



# **Participation**

# **Science**

**Official Released Items**

# **Grade 8**

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**Fall 2009**  
**Official Released Items**

**MICHIGAN STATE BOARD OF EDUCATION**

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The *Grade 8 Participation 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 8 Participation 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.

**Participation Science Grade 8**

<b>Science Strand</b>	<b>Number of Core Items</b>
Life	5
Physical	5
Earth	3
Constructing	1
Reflecting	1
<b>Total Items</b>	<b>15</b>
<b>Total Possible Points</b>	<b>90*</b>
<b>Released Items</b>	<b>3</b> <b>(Numbers vary by strand and topic.)</b>

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

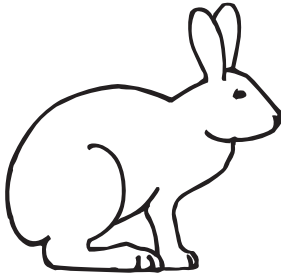
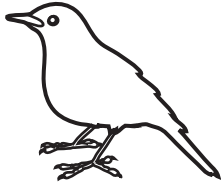
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## Participation General Directions

- 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](http://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.
- 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 science EBs 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.

**R1** Which is a rabbit?



**SCORING FOCUS:** Identifying plants and animals

## Item R2

**ACTIVITY:** The student will correctly identify, during a familiar game or recreational activity, which of two objects will fall faster, when presented with one heavy object with a small surface area, such as a marble or tennis ball, and a light object with a large surface area, such as a feather or flat sheet of paper being dropped from an equal height.

**SCORING FOCUS:** Recognizing movement of objects

## Item R3

**ACTIVITY:** The student will correctly indicate or demonstrate how to recycle plastic during a familiar activity, such as cleaning up after a meal or snack, when given directions. For example, the assessment administrator could say, "Show me where we put plastic water bottles to be recycled."

**SCORING FOCUS:** Identifying routines related to conservation of natural resources



**Do Not Continue.**

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 Participation Items**

**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.

#### **Science Participation Items**

##### **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
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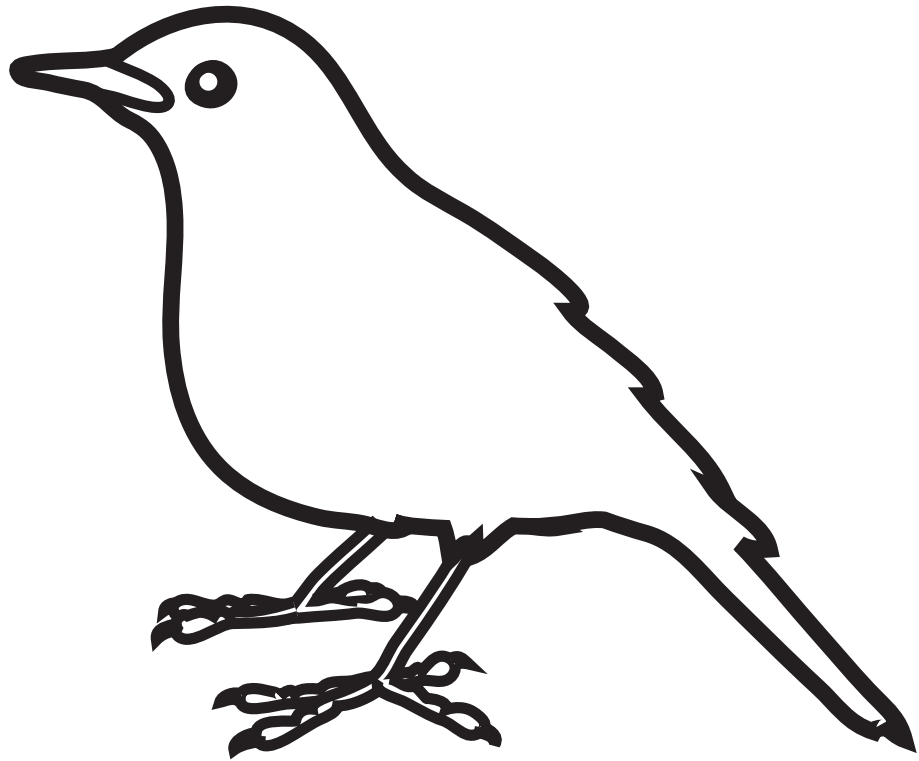
##### **Item R2**

