



Functional Independence

Accessing Print and Expressing Ideas

Official Released Items

Grade 4

**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 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.

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

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 Randy couldn't wait to go to his family party. His favorite _____ would be there.

A under

B until

C uncle

R2 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

R4 Lucy was having a sleepover. All the girls would be _____ over at 7:00 p.m.

- A** cooking
- B** coming
- C** catching



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**Cooking for Mom**

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	a pinch of salt
1/4 cup milk	a pinch of pepper
1 teaspoon butter	

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



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 a game you like to play. 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 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.

Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor	Answer Key
		ACCESSING PRINT	
		Part 1 - WORD RECOGNITION	
R1	R.WS.03.FI.EG05	Recognize frequently encountered words	C
R2	R.WS.03.FI.EG05	Recognize frequently encountered words	A
R3	R.WS.03.FI.EG05	Recognize frequently encountered words	C
R4	R.WS.03.FI.EG05	Recognize frequently encountered words	B
		Part 2 - TEXT COMPREHENSION	
		Functional Passage	
R5	R.IT.03.FI.EG02	Identify informational text patterns	B
R6	R.IT.03.FI.EG02	Identify informational text patterns	B
R7	R.IT.03.FI.EG02	Identify informational text patterns	A
R8	R.CM.03.FI.EG01	Make inferences, predictions, and conclusions	B
R9	R.IT.03.FI.EG02	Identify informational text patterns	B
R10	R.CM.03.FI.EG02	Identify main ideas and details	A
R11	R.CM.03.FI.EG02	Identify main ideas and details	B
R12	W.GN.03.FI.EG01	Write/draw personal narrative	



Michigan Department of Education
Office of Educational Assessment and Accountability
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909
(877) 560-8378
www.mi.gov/mi-access