



Supported Independence

Spring 2010

Science

High School

Grade 11

Official Released Items

MICHIGAN STATE BOARD OF EDUCATION
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The *Grade 11 Supported Independence Science Assessment* was administered for the first time in Spring 2008. 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 Benchmarks (EB), 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 Supported Independence Science 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.

Supported Independence Science Grade 11

Science Strand	Number of Core Items
Life	7
Physical	3
Earth	5
Constructing	1
Reflecting	1
Total Items	17
Total Possible Points	68
Released Items	3 (Numbers vary by strand and topic.)

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

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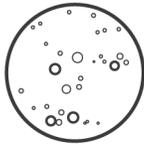
Supported Independence General Directions

- Prior to administration, review the assessment items. The Supported Independence assessment uses a selected-response item format. These 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 science Extended Benchmarks (EBs), 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.
- 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).
- 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 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.

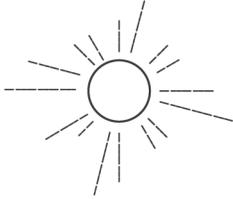
Science

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 What does a plant need to grow?



moon



sun



fruit

SCORING FOCUS: Identifying characteristics of all living things

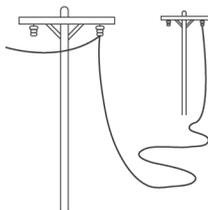
Which is an electrical hazard to stay away from?



lightbulb



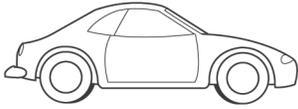
power cord



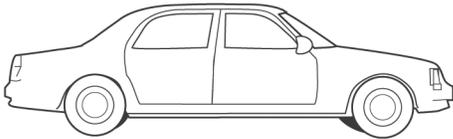
downed power line

SCORING FOCUS: Identifying and/or using instructions and appropriate safety precautions

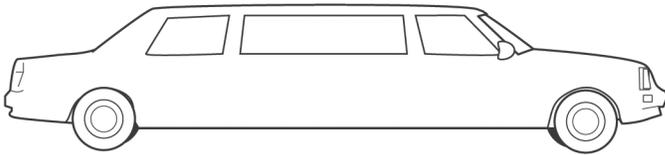
R3 Which of these cars probably uses the **least** fuel?



compact



sedan



limousine

SCORING FOCUS: Identifying and/or demonstrating everyday routines related to conservation



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.

Science Supported Independence Items

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



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.

Science Supported Independence Items**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

