until
C  uncle
Suzie had fun in art class today. The kids _______ pictures of flowers.

A painted
B played
C pitched
R3  Jake plays on a baseball ________. Today they won their first game.

A  time

B  tame

C  team
Lucy was having a sleepover. All the girls would be _______ over at 7:00 p.m.

A  cooking
B  coming
C  catching
PART 2
ACCESSING PRINT - TEXT COMPREHENSION

DIRECTIONS: Read the passage. Then, answer the questions that follow. Choose the BEST answer for each question.
Today Tom is going to make breakfast for his mother. It is her birthday, and he wants to do something special for her. He decides to make her scrambled eggs, toast with jelly, orange juice, and bacon. Tom’s dad has agreed to help him prepare the meal.

Tom enjoys cooking. Last week, Tom bought a cookbook for kids at the bookstore so he could learn to make more recipes. He decides to use his new cookbook to make Mom’s special breakfast.

He opens the cookbook and finds a recipe for scrambled eggs on page 65. Then, he and his father read the recipe and make sure they have all the ingredients.

### SCRAMBLED EGGS

**Ingredients**

- 2 large eggs
- 1/4 cup milk
- 1 teaspoon butter
- a pinch of salt
- a pinch of pepper

**Tools**

- frying pan
- bowl
- fork

**Directions**

Crack the eggs in a small bowl. Add the milk. Add the salt and pepper. Use a fork to mix all of the ingredients in the bowl. Mix until everything turns a nice yellow color.

Turn the stove on to medium heat. Put a small frying pan on the stove.

Melt the butter in the frying pan. Add the mixed ingredients to the pan. Use a fork to scramble the ingredients while they are cooking. Cook until the eggs are fluffy.

Turn the stove off.

**SERVING SIZE: 1 PERSON**
Tom’s father prepares the bacon and helps prepare the scrambled eggs. Tom toasts some white bread and finds the grape jelly. Then he pours some orange juice in a glass.

Tom and his father put the meal on a serving tray with a red flower and a card that says “Happy Birthday.” They quietly enter Mom’s bedroom. She is just waking up. Mom rubs her eyes and sits up in bed. She looks at the tray that Tom is holding and says, “Wow! What’s all this?”

“Happy Birthday!” shout Tom and his father.

“We made a special breakfast for your birthday. I used a recipe for scrambled eggs from my new cookbook,” Tom said. “I hope you like it.”

Tom sets the tray on his mother’s lap. She takes a bite of the eggs and says, “These eggs are really terrific! You’re a great cook, Tom.”

“Thanks, Mom,” replied Tom. “I hope you have a great birthday!”
R5  Which part of the recipe lists the foods they’ll need to make the eggs?
   A  Directions
   B  Ingredients
   C  Tools

R6  In this recipe, how many eggs are needed to make scrambled eggs?
   A  one
   B  two
   C  three

R7  Which part of this recipe tells Tom and his father how to cook the eggs?
   A  Directions
   B  Tools
   C  Ingredients
R8 According to this recipe, what should Tom and his father use to cook the eggs?

A a bowl  
B a frying pan  
C a plate

R9 How many people does this recipe serve?

A three  
B one  
C two

R10 What else do Tom and his father prepare for breakfast?

A toast and bacon  
B apple juice and cereal  
C oatmeal and muffins
R11  What is this passage mostly about?

A  buying a birthday present

B  making a special birthday meal

C  planning a birthday party
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 a game you like to play. Be sure to include details and examples in your response.
# Scoring Rubric - Grades 4, 7, 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>
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<tr>
<td><strong>ACCESSING PRINT</strong></td>
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<td><strong>Part 1 - WORD RECOGNITION</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>R1</td>
<td>R.WS.03.FI.EG05</td>
<td>Recognize frequently encountered words</td>
<td>C</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>B</td>
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<tr>
<td><strong>Part 2 - TEXT COMPREHENSION</strong></td>
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<tr>
<td><strong>Functional Passage</strong></td>
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</tr>
<tr>
<td>R5</td>
<td>R.IT.03.FI.EG02</td>
<td>Identify informational text patterns</td>
<td>B</td>
</tr>
<tr>
<td>R6</td>
<td>R.IT.03.FI.EG02</td>
<td>Identify informational text patterns</td>
<td>B</td>
</tr>
<tr>
<td>R7</td>
<td>R.IT.03.FI.EG02</td>
<td>Identify informational text patterns</td>
<td>A</td>
</tr>
<tr>
<td>R8</td>
<td>R.CM.03.FI.EG01</td>
<td>Make inferences, predictions, and conclusions</td>
<td>B</td>
</tr>
<tr>
<td>R9</td>
<td>R.IT.03.FI.EG02</td>
<td>Identify informational text patterns</td>
<td>B</td>
</tr>
<tr>
<td>R10</td>
<td>R.CM.03.FI.EG02</td>
<td>Identify main ideas and details</td>
<td>A</td>
</tr>
<tr>
<td>R11</td>
<td>R.CM.03.FI.EG02</td>
<td>Identify main ideas and details</td>
<td>B</td>
</tr>
<tr>
<td>R12</td>
<td>W.GN.03.FI.EG01</td>
<td>Write/draw personal narrative</td>
<td></td>
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