



Supported Independence

Spring 2009

English Language Arts and Mathematics

Middle School

Grade 11

Official Released Items

MICHIGAN STATE BOARD OF EDUCATION
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The Grade 11 *Supported Independence English Language Arts and Mathematics* assessment was administered for the first time in Spring 2007. 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 Spring 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 High School Content Expectations (EHSCEs), 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 Spring 2009 Grade 11 *Supported Independence English Language Arts and Mathematics* assessment. 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.

English Language Arts Assessment Component	Number of Core Items	Number of Released Items	Number of Embedded Items
Accessing Information			5 (varies by assessment component)
Word Study	4	1	
Comprehension	5	1	
Expressing Ideas	6	2	
English Language Arts Item Subtotal	15	4	
English Language Arts Possible Points Subtotal*	60		
Mathematics Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Quantitative Literacy and Logic	10	2	5 (varies by strand)
Algebra and Functions	2	1	
Geometry and Trigonometry	3	1	
Statistics and Probability			
Mathematics Item Subtotal	15	4	
Mathematics Possible Points Subtotal*	60		
Total ELA and Mathematics Items	30	8	10
Total Possible Points	120		

*2 points/item Primary Assessment Administrator/item Shadow Assessment Administrator = 4 points possible/item

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Supported Independence General Directions

- Prior to administration, review the assessment items. The Supported Independence assessment uses two item formats: selected-response and activity-based observation. All items are scored with the Supported Independence Scoring Rubric. Learning how to apply the rubric correctly is very important to the reliability of the assessment. The *2008/2009 MI-Access Coordinator and Assessment Administrator Manual* and the *MI-Access Participation and Supported Independence (P/SI) Scoring Rubrics Online Learning Program* (www.mi-access.info) both contain examples on how the rubric should be applied. In addition, the “Scoring Rubric Flow Chart” included in the manual explains when to give a student a score point or a condition code.
- All items are designed to assess the English language arts (ELA) and mathematics Extended High School Content Expectations (EHSCEs), which link the assessments to the Michigan Curriculum Frameworks’ Content Standards.
- All answer choices for selected-response items require graphics. These have been provided as thumbnails on the page containing the item and as separate full-page (8½ x 11) picture cards coded to the individual items for which they will be used. Prior to administration, review the items and corresponding picture cards to ensure that you have the correct one for each item. When administering the assessments, these picture cards must be presented to the student two times in a different order, and the student must respond correctly both times. Both the MI-Access manual and the scoring rubrics online learning program provide detailed descriptions and examples of how to present items with picture cards to the student.
- The activity-based observation items are designed to (1) reflect classroom activities with which students should be familiar, and (2) provide a performance context in which specific Michigan ELA and mathematics EHSCEs can be assessed. Review the item components, which include the actual activity that will be observed and the scoring focus.
- Plan for appropriate materials and any individualized communication or technology devices the student may need, such as augmentative communication devices and/or other specialized equipment. Keep in mind that any aids or materials used must be chronologically age appropriate and reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration).
- If possible, plan observation times when the item/activity may typically occur. While some activities will occur naturally in the classroom, others may require more detailed planning in order to observe the specific scoring focus. Prepare to adjust the instructional environment as needed.
- Persons involved in the assessment should follow universal health precautions when needed.
- Determine which **two** people will observe and score the items. A certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) must act as the Primary Assessment Administrator (PAA). Shadow Assessment Administrators (SAA) can also be certified staff or other school personnel (such as highly qualified paraprofessionals). Keep in mind that both PAAs and SAAs must (1) be familiar with the student, and (2) not impede or influence any interaction particular to the item.
- Both the PAA and SAA will need to tear or cut out their respective MI-Access Assessment Administrator Scoring Documents, which are located in the assessment booklet following the assessment items. This is where the PAA and SAA will record the score point or condition code for each selected-response or activity-based observation item. Using a separate scoring document allows the PAA and SAA to independently score the student’s response to each item. Once all of the items have been administered, the score points or condition codes recorded by the PAA and SAA must be transferred to the student’s answer document using a Number 2 pencil.

Section 1

English Language Arts

STUDENT DIRECTIONS: Do and say whatever is typically done or said to allow the student to engage in each item, UNLESS otherwise directed in the item.

Item R1

ACTIVITY: The student will correctly identify/select the month of the year in written format (when shown a list or flash cards with all twelve months of the year) during an instructional routine.

SCORING FOCUS: Recognizing frequently encountered words

Item R2

ACTIVITY: The student will correctly identify 3 fictional elements, such as a flying dog, talking plant, or the presence of dragons, from a story that contains both fact and fiction during a leisure reading activity.

SCORING FOCUS: Identifying what makes a story fact or fiction

Item R3

ACTIVITY: The student will promote self-advocacy by asking for assistance when a needed item is not available, such as a particular food choice, utensil, or napkin, during school lunch time.

