



# Supported Independence

Fall 2009

## English Language Arts and Mathematics

**Elementary School**

**Grades 3-5**

**Official Released Items**

**MICHIGAN STATE BOARD OF EDUCATION****STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

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The *Grades 3-5 Supported Independence English Language Arts and Mathematics Assessment* was administered for the first time in Spring 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 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.

<b>English Language Arts Assessment Component</b>	<b>Number of Core Items</b>	<b>Number of Released Items</b>	<b>Number of Embedded Items</b>
Accessing Information			5 (varies by assessment component)
Word Study	4	1	
Comprehension	5	1	
Expressing Ideas	6	2	
<b>English Language Arts Item Subtotal</b>	<b>15</b>	<b>4</b>	
<b>English Language Arts Possible Points Subtotal*</b>	<b>60</b>		
<b>Mathematics Strand</b>	<b>Number of Core Items</b>	<b>Number of Released Items</b>	<b>Number of Embedded Items</b>
Numbers and Operations	7	1	5 (varies by strand)
Algebra			
Measurement	2	1	
Geometry	4	1	
Data and Probability	2	1	
<b>Mathematics Item Subtotal</b>	<b>15</b>	<b>4</b>	
<b>Mathematics Possible Points Subtotal*</b>	<b>60</b>		
<b>Total ELA and Mathematics Items</b>	<b>30</b>	<b>8</b>	<b>10</b>
<b>Total Possible Points</b>	<b>120</b>		

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

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## Supported Independence General Directions

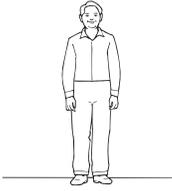
- Prior to administration, review the assessment items. The Supported Independence assessment uses two item formats: selected-response and activity-based observation. All items are scored with the Supported Independence Scoring Rubric. Learning how to apply the rubric correctly is very important to the 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](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 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

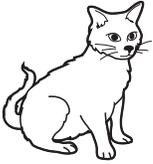
# English Language Arts

**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 begins with the /b/ sound?



**man**



**cat**



**bike**

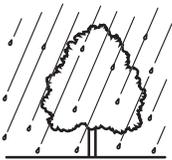
**SCORING FOCUS:** Associating letters with their sounds

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**R2** In this story, what was the weather like?



**It was snowing.**



**It was raining.**



**It was sunny.**

**SCORING FOCUS:** Identifying simple story elements

### Item R3

**ACTIVITY:** The student will make an accurate prediction regarding the conclusion of an age-appropriate narrative text read to him/her by staff.

**SCORING FOCUS:** Making predictions about simple text

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### Item R4

**ACTIVITY:** The student will correctly indicate, during an instructional routine, 1 location and/or situation, such as the playground, gymnasium, or school assembly, where it is appropriate to use an increased voice volume.

**SCORING FOCUS:** Identifying acceptable voice volume in varied settings



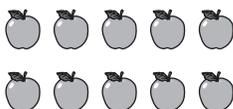
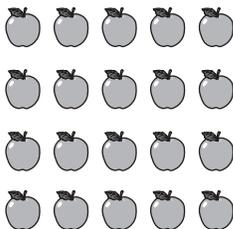
**Do Not Continue.**

## 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.

**R3** Which one shows 10?



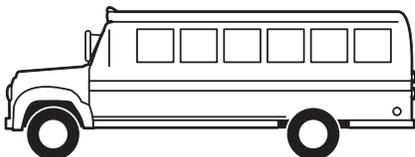
**SCORING FOCUS:** Counting up to 20 using whole numbers

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**R2** Which one is **longer**?



**car**



**bus**

**SCORING FOCUS:** Identifying which of two objects is longer

**R3** Hand or show the student a fork and then direct him/her to, "Place this on the matching picture."



**fork**



**knife**



**spoon**

**SCORING FOCUS:** Matching objects to their outlines

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## Item R4

**ACTIVITY:** The student will correctly select 2 appropriate articles of clothing needed to complete a dressing routine, such as dressing for physical education or cooking instruction. This activity involves selecting the correct clothing from a larger set that includes 3 unrelated items.

