Functional Independence

English Language Arts

Official Released Items

Grade 3

Fall 2008

Official Released Items
The Grade 3 Functional Independence English Language Arts 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 2008 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 2008 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 - English Language Arts

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Number of Core Items</th>
<th>Number of Released Items</th>
</tr>
</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: Look at the picture. Then, choose the word that BEST tells about the picture.
R1  This is ________.

A  money

B  mud

C  morning
**R2** This is an _______.

A  air

B  arm

C  ate
**R3**  This is a _______.

A  wall

B  woman

C  watch
R4 This is a _______.

A carrot

B candle

C carton
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.
Max has a dog. His name is Samson. Max and Samson are best friends. They do everything together. Samson is a very big dog. In fact, he weighs more than Max.

One day, Max was playing in his yard. As Max was digging in his sandbox, he noticed Samson was having a great time digging, too. Samson was in the flower garden and he was covered in dirt from head to toe.

“Samson! No!” Max yelled.

Max ran to find his big brother, Albert. He knew Albert would help. Albert told Max to fill up his little swimming pool. They could give Samson a bath outside.

Max got the hose and shampoo. The boys washed Samson’s fur. They rubbed the dirt away with their hands. Samson was a very good dog. He didn’t move until Max and Albert were done scrubbing him.

“That was easy!” Max said.

Samson jumped out of the pool and shook the water from his fur. Then, Samson saw a squirrel. Samson chased the squirrel right through the same flower garden! Max thought, “Here we go again.”
**R5**  What is this story *mostly* about?

A  a boy who plays in his sandbox

B  a boy who gives a dirty dog a bath

C  a boy who swims in a pool with his brother

**R6**  What is Samson like?

A  Samson is a playful dog.

B  Samson is a mean dog.

C  Samson is a small dog.

**R7**  How did Samson get dirty?

A  He dug in the flower garden.

B  He jumped into a swimming pool.

C  He played in the sandbox.
R8  How do Albert and Max solve their problem?

A  They take him to a special store that washes dogs.
B  They give Samson a bath in a small swimming pool.
C  They take Samson inside the house to clean him.

R9  What does *scrubbing* mean in this story?

A  chasing
B  licking
C  cleaning

R10  Where does this story *mostly* take place?

A  inside Max’s house
B  at Max’s school
C  in Max’s yard
R11  Why did Max say, “Here we go again,” at the end of the story?

A  He knows that his brother will have to work in the garden.

B  He knows that Samson will dig in the sandbox again.

C  He knows that he will have to give Samson another bath.
STOP

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  **Released Prompt:** Tell about what you like to do on a snowy day. Be sure to include details and examples in your response.

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**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?
## Scoring Rubric – Grades 3-8 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 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.

<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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCESSING PRINT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R1</td>
<td>R.WS.02.FI.EG05</td>
<td>Recognize frequently encountered words</td>
<td>A</td>
</tr>
<tr>
<td>R2</td>
<td>R.WS.02.FI.EG05</td>
<td>Recognize frequently encountered words</td>
<td>B</td>
</tr>
<tr>
<td>R3</td>
<td>R.WS.02.FI.EG05</td>
<td>Recognize frequently encountered words</td>
<td>B</td>
</tr>
<tr>
<td>R4</td>
<td>R.WS.02.FI.EG05</td>
<td>Recognize frequently encountered words</td>
<td>A</td>
</tr>
<tr>
<td><strong>Part 2 - TEXT COMPREHENSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R5</td>
<td>R.CM.02.FI.EG03</td>
<td>Identify main ideas and details</td>
<td>B</td>
</tr>
<tr>
<td>R6</td>
<td>R.NT.02.FI.EG03</td>
<td>Identify story elements</td>
<td>A</td>
</tr>
<tr>
<td>R7</td>
<td>R.CM.02.FI.EG03</td>
<td>Identify main ideas and details</td>
<td>A</td>
</tr>
<tr>
<td>R8</td>
<td>R.NT.02.FI.EG03</td>
<td>Identify story elements</td>
<td>B</td>
</tr>
<tr>
<td>R9</td>
<td>R.WS.02.FI.EG08</td>
<td>Use context clues</td>
<td>C</td>
</tr>
<tr>
<td>R10</td>
<td>R.NT.02.FI.EG03</td>
<td>Identify story elements</td>
<td>C</td>
</tr>
<tr>
<td>R11</td>
<td>R.CM.02.FI.EG02</td>
<td>Make inferences, predictions, and conclusions</td>
<td>C</td>
</tr>
<tr>
<td><strong>EXpressing Ideas</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R12</td>
<td>W.GN.02.FI.EG01</td>
<td>Write/draw personal narrative</td>
<td>4</td>
</tr>
</tbody>
</table>