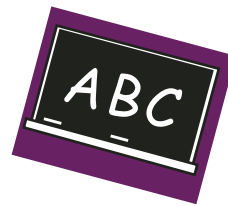


Functional Independence



Accessing Print

*Item Descriptor
Samples*

Grades 6-8

**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.

© 2011 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.

Accessing Print

This booklet contains sample Functional Independence Accessing Print items from previous test administrations. The information contained in this booklet may be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. This document is not secure and may be copied and distributed as needed.

Each sample item contained in this booklet is preceded by the Extended Grade Level Content Expectation (EGLCE) code and a brief description of what the item measures. This EGLCE code and abbreviated descriptor is provided as a reference for educators, and does not appear in the student test booklet. The complete set of Michigan’s Extended Grade Level Content Expectations and Extended Benchmarks is located at www.michigan.gov/mi-access.

Since the grades 3-8 assessments are administered during the fall of the school year, only content from the previous grade level is measured on the assessment. For example, items eligible for the Grade 4 assessment will measure Grade 3 EGLCEs.

The table below lists the number of core items administered on the Functional Independence Accessing Print Assessments.

Functional Independence – Accessing Print Grades 3-8, and 11

Assessment Component	Number of Core Items
Part 1 Accessing Print - Word Recognition	20
Part 2 Accessing Print - Text Comprehension	3 passages/ 7 items each

The Word Recognition portion of the assessment assesses high-frequency sight words and high-utility functional vocabulary that are relevant to the Functional Independence student population. Assessed words are (1) highly familiar to students, (2) appear frequently in print in students’ daily environments, and (3) measure important vocabulary.

At grades 4-8 and 11, students are asked to select a word that correctly completes a sentence. This task assesses a student’s understanding of the role that word meaning (semantics) and word order (syntax) play in sentence construction. All students – regardless of grade – have three words, or answer choices, from which to choose. Students may have the stem (question) read aloud for them, but not the answer choices.

In the Text Comprehension portion of the assessment, students read or listen to three types of passages: narrative, informational, and functional. Narrative passages are fictional stories, Informational passages present factual information, and Functional passages present information in real-life context or format. Each passage is followed by 7 multiple choice questions.

All passages consist of content and vocabulary that are appropriate for the students being assessed. Students may have any or all of the passages and/or items read aloud to them.

PART 1

ACCESSING PRINT – WORD RECOGNITION

DIRECTIONS: Read each sentence. Then, choose the word that belongs in the sentence.

R.WS.05.FI.EG03	Recognize frequently encountered words
R.WS.06.FI.EG03	
R.WS.07.FI.EG03	

1 After dinner, Joe clears the dishes from the table. Then, his brother _____ the dishes.

A wakes

B waits

C washes 

R.WS.05.FI.EG03	Recognize frequently encountered words
R.WS.06.FI.EG03	
R.WS.07.FI.EG03	

2 Amanda was watching a tv show about Australia. It showed animals like _____ and koala bears.

A kangaroos 

B kitchens

C knights

R.WS.05.FI.EG03	Recognize frequently encountered words
R.WS.06.FI.EG03	
R.WS.07.FI.EG03	


3 Kathy puts her dirty _____ in a basket. Then, she takes it to the laundry room.

A clothes 


B clouds

C classes


R.WS.05.FI.EG03	Recognize frequently encountered words
R.WS.06.FI.EG03	
R.WS.07.FI.EG03	

- 4** Walter had cookie crumbs all over his face. He had to _____ his face clean.
- A** wrap
 - B** wipe 
 - C** weigh

R.WS.05.FI.EG03	Recognize frequently encountered words
R.WS.06.FI.EG03	
R.WS.07.FI.EG03	

- 5** Billy and Cindy help clean the house. They have several _____ to do.
- A** chains
 - B** chores 
 - C** chairs

R.WS.05.FI.EG03	Recognize frequently encountered words
R.WS.06.FI.EG03	
R.WS.07.FI.EG03	

- 6** 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

R.WS.05.FI.EG03	Recognize frequently encountered words
R.WS.06.FI.EG03	
R.WS.07.FI.EG03	