**SCORING FOCUS:** Identifying what data are needed to solve a problem



**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.

#### 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 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**

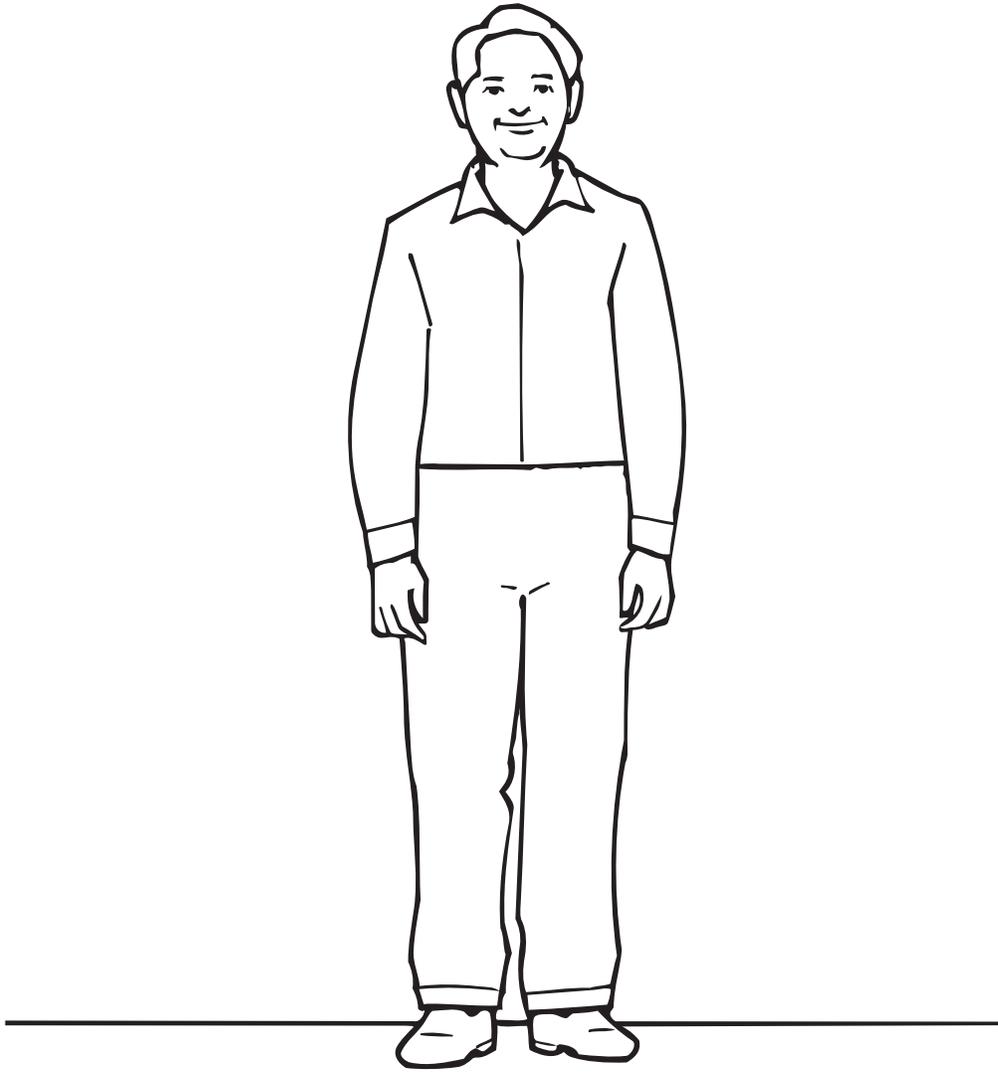
- 2** Responds correctly with no assessment administrator assistance
- 1** Responds correctly after assessment administrator provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