- 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



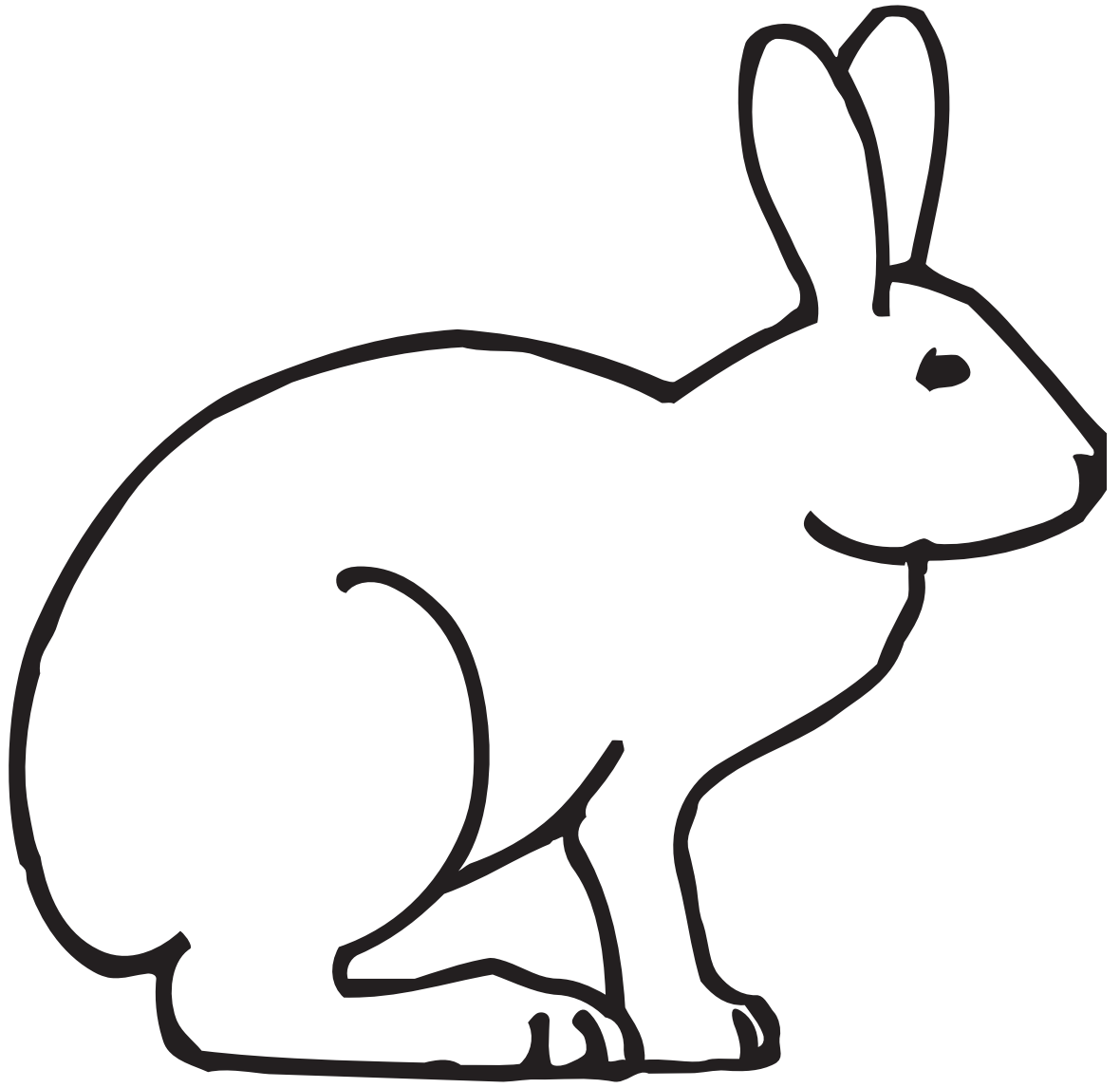


**bird**

**Science Grade 8 Participation**

**Selected-response R1**

**Incorrect "bird"**



**rabbit**

**Science Grade 8 Participation**

**Selected-response R1**

**Correct "rabbit"**

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).

<b>Science</b>		
<b>Released Item Number</b>	<b>EB Code</b>	<b>SCORING FOCUS</b>
		<b>LIFE</b>
R1	L.OR.P.EB.III.2.m.1a	Identifying plants and animals
		<b>PHYSICAL</b>
R2	P.MO.P.EB.IV.3.m.1a	Recognizing direction and/or speed of objects in motion
		<b>EARTH</b>
R3	E.GE.P.EB.V.1.e.6ADDm	Identifying and/or demonstrating everyday routines related to conservation



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