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

A sleepy

B secret

C selfish 

R.WS.05.FI.EG03	Recognize frequently encountered words
R.WS.06.FI.EG03	
R.WS.07.FI.EG03	

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

A trail

B trap

C trade 

PART 2

ACCESSING PRINT – TEXT COMPREHENSION

DIRECTIONS: Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

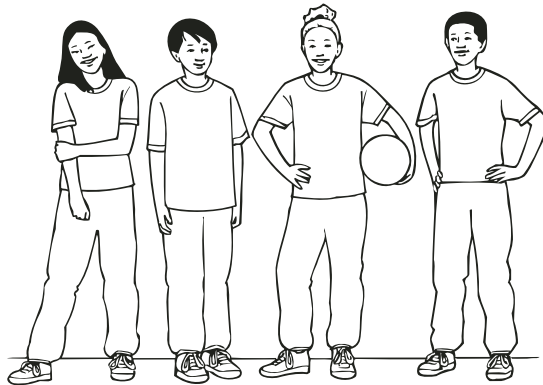
Functional Passage**Let's Play Volleyball!**

Today is September 15. Mrs. Smith reminds the class that there are only a few more days to sign up for Washington Middle School's volleyball club. Later that morning, Lewis and Ruby are walking to their next class together and see this flyer posted outside the school office.

**SIGN UP FOR THE
WASHINGTON MIDDLE SCHOOL VOLLEYBALL CLUB!**

Playing volleyball is a great way to stay in shape and to make new friends. There are no try-outs for the club. Everyone who wants to play will be able to join.

SIGNING UP: Students can join the volleyball club the week of September 14–18. Students can sign up in the gym after school between 3:00 and 3:30 P.M.



PERMISSION SLIPS: Permission slips are available in the school office. They are due to Coach Foley by September 18. Students must have a signed permission slip from a parent or guardian.


PLAYING TIMES: The volleyball club will meet on Tuesdays and Thursdays. The first club meeting will be September 22. Club members will play volleyball from 4:00–6:00 P.M.

Don't forget to bring sweatpants, a t-shirt, and gym shoes to each meeting. Students can use the locker rooms to change.

Lewis and Ruby think the volleyball club sounds like fun. They pick up permission slips from the school office and then go to their next class.


R.CM.05.FI.EG02	Identify main ideas and details
R.CM.06.FI.EG02	
R.CM.07.FI.EG02	

9 What is this passage **mostly** about?

- A** going to a volleyball game
- B** signing up for a club 
- C** meeting new friends at school


R.CM.05.FI.EG02	Identify main ideas and details
R.CM.06.FI.EG02	
R.CM.07.FI.EG02	

10 Where do Ruby and Lewis see the sign?

- A** outside the school office 
- B** in Mrs. Smith’s classroom
- C** in Washington Middle School’s gym


R.CM.05.FI.EG02	Identify main ideas and details
R.CM.06.FI.EG02	
R.CM.07.FI.EG02	

11 When can students sign up for the volleyball club?

- A** only on September 18
- B** September 14-18 
- C** September 22


R.CM.05.FI.EG01	Make inferences, predictions, and conclusions
R.CM.06.FI.EG01	
R.CM.07.FI.EG01	

12 When will the volleyball club play?

- A** before school
- B** during school
- C** after school 


R.CM.05.FI.EG02	Identify main ideas and details
R.CM.06.FI.EG02	
R.CM.07.FI.EG02	

13 When are the permission slips due?

- A** September 18 
- B** September 15
- C** September 22


R.CM.05.FI.EG01	Make inferences, predictions, and conclusions
R.CM.06.FI.EG01	
R.CM.07.FI.EG01	

14 In this passage, Coach Foley is **probably**

- A** a student in Mrs. Smith's class.
- B** the principal of the school.
- C** the person in charge of the club. 

R.CM.05.FI.EG02	Identify main ideas and details
R.CM.06.FI.EG02	
R.CM.07.FI.EG02	

15 What will students need to bring to each volleyball club meeting?

- A** a pair of gym shoes 
- B** a volleyball
- C** a permission slip

Informational Passage**Stretch for Good Health**

Coach Clark teaches at Johnson Middle School. He put up this poster in the school gym. He hopes all the students in the school will read it.