**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

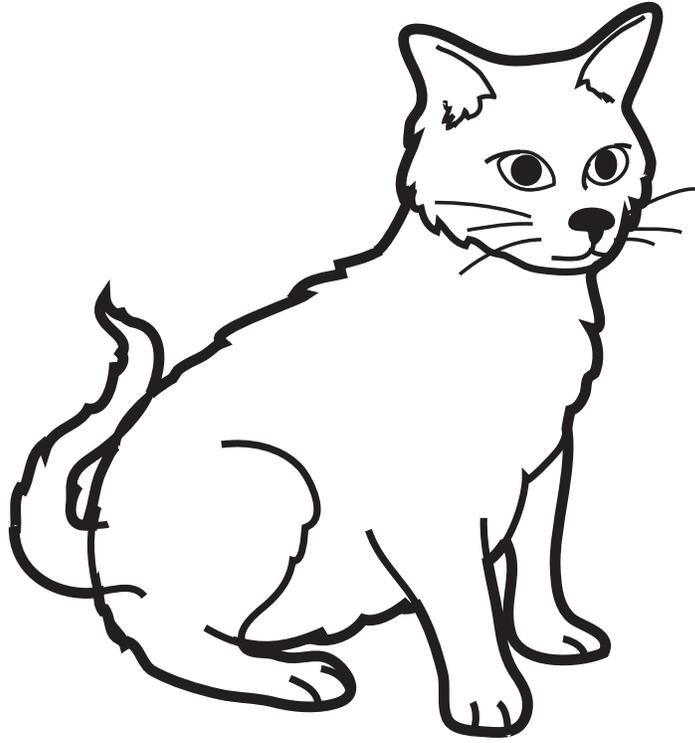


**man**

**English Language Arts Grades 3-5 Supported Independence**

**Selected-response R1**

**Incorrect "man"**

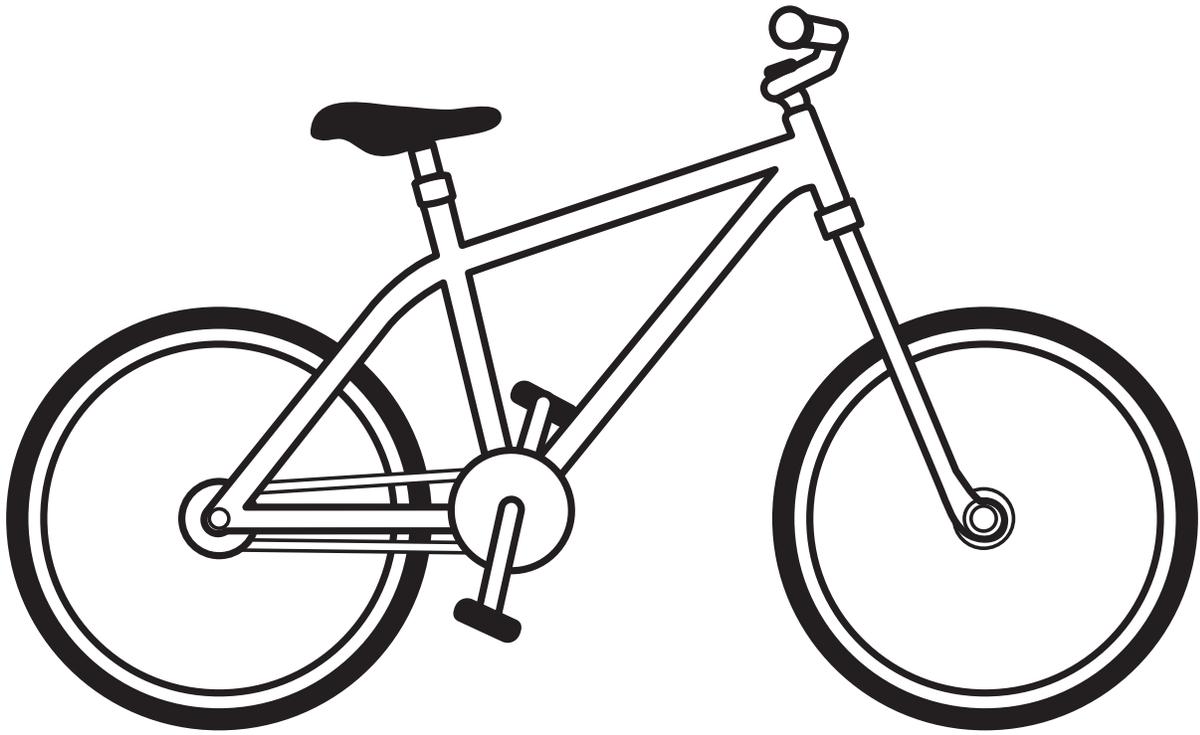


**cat**

**English Language Arts Grades 3-5 Supported Independence**

**Selected-response R1**

**Incorrect "cat"**

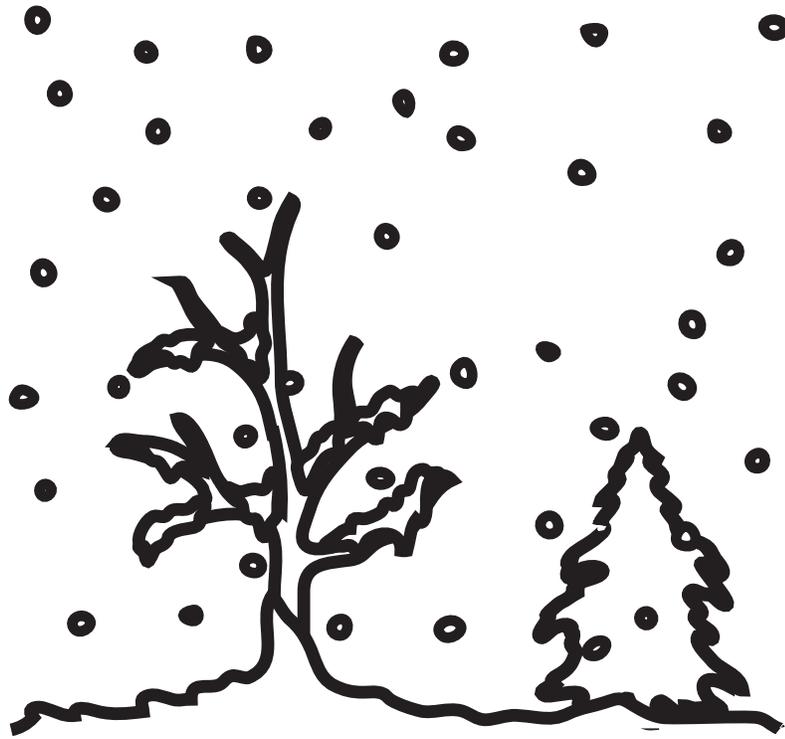


