



Participation

Spring 2010

English Language Arts and Mathematics

High School

Grade **11**

Official Released Items

MICHIGAN STATE BOARD OF EDUCATION
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The *Grade 11 Participation English Language Arts and Mathematics Assessment* was administered for the first time in Spring 2007. This booklet contains released items from the Spring 2010 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 2010 *Grade 11 Participation 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	3	1	
Expressing Ideas	3	1	
English Language Arts Item Subtotal	10	3	
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	8	2	5 (varies by strand)
Geometry	2	1	
Mathematics Item Subtotal	10	3	
Mathematics Possible Points Subtotal*	60		
Total ELA and Mathematics Items	20	8	10
Total Possible Points	120		

*3 points/item Primary Assessment Administrator + 3 points/item Shadow Assessment Administrator = 6 points possible/item

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Participation General Directions

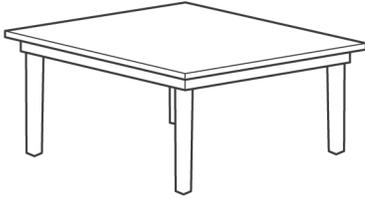
- Prior to administration, review the assessment items. The Participation assessment uses two item formats: selected-response and activity-based observation. All items are scored with the Participation Scoring Rubric. Learning how to apply the rubric correctly is very important to the reliability of the assessment. The *2009/2010 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.

R1 Which word shows something you would **most likely** find in a school?



table



mountain

SCORING FOCUS: Identifying words from familiar environments

Item R2

ACTIVITY: The student will correctly answer 3 questions related to the school environment. Questions, such as what type of facilities/classrooms are in the school, or who works in the school, may be used.

SCORING FOCUS: Responding to questions related to an assigned task

Item R3

ACTIVITY: The student will accurately communicate which 3 items are necessary for an outdoor activity, such as a hat, jacket, or sunglasses (from a set of 3 necessary and 3 unnecessary items), during preparation for an outdoor activity.

SCORING FOCUS: Communicating accurately



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

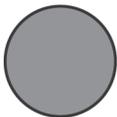
ACTIVITY: The student will correctly organize data by sorting 4 pictures of scenes by 1 familiar attribute during a familiar calendar or scheduling routine. For example, the student could be shown 2 pictures of inside activities and 2 pictures of outside activities and then directed, "Show me which ones people do inside."

SCORING FOCUS: Organizing data by sorting pictures or objects

Use this pattern to answer question **R2**.

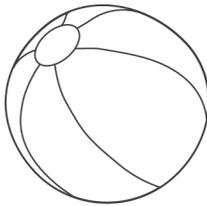
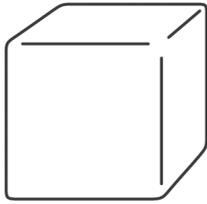


R2 Which one comes **next**?



SCORING FOCUS: Extending patterns involving objects or symbols

R3 Which one is a cube?



SCORING FOCUS: Differentiating between cube and sphere



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**

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

Item R2

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

Item R3

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

Mathematics**Item R1**

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

Item R3

- 3** Responds correctly with no assessment administrator assistance
- 2** Responds correctly after assessment administrator provides verbal/physical cues
- 1** Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- 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