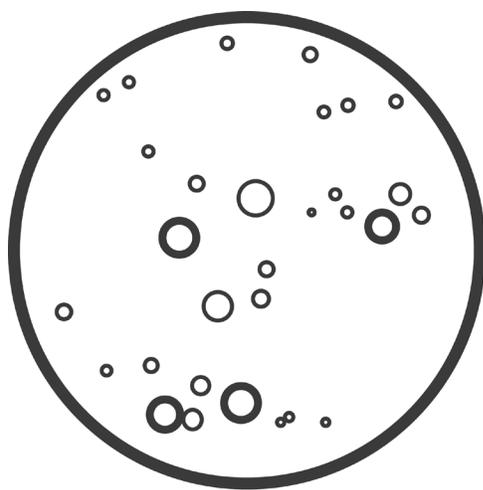
Item R2

- 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

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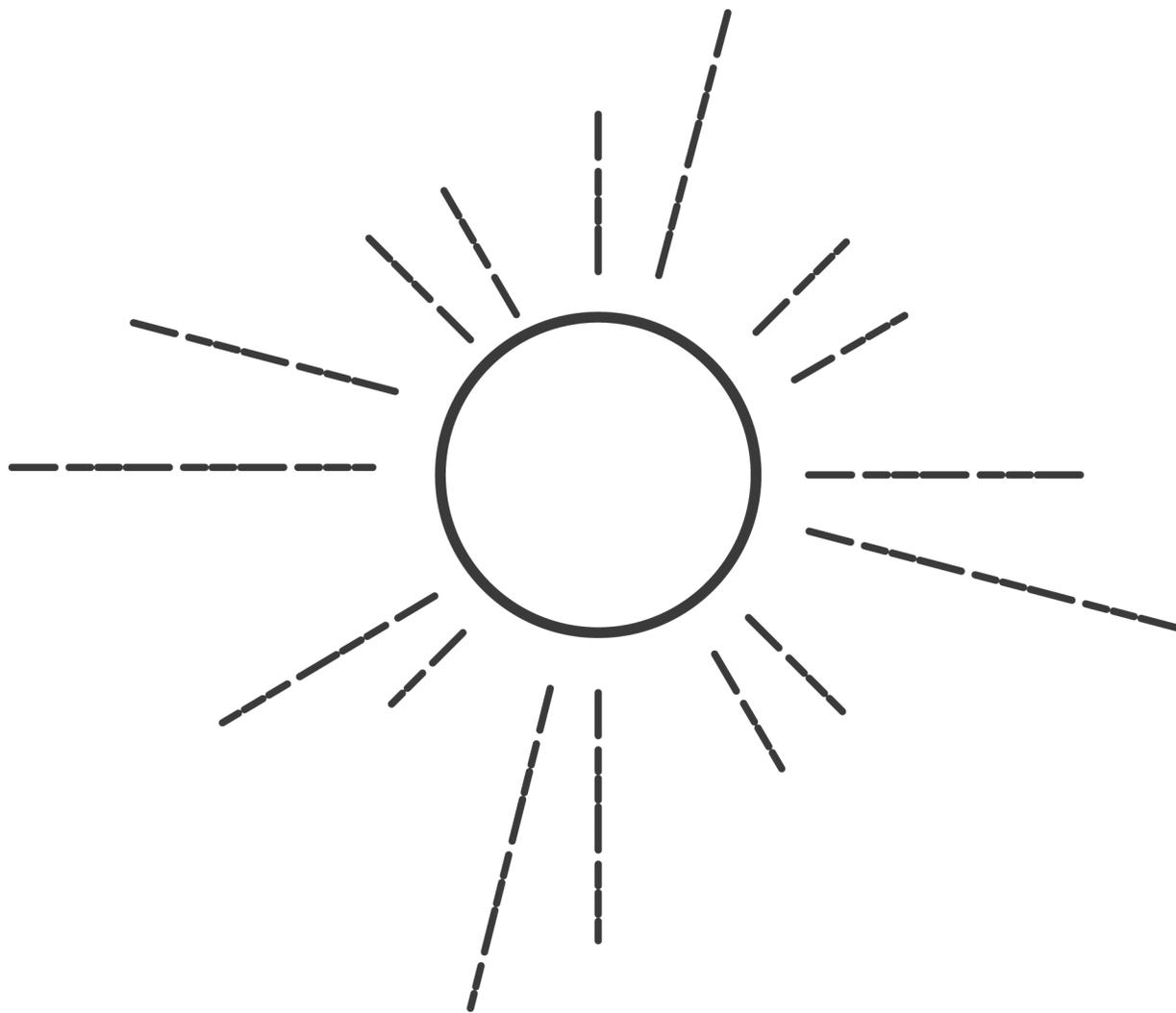


moon

Science Grade 11 Supported Independence

Selected-response R1

Incorrect "moon"