**bike**

**English Language Arts Grades 3-5 Supported Independence**

**Selected-response R1**

**Correct "bike"**

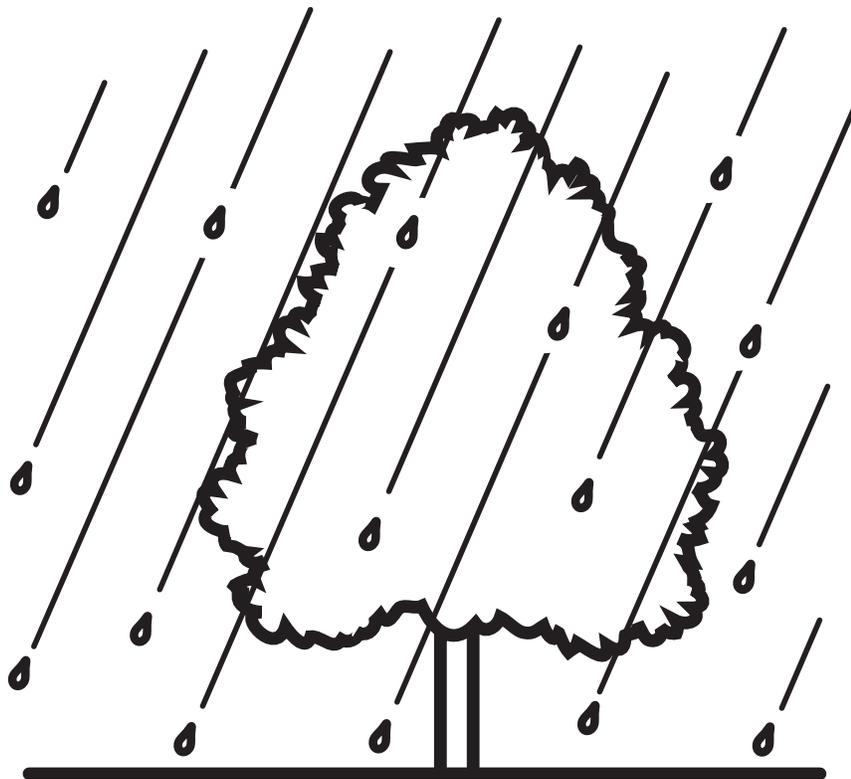


**It was snowing.**

**English Language Arts Grades 3-5 Supported Independence**

**Selected-response R2**

**Incorrect "It was snowing."**

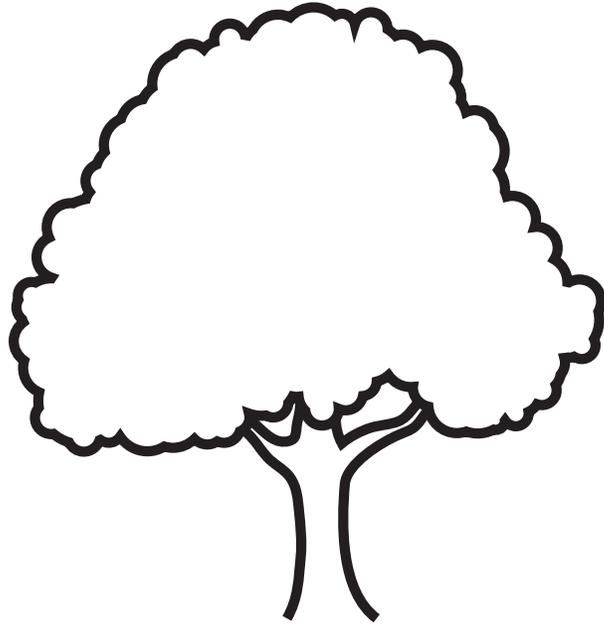
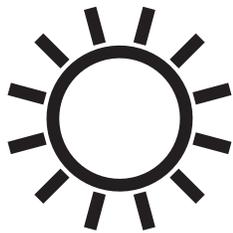


