Supported Independence
Science

Official Released Items

Grade 5

Fall 2009
Official Released Items
The Grade 5 Supported Independence Science Assessment was administered for the first time in Fall 2007. Beginning with this administration, 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 Fall 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 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 Fall 2009 Grade 5 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.

<table>
<thead>
<tr>
<th>Science Strand</th>
<th>Number of Core Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life</td>
<td>7</td>
</tr>
<tr>
<td>Physical</td>
<td>3</td>
</tr>
<tr>
<td>Earth</td>
<td>5</td>
</tr>
<tr>
<td>Constructing</td>
<td>1</td>
</tr>
<tr>
<td>Reflecting</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Items</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>68</strong>*</td>
</tr>
<tr>
<td><strong>Released Items</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

*Numbers vary by strand and topic.*

*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 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.
R1  Which is a healthy food?

- cookie
- carrot
- french fries

SCORING FOCUS: Identifying some common healthy foods
R2 Which object is hard?

- rock
- flower
- banana

**SCORING FOCUS:** Identifying attributes/properties of common objects
R3  Which of these can be recycled?

cookie

daily newspaper

cloud

SCORING FOCUS: Identifying everyday routines and/or materials related to conservation of natural resources
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
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
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
Science Grade 5 Supported Independence

Selected-response R1

Incorrect “cookie”
Which is a healthy food?

- cookie
- carrot
- french fries

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carrot
Science Grade 5 Supported Independence

Selected-response R1

Correct “carrot”
Which is a healthy food?

- cookie
- carrot
- french fries

french fries
Science Grade 5 Supported Independence

Selected-response R1

Incorrect “french fries”
Which object is hard? rock

Scoring Focus: Identifying attributes/properties of common objects
Science Grade 5 Supported Independence

Selected-response R2

Correct “rock”
Which object is hard?
- rock
- flower
- banana

Scoring Focus:
Identifying attributes/properties of common objects

Which animal has feathers?
- dragonfly
- bat
- bird

Scoring Focus:
Identifying sounds and/or characteristics of animals

flower
Science Grade 5 Supported Independence

Selected-response R2

Incorrect “flower”
Which object is hard?

- rock
- flower
- banana

Scoring Focus: Identifying attributes/properties of common objects

Which animal has feathers?

- dragonfly
- bat
- bird

Scoring Focus: Identifying sounds and/or characteristics of animals
Science Grade 5 Supported Independence

Selected-response R2

Incorrect “banana”
cookie
Science Grade 5 Supported Independence

Selected-response R3

Incorrect “cookie”
Which of these can be recycled?

- cookie
- newspaper
- cloud

Which picture shows water that is frozen?

- newspaper
Science Grade 5 Supported Independence

Selected-response R3

Correct “newspaper”
Which picture shows water that is frozen?

cloud

Scoring Focus:
Recognizing that water exists in liquid and solid forms
Science Grade 5 Supported Independence

Selected-response R3

Incorrect “cloud”
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](http://www.mi.gov/mi-access).

<table>
<thead>
<tr>
<th>Released Item Number</th>
<th>EB Code</th>
<th>SCORING FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LIFE</td>
<td></td>
</tr>
<tr>
<td>R1</td>
<td>L.OR SI.EB.III.2.e.4a</td>
<td>Identifying some common healthy foods</td>
</tr>
<tr>
<td></td>
<td>PHYSICAL</td>
<td></td>
</tr>
<tr>
<td>R2</td>
<td>P.ME SI.EB.IV.1.e.1a</td>
<td>Identifying attributes/properties of common objects</td>
</tr>
<tr>
<td></td>
<td>EARTH</td>
<td></td>
</tr>
<tr>
<td>R3</td>
<td>E.GE SI.EB.V1.e.6a</td>
<td>Identifying everyday routines and/or materials related to conservation</td>
</tr>
</tbody>
</table>