To All Students

Many of you like to play sports and exercise. Those activities can help you stay healthy, but you need to stretch, too.

Stretching Before You Exercise

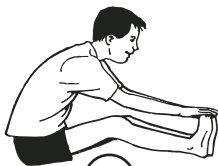
Stretching helps your body get ready for exercise. Stretching before you exercise is called "warming up." If you do it the right way, stretching might keep you from getting hurt.

Stretching After You Exercise

You should also stretch when you finish exercising. This is called "cooling down." Have you ever been sore after you exercise? Cooling down can help keep this from happening.

Steps for Stretching

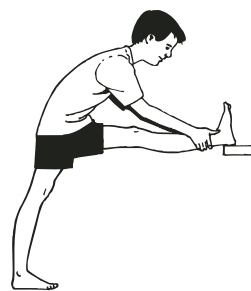
The way you stretch your body is important. Do these stretches in the order shown below:

**1.**

Stretch
your back.

**2.**

Stretch
the sides
of your body.

**3.**

Stretch
your legs.

**4.**

Stretch
your arms.

Be Careful!

Stop right away if you feel pain. You should never feel pain when you stretch. Remember, a good stretch never hurts!

R.IT.05.FI.EG03	Identify the author’s purpose - informational
R.IT.06.FI.EG03	
R.IT.07.FI.EG03	

16 The coach **probably** made this poster to

- A** tell people about the importance of stretching. 🖱
- B** teach people how to play sports.
- C** warn people about the danger of stretching.

R.IT.05.FI.EG02	Identify informational text patterns
R.IT.06.FI.EG02	
R.IT.07.FI.EG02	

17 What heading do you look under to learn about ways to stretch?

- A** **Stretching Before You Exercise**
- B** **Stretching After You Exercise**
- C** **Steps for Stretching** 🖱

R.WS.05.FI.EG07	Use context clues
R.WS.06.FI.EG07	
R.WS.07.FI.EG07	

18 In this poster, what does “warming up” mean?

- A** playing different sports
- B** stretching before exercise 🖱
- C** being sure not to get sore

R.CM.05.FI.EG02	Identify main ideas and details
R.CM.06.FI.EG02	
R.CM.07.FI.EG02	

19 The pictures in this poster show you how to stretch your back, legs, arms, and

A sides. 

B head.

C feet.

R.WS.05.FI.EG07	Use context clues
R.WS.06.FI.EG07	
R.WS.07.FI.EG07	

20 What does this poster mean by “cooling down”?

A stretching before playing sports

B stretching after exercise 

C being careful when stretching

R.CM.05.FI.EG02	Identify main ideas and details
R.CM.06.FI.EG02	
R.CM.07.FI.EG02	

21 According to this poster, what should you do when you feel pain?


A stretch your back

B try warming up

C stop stretching 

R.CM.05.FI.EG01	Make inferences, predictions, and conclusions
R.CM.06.FI.EG01	
R.CM.07.FI.EG01	

22 Coach Clark would **probably** say you should stretch before you

- A** study for a test.
- B** lift weights. 
- C** play checkers.

Narrative 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.

R.CM.05.FI.EG02	Identify main ideas and details
R.CM.06.FI.EG02	
R.CM.07.FI.EG02	

23 What is the 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


R.CM.05.FI.EG02	Identify main ideas and details
R.CM.06.FI.EG02	
R.CM.07.FI.EG02	

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

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


R.WS.05.FI.EG07	Use context clues
R.WS.06.FI.EG07	
R.WS.07.FI.EG07	

25 What does the word crushed mean in this story?

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


R.CM.05.FI.EG02	Identify main ideas and details
R.CM.06.FI.EG02	
R.CM.07.FI.EG02	

26 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. 


R.CM.05.FI.EG01	Make inferences, predictions, and conclusions
R.CM.06.FI.EG01	
R.CM.07.FI.EG01	

27 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


R.NT.05.FI.EG03	Identify story elements
R.NT.06.FI.EG03	
R.NT.07.FI.EG03	

28 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.

R.NT.05.FI.EG03	Identify story elements
R.NT.06.FI.EG03	
R.NT.07.FI.EG03	

29 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.



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