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

Item R2

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

Item R3

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

Mathematics

Item R1

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

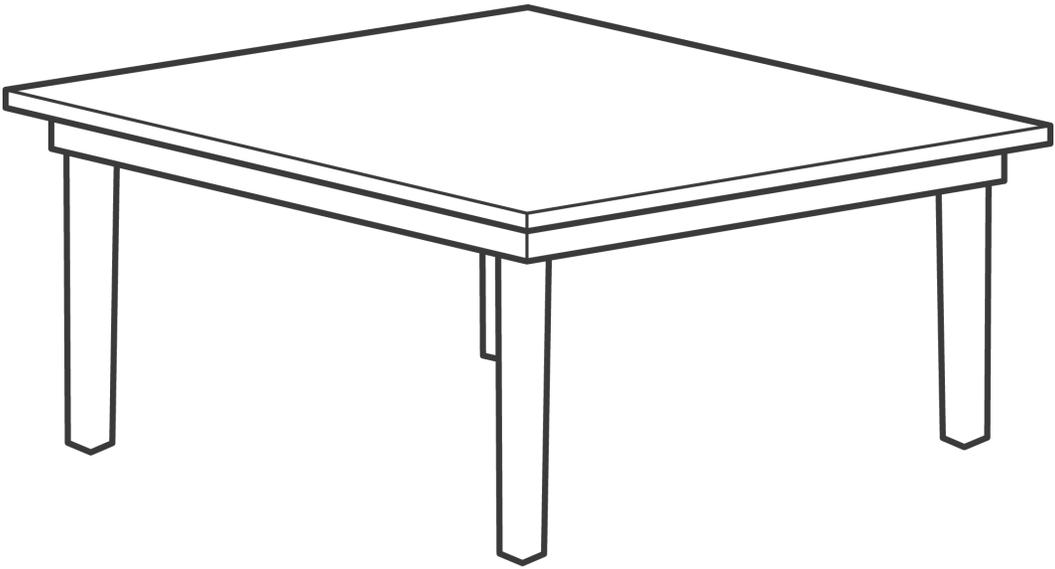
Item R2

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

Item R3

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



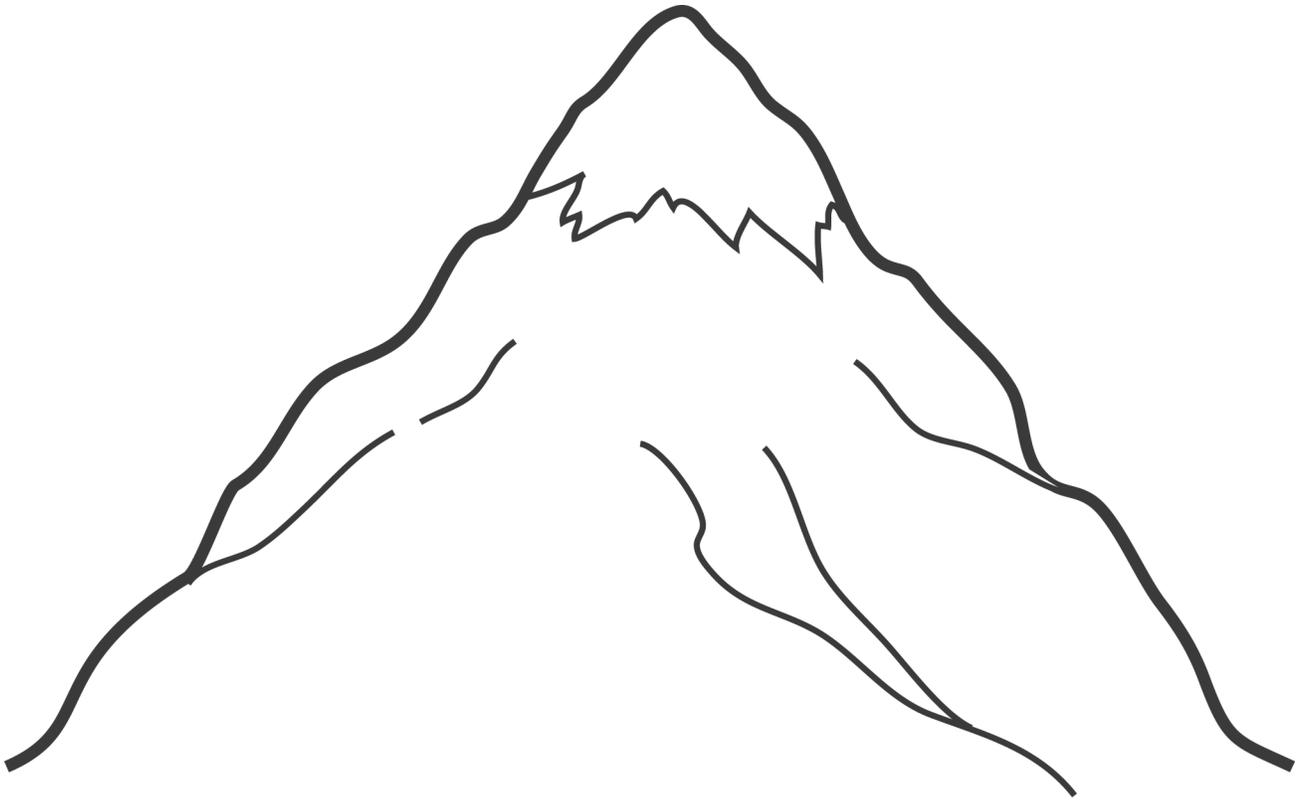


table

English Language Arts Grade 11 Participation

Selected-response R1

Correct "table"

