The Grade 11 Supported Independence English Language Arts and Mathematics Assessment was administered for the first time in Spring 2007. 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 \textbf{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 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.

\begin{tabular}{|l|c|c|c|}
\hline
\textbf{English Language Arts Assessment Component} & \textbf{Number of Core Items} & \textbf{Number of Released Items} & \textbf{Number of Embedded Items} \\
\hline
Accessing Information & 4 & 1 & 5 (varies by assessment component) \\
Word Study & 5 & 1 & \\
Comprehension & 6 & 2 & \\
Expressing Ideas & & & \\
\hline
\textbf{English Language Arts Item Subtotal} & 15 & 4 & \\
\hline
\textbf{English Language Arts Possible Points Subtotal*} & 60 & & \\
\hline
\end{tabular}

\begin{tabular}{|l|c|c|c|}
\hline
\textbf{Mathematics Strand} & \textbf{Number of Core Items} & \textbf{Number of Released Items} & \textbf{Number of Embedded Items} \\
\hline
Quantitative Literacy and Logic & 10 & 3 & 5 (varies by strand) \\
Algebra & 2 & 0 & \\
Geometry & 3 & 1 & \\
\hline
\textbf{Mathematics Item Subtotal} & 15 & 4 & \\
\hline
\textbf{Mathematics Possible Points Subtotal*} & 60 & & \\
\hline
\end{tabular}

\begin{tabular}{|l|c|c|}
\hline
\textbf{Total ELA and Mathematics Items} & 30 & 8 \\
\hline
\textbf{Total Possible Points} & 120 & 10 \\
\hline
\end{tabular}

*2 points/item Primary Assessment Administrator + 2 points/item Shadow Assessment Administrator = 4 points possible/item
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 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 PAAAs 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 rhymes with “sock”?  

- cookie  
- cow  
- clock  

**SCORING FOCUS:** Using poetic language

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**Item R2**

**ACTIVITY:** The student will demonstrate the meaning of 4 common vocabulary words associated with a selected vocational/employment goal, such as working in a restaurant, daycare, or grocery store, during an instructional activity focusing on occupations.

**SCORING FOCUS:** Explaining the meaning of common vocabulary associated with occupations
Item R3

ACTIVITY: The student will write or scribe a complete sentence to express ideas about a specific animal, such as an elephant, horse, or dog, during an instructional writing assignment.

SCORING FOCUS: Writing complete sentences to express ideas

Item R4

ACTIVITY: The student will maintain conversational focus on a topic, when in a small group, for at least 1 minute (with questions from listeners) while retelling a personal experience, such as what he/she did over the weekend, the night before, or on a vacation, during leisure/visiting time.

SCORING FOCUS: Remaining focused on conversational topics
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.
R1  Which one is worth 20 dollars?

**SCORING FOCUS:** Identifying bills
Use this calendar to answer question **R2**.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tr>
<td>Memorial Day</td>
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</tbody>
</table>

**R2** When are Memorial Day and Mother’s Day?

- May 14 and May 31
- May 29 and May 31
- May 14 and May 29

**SCORING FOCUS:** Using a calendar to locate significant dates
Item R3

**ACTIVITY:** The student will correctly tell time to the hour when presented with a digital or analog clock. For example, at 2:00 the teacher could direct the student’s attention to a clock he/she is familiar with and ask, “What time is it?”

**SCORING FOCUS:** Telling time to the hour using a digital or analog clock

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**R4**  We need 1 and 3/4 cups of water to make lemonade.

Which one shows 1 and 3/4 cups?

![Image of measuring cups]

**SCORING FOCUS:** Measuring volume using a cup, quarter cup, and/or half cup

STOP

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.
**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
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
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.

**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
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.

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
cookie
English Language Arts Grade 11 Supported Independence

Selected-response R1

Incorrect “cookie”
COW
English Language Arts Grade 11 Supported Independence

Selected-response R1

Incorrect “cow”
English Language Arts Grade 11 Supported Independence

Selected-response R1

Correct “clock”
Mathematics Grade 11 Supported Independence

Selected-response R1

Incorrect “five dollar bill”
Mathematics Grade 11 Supported Independence

Selected-response R1

Incorrect “ten dollar bill”
Mathematics Grade 11 Supported Independence

Selected-response R1

Correct “twenty dollar bill”
<table>
<thead>
<tr>
<th>May</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<td>Mother’s Day</td>
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<td></td>
<td>28 Memorial Day</td>
<td>29</td>
<td>30</td>
<td>31</td>
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</tr>
</tbody>
</table>
Mathematics Grade 11 Supported Independence

Selected-response R2

Question stem “When are Memorial Day and Mother’s Day?”
May 14 and May 31
Mathematics Grade 11 Supported Independence

Selected-response R2

Incorrect “May 14 and May 31”
May 29 and May 31
Mathematics Grade 11 Supported Independence

Selected-response R2

Incorrect “May 29 and May 31”
May 14 and May 29
Mathematics Grade 11 Supported Independence

Selected-response R2

Correct “May 14 and May 29”
Mathematics Grade 11 Supported Independence

Selected-response R4

Incorrect “1 and 1/2 cups”
Mathematics Grade 11 Supported Independence

Selected-response R4

Incorrect “1/2 cup”
Mathematics Grade 11 Supported Independence

Selected-response R4

Correct “1 and 3/4 cups”
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

<table>
<thead>
<tr>
<th>Released Item Number</th>
<th>EHSCE Code</th>
<th>ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Word Study</td>
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<tr>
<td>R1</td>
<td>EHSCE.SI.3.2.2a</td>
<td>Use poetic language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehension</td>
</tr>
<tr>
<td>R2</td>
<td>EHSCE.SI.2.3.1a</td>
<td>Explaining the meaning of common vocabulary associated with occupations</td>
</tr>
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<td></td>
<td></td>
<td>Expressing Ideas</td>
</tr>
<tr>
<td>R3</td>
<td>EHSCE.SI.1.1.4a</td>
<td>Writing complete sentences to express ideas</td>
</tr>
<tr>
<td>R4</td>
<td>EHSCE.SI.2.1.10a</td>
<td>Remaining focused on conversational topics</td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Released Item Number</th>
<th>EHSCE Code</th>
<th>STRAND or Abbreviated Descriptor/Scoring Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Quantitative Literacy and Logic</td>
</tr>
<tr>
<td>R1</td>
<td>EHSCE.SI.L1.2.1b</td>
<td>Identifying bills</td>
</tr>
<tr>
<td>R2</td>
<td>EHSCE.SI.L1.2.4d</td>
<td>Using a calendar to locate significant dates</td>
</tr>
<tr>
<td>R3</td>
<td>EHSCE.SI.L3.1.1b</td>
<td>Telling time to the hour using a digital or analog clock</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td>R4</td>
<td>EHSCE.SI.G2.1.3a</td>
<td>Measuring volume using a cup, quarter cup, and / or half cup</td>
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</tbody>
</table>