



Functional Independence

Accessing Print and Expressing Ideas

Official Released Items

Grade 7

**Fall 2009
Official Released Items**

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The Grade 7 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 7 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 Walter had cookie crumbs all over his face. He had to _____ his face clean.

A wrap

B wipe

C weigh

R2 It had been three years since George had last seen his cousin. He was worried that he wouldn't _____ him.

- A** reorder
- B** recognize
- C** recover

R3 Derek would not share any of his games. His mother said he was being very _____.

A sleepy

B secret

C selfish

R4 Ali didn't want the apple in her lunch. She wanted to _____ it for her friend's orange.

A trail

B trap

C trade



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**Best Friends**

Amy and Kelly were best friends. Since they went to different schools, they only saw each other on Saturdays. Every Friday evening, Amy and Kelly talked on the phone. They planned what they would do together the next day.

When Amy called Kelly this Friday, Kelly wasn't home. Amy thought it was strange, but she didn't think much of it.

When Amy called her friend the next morning, Kelly's mother answered the telephone.

"I'm sorry, Amy, but Kelly is not home yet," said Kelly's mother. "She spent the night at Kim's house last night. She should be back later this afternoon."

Amy felt her eyes fill with tears. She wondered if Kelly did not want to be her friend anymore. Amy didn't know what to think, and she felt crushed.

"Amy, what's the matter?" asked Amy's father.

"Oh, Dad. I feel terrible," Amy replied. "I don't think Kelly wants to be my friend anymore. She's spending time with another friend today instead of me."

"Amy, I know you and Kelly are best friends, but it's okay to have other friends, too," Amy's father said.

"I guess you're right. I do have other friends at school. But Kelly is my best friend, and I don't ever want that to change," replied Amy.

"I'm sure Kelly feels the same way," her father said.

Later that day, Kelly called Amy.

"Amy, I'm sorry I forgot to tell you I was staying the night at Kim's house. I hope I didn't hurt your feelings," said Kelly.

"Well, I did get a little worried that maybe you had a new best friend," Amy confessed.

"No way, Amy! You'll always be my best friend," said Kelly.

“And so will you,” Amy replied. “Do you want to go roller skating this afternoon?”

“That sounds like fun,” said Kelly.

“You can invite Kim, too. I’d like to meet her,” Amy said.

“That’s a great idea! I’ll see you later,” said Kelly.

Amy hung up the phone. She felt much better.

R5 What is this story **mostly** about?

- A** a girl who wants to go roller skating with a new friend
- B** a girl who is afraid she's lost her best friend
- C** a girl who spends the night at her friend's house

R6 According to this story, when do Amy and Kelly always see each other?

- A** on Fridays
- B** on Sundays
- C** on Saturdays

R7 What does the word crushed mean in this story?

- A** had hurt feelings
- B** had fun skating
- C** had new friends

- R8** How does Amy's father make her feel better?
- A** He tells Amy that Kelly prefers to hang out on Sundays.
 - B** He tells Amy that she should call Kim to go to the mall.
 - C** He tells Amy that it is okay to have other friends.
- R9** How did Amy **probably** feel when Kelly called her?
- A** upset that Kelly only wanted to be friends with Kim
 - B** relieved that Kelly was still her best friend
 - C** happy that Kelly had a good time with Kim
- R10** At the **end** of this story, how does Amy show that she wants to be friends with Kim?
- A** She tells Kelly to invite Kim to go roller skating.
 - B** She calls Kim and asks her to stay the night.
 - C** She asks Kim to be her new best friend.

R11 What is the message of this story?

- A** It is hard to make new friends at school.
- B** It is okay for best friends to have other friends, too.
- C** It is important to call your friends on Fridays.



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 Released Prompt: Tell about your favorite season of the year and why you like it. Be sure to include 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 4, 7, 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 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.
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.

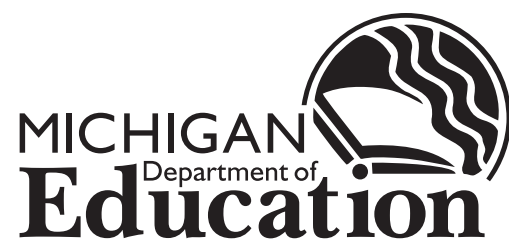
- Not ratable if:**
- A** – off topic
 - B** – illegible
 - C** – written in a language other than English
 - D** – blank/refused to respond

Below is a list of the Extended 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 7 assessment will measure Grade 6 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.06.FI.EG03	Recognize frequently encountered words	B
R2	R.WS.06.FI.EG03	Recognize frequently encountered words	B
R3	R.WS.06.FI.EG03	Recognize frequently encountered words	C
R4	R.WS.06.FI.EG03	Recognize frequently encountered words	C
		Part 2 - TEXT COMPREHENSION	
		Narrative Passage	
R5	R.CM.06.FI.EG02	Identify main ideas and details	B
R6	R.CM.06.FI.EG02	Identify main ideas and details	C
R7	R.WS.06.FI.EG07	Use context clues	A
R8	R.CM.06.FI.EG02	Identify main ideas and details	C
R9	R.CM.06.FI.EG01	Make inferences, predictions, and conclusions	B
R10	R.CM.06.FI.EG02	Identify main ideas and details	A
R11	R.NT.06.FI.EG03	Identify story elements	B
		EXPRESSING IDEAS	Score Points Possible
R12	W.GN.06.FI.EG01	Write/draw personal narrative	4



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