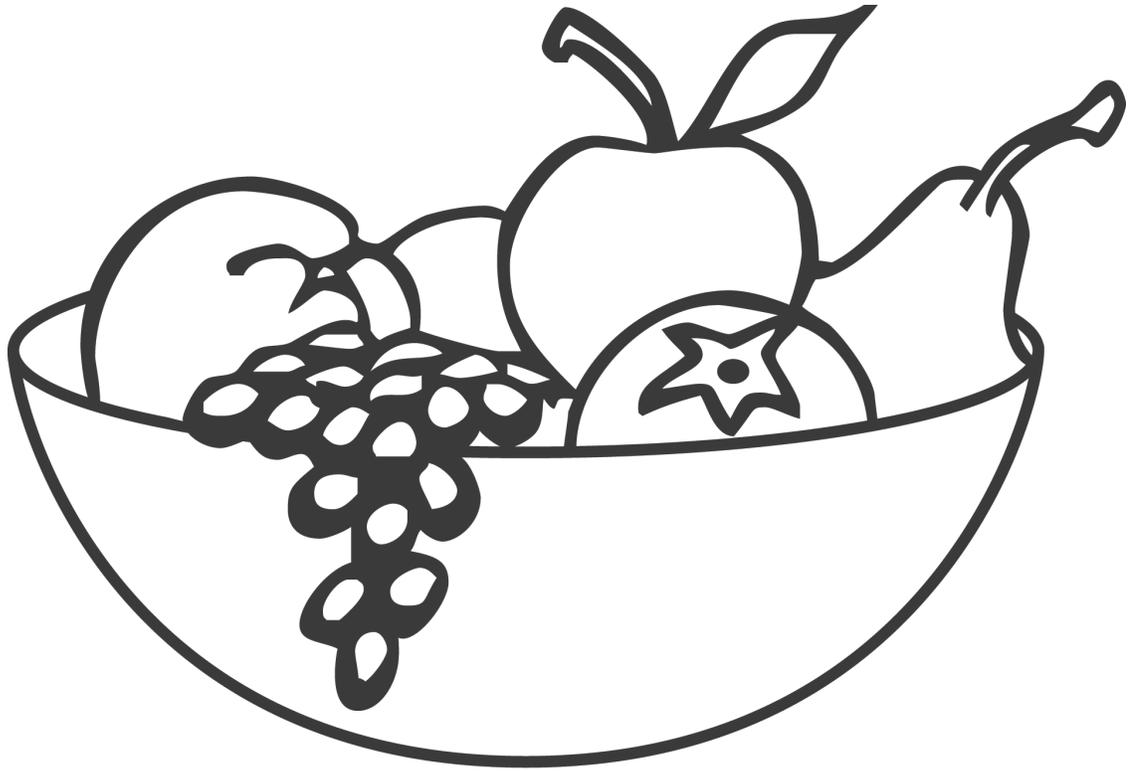


sun

Science Grade 11 Supported Independence

Selected-response R1

Correct "sun"

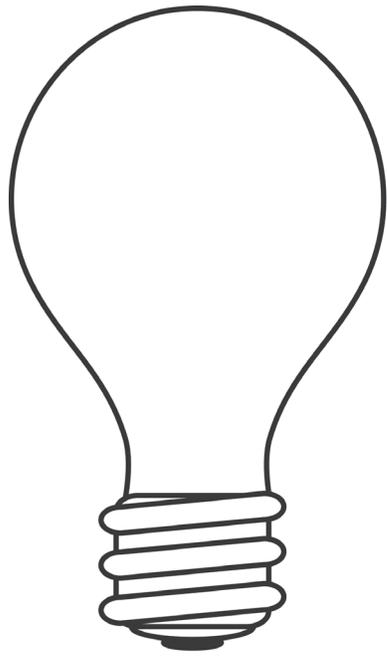


fruit

Science Grade 11 Supported Independence

Selected-response R1

Incorrect "fruit"

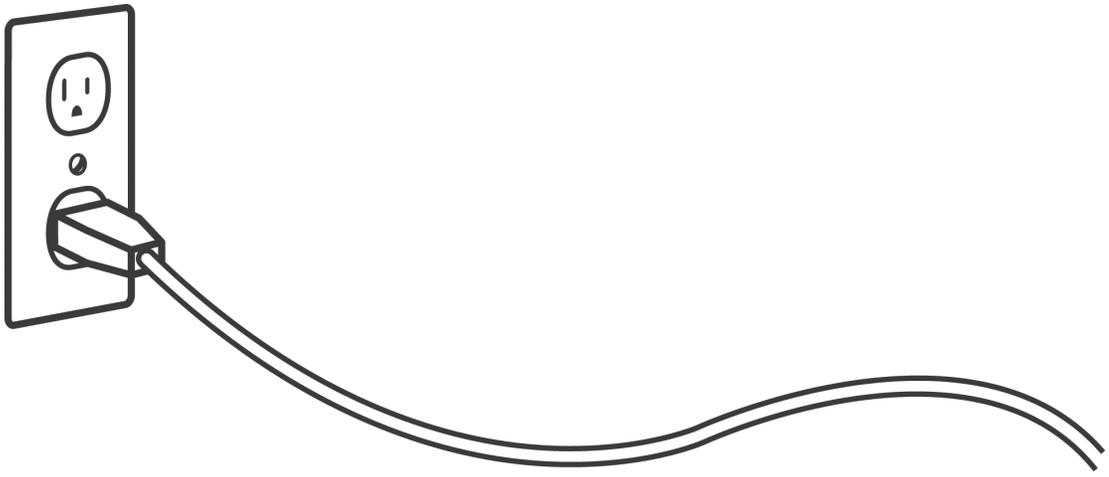


lightbulb

Science Grade 11 Supported Independence

Selected-response R2

Incorrect "lightbulb"