**It was raining.**

**English Language Arts Grades 3-5 Supported Independence**

**Selected-response R2**

**Incorrect "It was raining."**

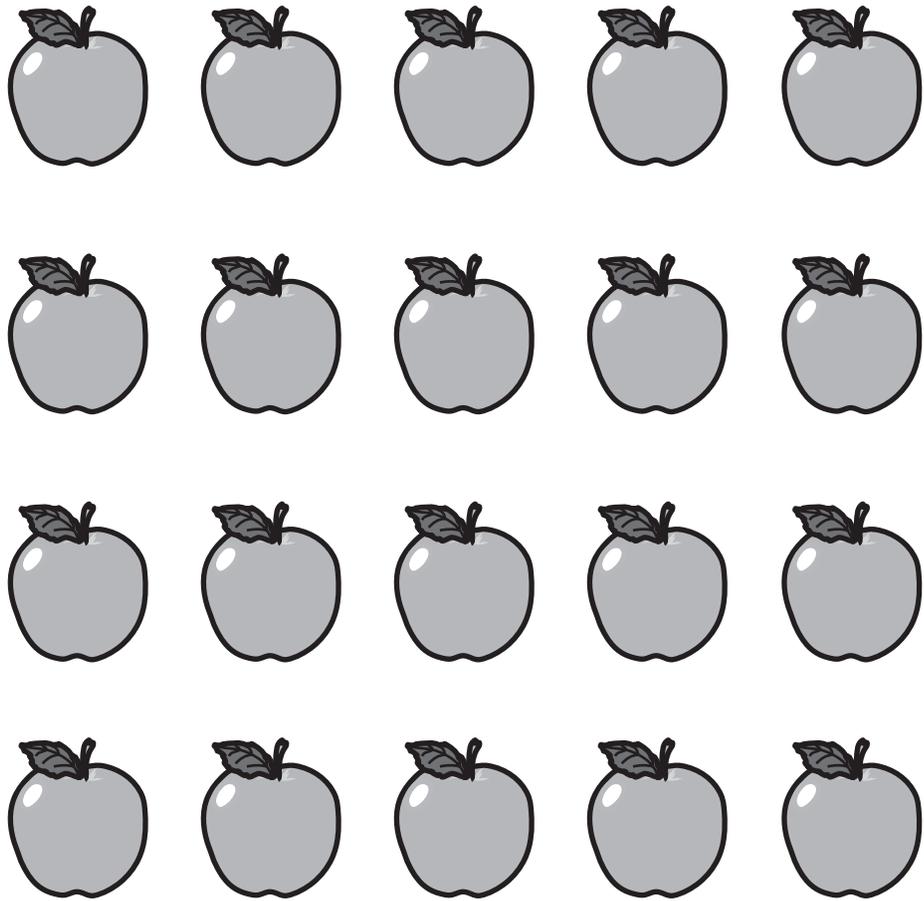


**It was sunny.**

**English Language Arts Grades 3-5 Supported Independence**

**Selected-response R2**

**Correct "It was sunny."**



**Mathematics Grades 3-5 Supported Independence**

**Selected-response R1**

**Incorrect "20 apples"**



**Mathematics Grades 3-5 Supported Independence**

**Selected-response R1**

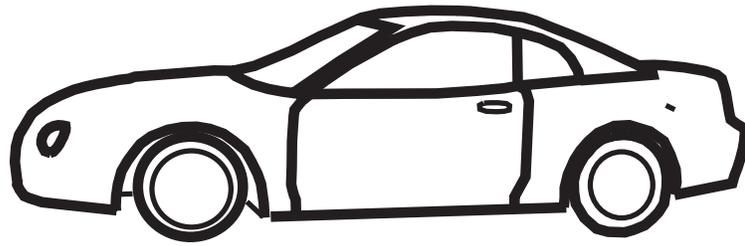
**Correct "10 apples"**



**Mathematics Grades 3-5 Supported Independence**

**Selected-response R1**

**Incorrect "5 apples"**

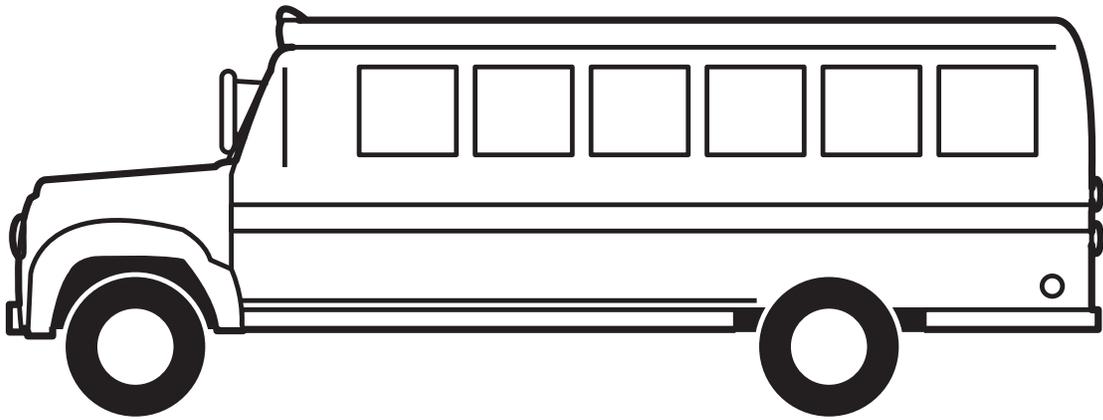


**car**

**Mathematics Grades 3-5 Supported Independence**

**Selected-response R2**

**Incorrect "car"**



**bus**

**Mathematics Grades 3-5 Supported Independence**

**Selected-response R2**

**Correct "bus"**

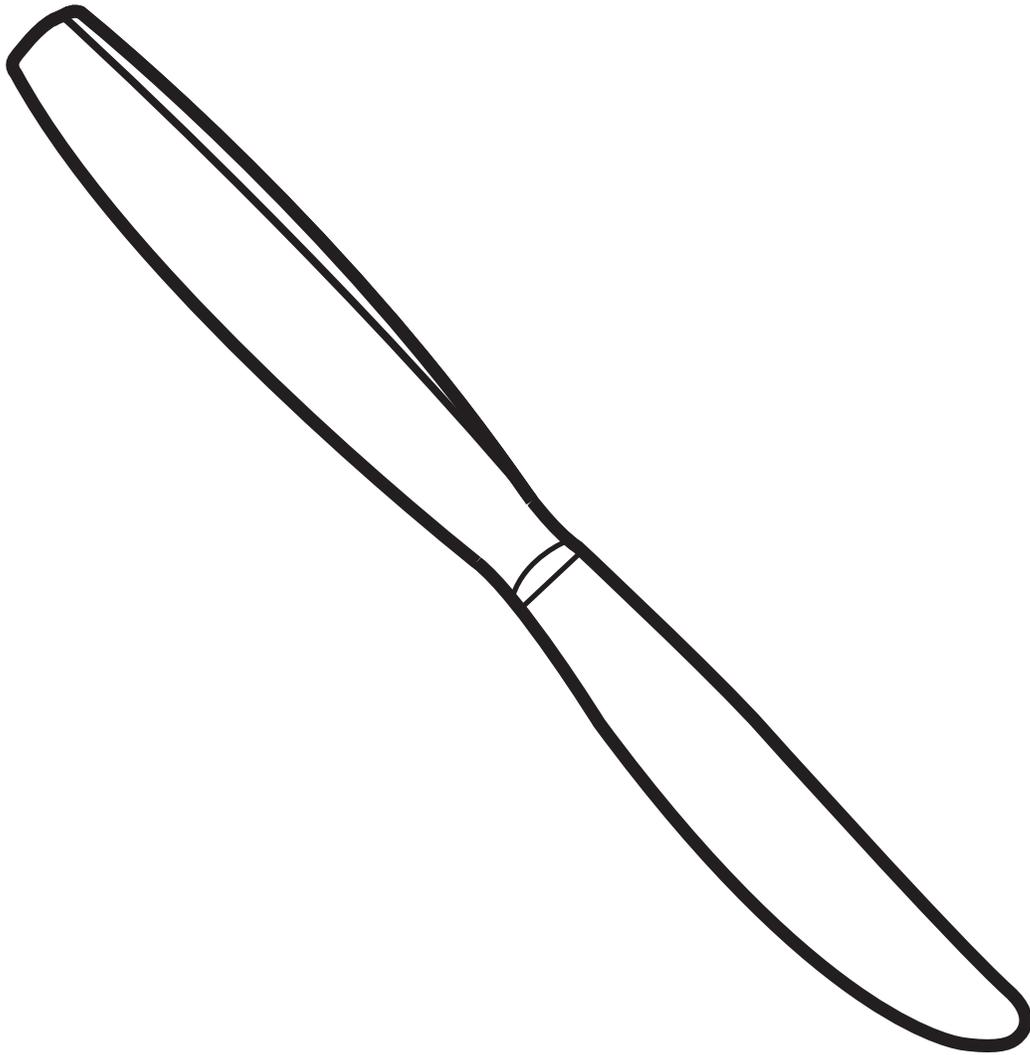


