Participation
Fall 2009

English Language Arts
and
Mathematics

Elementary School
Grades 3-5

Official Released Items
The Grades 3-5 Participation English Language Arts and Mathematics Assessment was administered for the first time in Fall 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 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 Grade Level Content Expectations (EGLCE), 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 Grades 3-5 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.

<table>
<thead>
<tr>
<th>English Language Arts Assessment Component</th>
<th>Number of Core Items</th>
<th>Number of Released Items</th>
<th>Number of Embedded Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessing Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Study</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Expressing Ideas</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>English Language Arts Item Subtotal</strong></td>
<td><strong>10</strong></td>
<td><strong>3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English Language Arts Possible Points Subtotal</strong></td>
<td><strong>60</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics Strand</th>
<th>Number of Core Items</th>
<th>Number of Released Items</th>
<th>Number of Embedded Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers and Operations</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Measurement</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Data and Probability</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics Item Subtotal</strong></td>
<td><strong>10</strong></td>
<td><strong>3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics Possible Points Subtotal</strong></td>
<td><strong>60</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total ELA and Mathematics Items**          | **20**               | **6**                    | **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 Grade Level Content Expectations (EGLCEs), 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 EGLCEs 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 most likely found at school?

Cat

Book

SCORING FOCUS: Identifying words from familiar environments

R2  Amy was excited. It was a sunny day. She was going outside to play on the swings.

In this story, where was Amy going to play?

Outside

Inside

SCORING FOCUS: Answering story element questions
**Item R3**

**ACTIVITY:** The student will use 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:** Using an acceptable voice volume
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 indicate or demonstrate knowledge of 1:1 correspondence by completing distribution of food and/or utensils to peers at snack or meal time (e.g., 1 spoon: 1 person). For example, the assessment administrator could say, “Give everybody one spoon,” and then guide the student to each peer, handing him/her a spoon for each one, as long as the student continues to place or indicate where the spoon should be placed, until all the peers have spoons.

**SCORING FOCUS:** Creating or extending simple number patterns

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**R2** Which one is a coin?

- [Image of a penny]
- [Image of a bowl]

**SCORING FOCUS:** Distinguishing a coin from another similar object
**R3**  Which one is round?

- circle
- square

**SCORING FOCUS:** Differentiating between round and square
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
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
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.

**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
Which word shows something most likely found at school?

- cat

**SCORING FOCUS:** Identifying words from familiar environments

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cat
English Language Arts Grades 3-5 Participation

Selected-response R1

Incorrect “cat”
Which word is food?

SCORING FOCUS:
Recognizing frequently encountered words

Which word shows something most likely found at school?

SCORING FOCUS:
Identifying words from familiar environments

book
English Language Arts Grades 3-5 Participation

Selected-response R1

Correct "book"
Amy was excited. It was a sunny day. She was going outside to play on the swings.

In this story, where was Amy going to play?

outside
English Language Arts Grades 3-5 Participation

Selected-response R2

Correct “outside”
Amy was excited. It was a sunny day. She was going outside to play on the swings.

In this story, where was Amy going to play?

- outside
- inside

**SCORING FOCUS:**
Answering story element questions
English Language Arts Grades 3-5 Participation

Selected-response R2

Incorrect “inside”
penny
Mathematics Grades 3-5 Participation

Selected-response R2

Correct “penny”
Which one is a coin?

- penny

Which one is cold?

- ice cube
- steaming cup

SCORING FOCUS:

- Distinguishing a coin from another similar object
- Differentiating between warm and cold

bowl
Mathematics Grades 3-5 Participation

Selected-response R2

Incorrect “bowl”
circle
Mathematics Grades 3-5 Participation

Selected-response R3

Correct “circle”
Mathematics Grades 3-5 Participation

Selected-response R3

Incorrect “square”
Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code and a brief description of what is measured.

Full descriptions of the EGLCE 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>EGLCE Code</th>
<th>ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Word Study</td>
</tr>
<tr>
<td>R1</td>
<td>R.WS.e4.P.EG04a</td>
<td>Identifying words from familiar environments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehension</td>
</tr>
<tr>
<td>R2</td>
<td>R.NT.e4.P.EG03a</td>
<td>Answering story element questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressing Ideas</td>
</tr>
<tr>
<td>R3</td>
<td>S.CN.e5.P.EG03a</td>
<td>Using an acceptable voice volume</td>
</tr>
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### Mathematics

<table>
<thead>
<tr>
<th>Released Item Number</th>
<th>EGLCE Code</th>
<th>STRAND or Abbreviated Descriptor/Scoring Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Numbers and Operations</td>
</tr>
<tr>
<td>R1</td>
<td>N.MR.e4.P.EG07a</td>
<td>Creating or extending simple number patterns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measurement</td>
</tr>
<tr>
<td>R2</td>
<td>M.UN.e4.P.EG01c</td>
<td>Distinguishing a coin from another similar object</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td>R3</td>
<td>G.GS.e4.P.EG02a</td>
<td>Differentiating between round and square</td>
</tr>
</tbody>
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