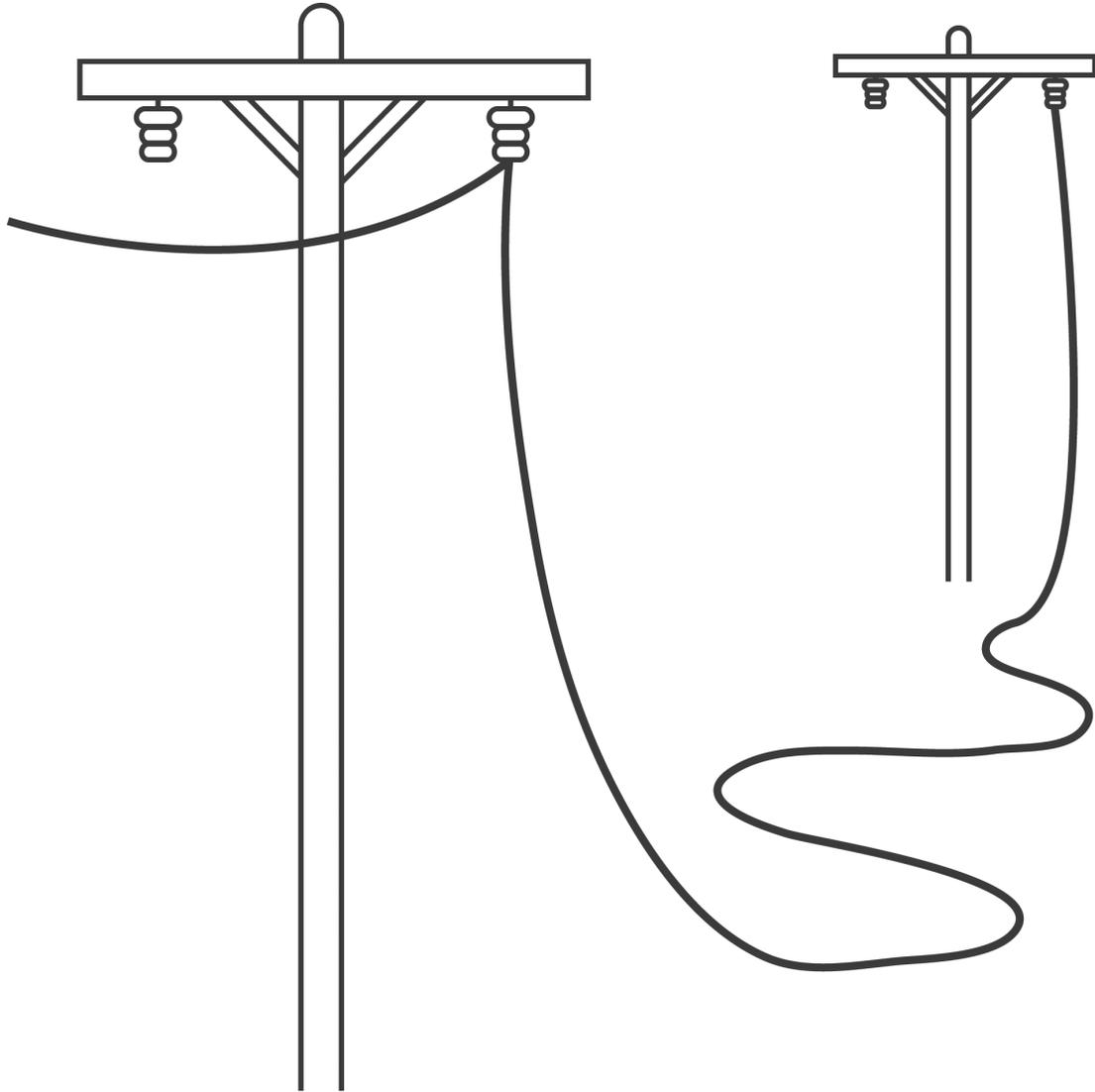


power cord

Science Grade 11 Supported Independence

Selected-response R2

Incorrect “power cord”

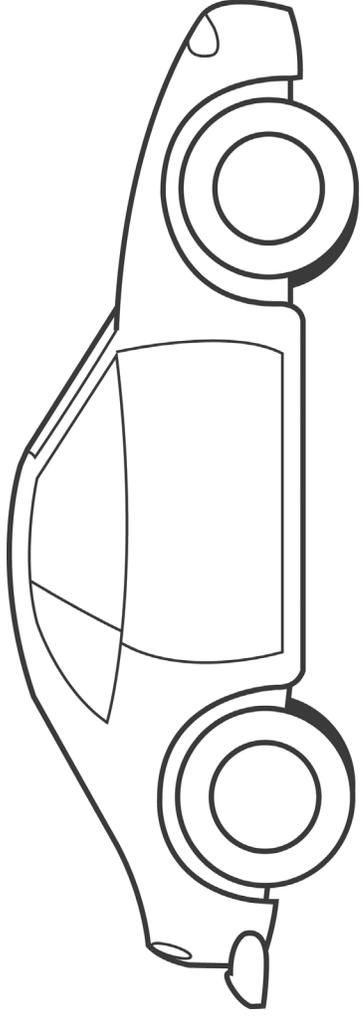


downed power line

Science Grade 11 Supported Independence

Selected-response R2

Correct "downed power line"