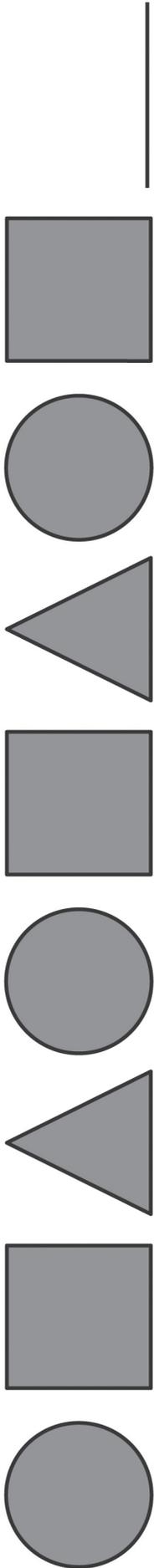


mountain

English Language Arts Grade 11 Participation

Selected-response R1

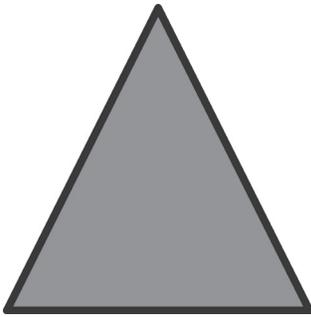
Incorrect "mountain"



Mathematics Grade 11 Participation

Selected-response R2

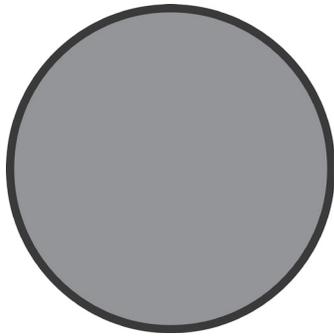
stem "pattern"



Mathematics Grade 11 Participation

Selected-response R2

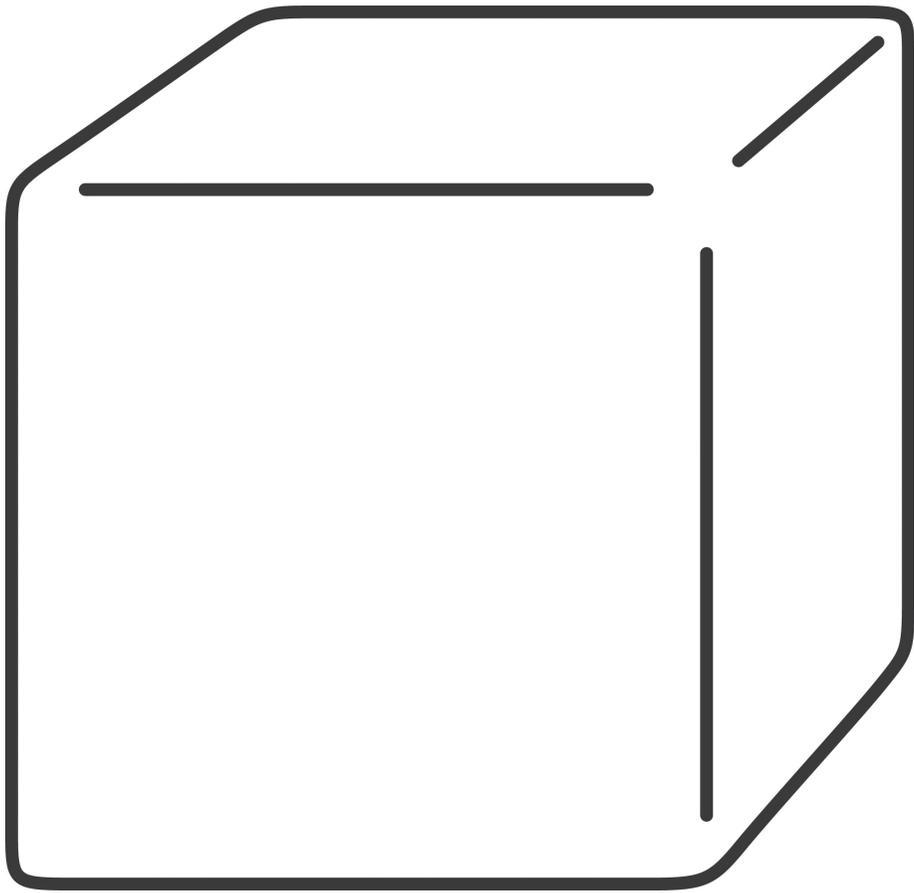
Correct "triangle"