SCORING FOCUS: Promoting self-advocacy

Item R4

ACTIVITY: The student will correctly identify what is an acceptable level of voice volume in the classroom while playing an interactive game, such as a board game, twenty questions, or bingo, during leisure time with staff and/or peers.

SCORING FOCUS: Identifying acceptable voice volume in varied settings



Do Not Continue.

Section 2

Mathematics

STUDENT DIRECTIONS: Do and say whatever is typically done or said to allow the student to engage in each item, UNLESS otherwise directed in the item.

Item R1

ACTIVITY: The student will correctly subtract 2, double-digit numbers with a 2-digit difference during a familiar instructional assignment or activity. Use of calculators and/or manipulatives is permissible. For example, the student could be shown a mixture of 50 blue beads and 60 red beads and then asked, "How many beads will there be left if we take out all the blue beads?"

SCORING FOCUS: Calculating sum and/or difference

Item R2

ACTIVITY: The student will correctly sequence the days of the week during a familiar calendar or scheduling activity. For example, the student could be given a set of 7 cards, each with one day of the week written upon it, and directed to, "Put these in order, from the beginning of the week to the end."

SCORING FOCUS: Sequencing the days of the week

Item R3

ACTIVITY: The student will correctly identify a missing component and the quantity necessary to complete a calendar or work schedule. For example, if the student uses a pictorial schedule, the assessment administrator could provide the student with a schedule that is complete except for 2 of the day's activities. The incomplete schedule could be presented to the student and the assessment administrator could ask, "What is missing from today's schedule?" This item requires the student to 1) recognize what activities are missing, and 2) tell or show how many activities are needed to complete the schedule.

SCORING FOCUS: Identifying the unknown component and quantity in an applied problem

Item R4

ACTIVITY: The student will demonstrate an understanding of the directional/positional terms **above** and **below** while completing a familiar dressing routine related to a specific activity, such as putting on clothing used for art (smock), cooking (apron), physical education (P.E. clothes), shop (safety glasses), or cafeteria work (hairnet).

SCORING FOCUS: Identifying the positions of objects in space using directional/positional terms



Do Not Continue.

Both the Primary Assessment Administrator (PAA) and the Shadow Assessment Administrator (SAA) will need to tear or cut out their respective MI-Access Assessment Administrator Scoring Documents. This is where the PAA and SAA will record the score point or condition code for each selected-response or activity-based observation item. Using a separate scoring document allows the PAA and SAA to independently score the student's response to each item. Once all of the items have been administered, the score points or condition codes recorded by the PAA and SAA must be transferred to the student's answer document using a Number 2 pencil.

Student Name: _____

MI-Access Primary Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student answer document. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student answer document.

English Language Arts

Item R1

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R4

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Mathematics

Item R1

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R4

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions



Student Name: _____

MI-Access Shadow Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student answer document. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student answer document.

English Language Arts**Item R1**

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R4

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Mathematics**Item R1**

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R2

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R3

- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Item R4

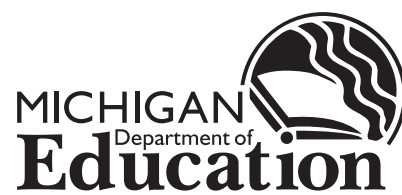
- 2 Responds correctly with no assessment administrator assistance
- 1 Responds correctly after assessment administrator provides verbal/physical cues
- A Incorrect response
- B Resists/Refuses
- C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions



Below is a list of the Extended High School Content Expectations (EHSCE) for each released item found in this booklet. The chart contains the EHSCE code and a brief description of what is measured.

Full descriptions of the EHSCE contained in the chart below are available for review and download at www.mi.gov/mi-access.

English Language Arts		
Released Item Number	EHSCE Code	ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus
		Word Study
R1	EHSCE.SI.2.1.6a	Recognizing frequently encountered words
		Comprehension
R2	EHSCE.SI.2.1.5a	Identifying what makes a story fact or fiction
		Expressing Ideas
R3	EHSCE.SI.2.1.10a	Promoting self-advocacy
R4	EHSCE.SI.1.3.8a	Identifying acceptable voice volume in varied settings
Mathematics		
Released Item Number	EHSCE Code	STRAND or Abbreviated Descriptor/Scoring Focus
		Quantitative Literacy and Logic
R1	EHSCE.SI.L2.1.5a	Calculating sum and/or difference
R2	EHSCE.SI.L3.1.1d	Sequencing the days of the week
		Algebra and Functions
R3	EHSCE.SI.A1.1.1a	Identifying the unknown component and quantity in an applied problem
		Geometry and Trigonometry
R4	EHSCE.SI.G3.1.1a	Identifying the positions of objects in space using directional/positional terms



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QAI-04688