



# **Functional Independence**

## **Accessing Print**

**Official Released Items**

# **Grade 6**

---

**Fall 2009**  
**Official Released Items**

**MICHIGAN STATE BOARD OF EDUCATION  
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

*The Grade 6 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 6 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**

<b>Assessment Component</b>	<b>Number of Core Items</b>	<b>Number of Released Items</b>
Part 1 Accessing Print - Word Recognition	20	4
Part 2 Accessing Print - Text Comprehension	3 passages/ 7 items each	1 passage/ 7 items

Copyright© 2009, held by the State Administrative Board, State of Michigan. All rights reserved. Printed in U.S.A. **Permission is granted to schools, parents, government agencies and non-profit organizations in Michigan to reproduce and distribute this document for non-commercial use in helping Michigan educators and other citizens in interpreting and using the MI-Access assessment results.**

For all instances other than identified in the previous paragraph, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from the Office of Educational Assessment and Accountability.

**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.**

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 6 assessment will measure Grade 5 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).

Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor	Answer Key
		<b>ACCESSING PRINT</b>	
		<b>Part 1 - WORD RECOGNITION</b>	
R1	R.WS.05.FI.EG03	Recognize frequently encountered words	B
R2	R.WS.05.FI.EG03	Recognize frequently encountered words	B
R3	R.WS.05.FI.EG03	Recognize frequently encountered words	C
R4	R.WS.05.FI.EG03	Recognize frequently encountered words	C
		<b>Part 2 - TEXT COMPREHENSION</b>	
		<b>Narrative Passage</b>	
R5	R.CM.05.FI.EG02	Identify main ideas and details	B
R6	R.CM.05.FI.EG02	Identify main ideas and details	C
R7	R.WS.05.FI.EG07	Use context clues	A
R8	R.CM.05.FI.EG02	Identify main ideas and details	C
R9	R.CM.05.FI.EG01	Make inferences, predictions, and conclusions	B
R10	R.CM.05.FI.EG02	Identify main ideas and details	A
R11	R.NT.05.FI.EG03	Identify story elements	B



Michigan Department of Education  
608 West Allegan Street  
P.O. Box 30008  
Lansing, MI 48909  
(877) 560-8378  
[www.mi.gov/mi-access](http://www.mi.gov/mi-access)