Mathematics Grade 11 Participation

Selected-response R2

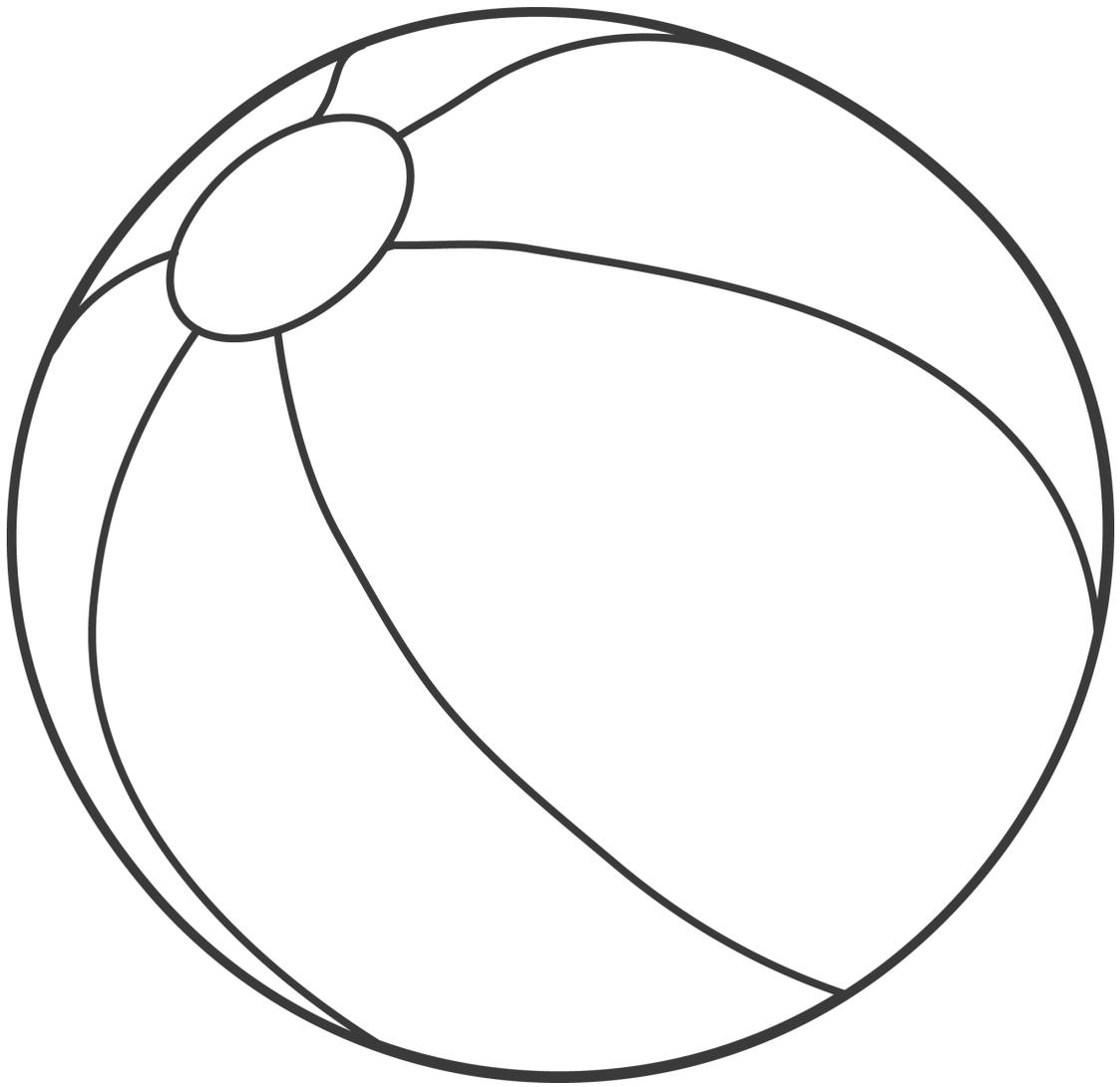
Incorrect "circle"



Mathematics Grade 11 Participation

Selected-response R3

Correct "cube"



Mathematics Grade 11 Participation

Selected-response R3

Incorrect "ball"

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.P.2.1.6b	Identifying words from familiar environments
		Comprehension
R2	EHSCE.P.2.2.3b	Responding to questions related to an assigned task
		Expressing Ideas
R3	EHSCE.P.1.3.7a	Communicating accurately
Mathematics		
Released Item Number	EHSCE Code	ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus
		Quantitative Literacy and Logic
R1	EHSCE.P.L1.2.4b	Organizing data by sorting pictures or objects
R2	EHSCE.P.A2.1.1a	Extending patterns involving objects or symbols
		Geometry
R3	EHSCE.P.G1.1.6a	Differentiating between cube and sphere



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