**fork**

**Mathematics Grades 3-5 Supported Independence**

**Selected-response R3**

**Correct "fork"**

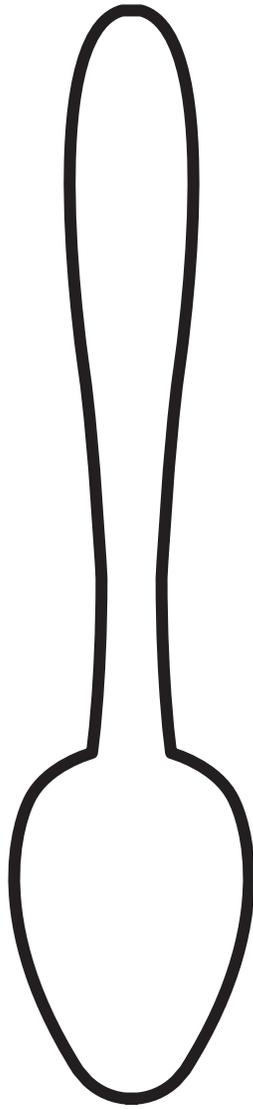


**knife**

**Mathematics Grades 3-5 Supported Independence**

**Selected-response R3**

**Incorrect "knife"**



**spoon**

**Mathematics Grades 3-5 Supported Independence**

**Selected-response R3**

**Incorrect "spoon"**

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](http://www.mi.gov/mi-access).

<b>English Language Arts</b>		
<b>Released Item Number</b>	<b>EGLCE Code</b>	<b>ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus</b>
		<b>Word Study</b>
R1	R.FL.e2.SI.EG03a	Associating letters with their sounds
		<b>Comprehension</b>
R2	R.NT.e4.SI.EG03a	Identifying simple story elements
		<b>Expressing Ideas</b>
R3	R.CM.e4.SI.EG01a	Making predictions about simple text
R4	S.CN.e5.SI.EG03a	Identifying acceptable voice volume in varied settings
<b>Mathematics</b>		
<b>Released Item Number</b>	<b>EGLCE Code</b>	<b>STRAND or Abbreviated Descriptor/Scoring Focus</b>
		<b>Numbers and Operations</b>
R1	N.ME.e4.SI.EG01b	Counting up to 20 using whole numbers
		<b>Measurement</b>
R2	M.UN.e4.SI.EG01d	Identifying which of 2 objects is heavier / Identifying which of 2 objects is longer
		<b>Geometry</b>
R3	G.SR.e4.SI.EG03a	Matching objects to their outlines
		<b>Data and Probability</b>
R4	D.RE.e4.SI.EG03a	Identifying what data are needed to solve a problem



Michigan Department of Education  
Office of Educational Assessment and Accountability  
608 West Allegan Street  
P.O. Box 30008  
Lansing, MI 48909  
(877) 560-8378  
[www.mi.gov/mi-access](http://www.mi.gov/mi-access)