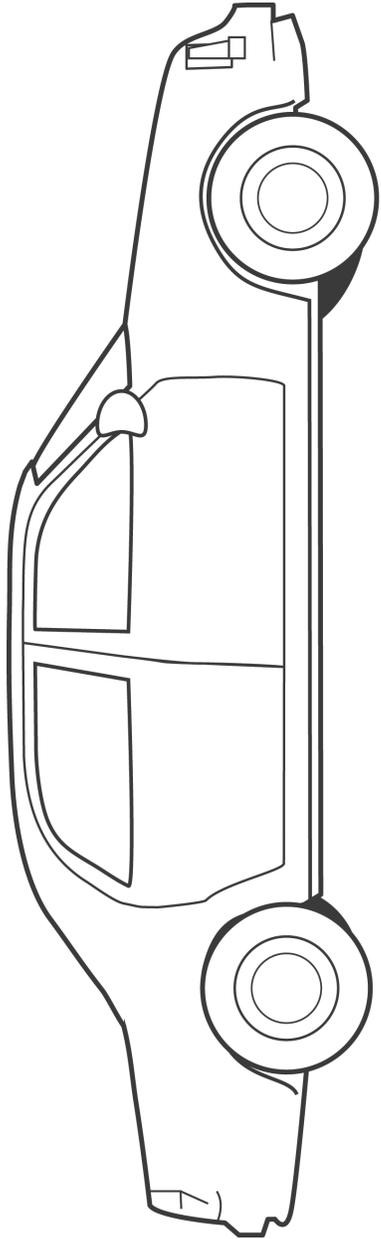


compact

Science Grade 11 Supported Independence

Selected-response R3

Correct "compact"

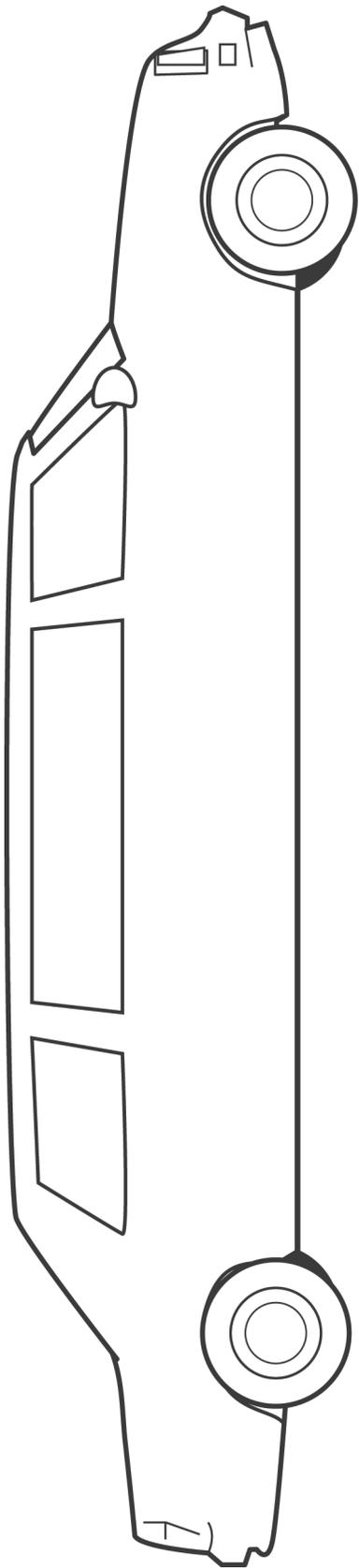


sedan

Science Grade 11 Supported Independence

Selected-response R3

Incorrect "sedan"



limousine

Science Grade 11 Supported Independence

Selected-response R3

Incorrect "limousine"

Below is a list of the Extended Benchmarks (EB) for each released item found in this booklet. The chart contains the EB code and a brief description of what is measured.

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

Science		
Released Item Number	EB Code	Scoring Focus
		Life
R1	L.CE.SI.EB.III.1.h.1a	Identifying characteristics of all living things
		Physical
R2	P.ME.SI.EB.IV.1.m.6ADDh	Identifying and/or using instructions and appropriate safety precautions
		Earth
R3	E.GE.SI.EB.V.1.e.6ADDh	Identifying and/or demonstrating everyday routines related to conservation



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