



Participation

Fall 2008

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

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

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 2008 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 (EGLCEs), 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 2008 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.

English Language Arts Assessment Component	Number of Core Items	Number of Released Items	Number of Embedded Items
Accessing Information			5 (varies by assessment component)
Word Study	3	1	
Comprehension	3	1	
Expressing Ideas	4	1	
English Language Arts Item Subtotal	10	3	
English Language Arts Possible Points Subtotal*	60		
Mathematics Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Numbers and Operations	3	1	5 (varies by strand)
Algebra			
Measurement	2	1	
Geometry	4	1	
Data and Probability	1		
Mathematics Item Subtotal	10	3	
Mathematics Possible Points Subtotal*	60		
Total ELA and Mathematics Items	20	6	10
Total Possible Points	120		

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

Copyright© 2008, held by the State Administrative Board, State of Michigan. All rights reserved. Printed in the U.S.A. Permission is granted to schools, government agencies and non-profit organizations in Michigan to reproduce and distribute this document for non-commercial use in helping Michigan educators and other citizens interpreting and using the MI-Access assessment results.

For all instances other than identified in the previous paragraph, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from the Office of Educational Assessment and Accountability.

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 *2008/2009 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.

Item R1

ACTIVITY: The student will correctly identify 1 illustration paired with words (from a set of 2 related and 2 unrelated choices) that accurately reflects a basic element of a story's setting, such as indoors/outdoors, country/city, or daytime/nighttime, during a leisure reading activity.

SCORING FOCUS: Identifying basic elements of a story

Item R2

ACTIVITY: The student will correctly follow 2-step verbal or pictorial directions, such as gathering/putting away supplies or finding the desired place in a book, during an instructional activity.

SCORING FOCUS: Following 2-step directions

Item R3

ACTIVITY: The student will respond appropriately to a greeting from an unfamiliar person, such as a teacher, support staff, or related service provider, during arrival or dismissal time.

SCORING FOCUS: Responding to and/or communicating with a variety of audiences



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.

Item R1

ACTIVITY: The student will correctly indicate the difference between **whole** and **part** when engaged in a familiar food preparation activity. For example, the student could be shown a whole apple and half of an apple and then be asked, "Which one is **whole**?"

SCORING FOCUS: Differentiating between a **whole** object and **part** of an object

Item R2

ACTIVITY: The student will correctly associate the time of day with a familiar maintenance activity by indicating which of 2 sets of equipment is appropriate for the task. For example, if the student routinely cleans a table after snack time, he/she could be presented with the materials for table cleaning and the materials for washing dishes and then be asked, "What materials is it time to use?"

SCORING FOCUS: Associating activities with time of day

Item R3

ACTIVITY: The student will avoid collision with 2 familiar objects while traveling along a pre-determined path using his/her individualized mobility mode. The assessment administrator should position the objects in the path approximately 10 feet apart. The student can avoid the objects by moving independently or indicating a change in direction through his/her individual response mode.

SCORING FOCUS: Finding targeted areas/objects



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

- 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

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



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.

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

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

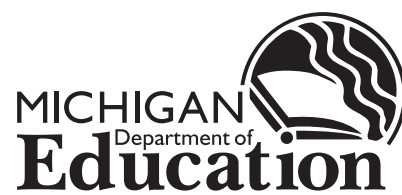
- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses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



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		
Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus
		Word Study
R1	R.NT.e4.P.EG03a	Identifying basic elements of a story
		Comprehension
R2	L.CN.e4.P.EG01a	Following 2-step directions
		Expressing Ideas
R3	S.CN.e4.P.EG02a	Responding to and/or communicating with a variety of audiences
Mathematics		
Released Item Number	EGLCE Code	STRAND or Abbreviated Descriptor/Scoring Focus
		Numbers and Operations
R1	N.ME.e4.P.EG20a	Differentiating between a whole object and part of an object
		Measurement
R2	M.UN.e4.P.EG01a	Associating activities with time of day
		Geometry
R3	G.TR.e4.P.EG05a	Finding targeted areas/objects



Michigan Department of Education
Office of Educational Assessment and Accountability
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909
(517) 241-4416
www.mi.gov/mi-access