

**APPENDIX A:**

Example Participation and Supported Independence v1.5 Items

**Spring 2007 Participation English Language Arts and Mathematics Official Released Items and Example Selected Response Items**

The following items were released to the public following the spring 2007 administration of the Participation and Supported Independence v1.5 assessments. Released item booklets containing these items can be found on the MI-Access Web page at [www.mi.gov/mi-access](http://www.mi.gov/mi-access).

**Grades 3-5**

**Participation English Language Arts**

**EGLCE:** R.WS.e.P.EG01

**ACTIVITY:** The student will correctly select 1 picture (that is paired with words) associated with a current instructional topic, such as weather, holidays, or animal life, being presented to the class. The choice will be made from a set of 2 related pictures (paired with words) from the topic/theme and 2 unrelated pictures (paired with words) during an instructional lesson.

**SCORING FOCUS:** Using visual cues to recognize words

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**SCORING RUBRIC** (*Must have two people observing.*)

**Primary Assessment Administrator**

- 3** Responds correctly with no teacher assistance
- 2** Responds correctly after teacher provides verbal/physical cues
- 1** Responds correctly after teacher provides modeling, short of hand-over-hand assistance
- A** Incorrect response
- B** Resists/Refuses
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**Participation English Language Arts**

**EGLCE:** LCN.e.P.EG01

**ACTIVITY:** The student will correctly follow 2-step verbal or pictorial directions, such as gathering/putting away supplies or assisting with a task, during a familiar personal hygiene/grooming routine.

**SCORING FOCUS:** Following 2-step directions

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Example Participation and Supported Independence v1.5 Items

**Participation English Language Arts**

**EGLCE:** S.CN.e.P.EG02

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

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

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**SCORING RUBRIC** (*Must have two people observing.*)

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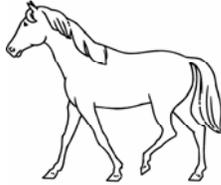
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**Participation English Language Arts - Selected Response**

**EGLCE:** W.GN.e.P.EG02

**ITEM STEM:** Which word rhymes with "new"?



**HORSE**



**SHOE**

**SCORING FOCUS:** Using Poetic Language

**NOTE:** The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a horse and a shoe.

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**Participation Mathematics**

**EGLCE:** N.ME.e4.P.EG01a

**ACTIVITY:** After completing a familiar sorting activity involving 2 types of objects of similar size, the student will correctly indicate which group has **more** items. One group should have 5 times as many items as the other following the sorting. For example, after sorting nuts and bolts, the student could be asked, "Which group has **more**?"

**SCORING FOCUS:** Determining which set of objects has **more**

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**SCORING RUBRIC** (*Must have two people observing.*)

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Example Participation and Supported Independence v1.5 Items

**Participation Mathematics**

**EGLCE:** G.TR.e4.P.EG05a

**ACTIVITY:** The student will correctly indicate or demonstrate how to find 1 targeted area within the school building while moving as part of a group to a familiar instructional activity (e.g., library or music). For example, the student could be placed near the door of the classroom and directed, "Take me to the library" and he/she moves to the library or provides directions at each turn through his/her individual response or mobility mode.

**SCORING FOCUS:** Finding a targeted area

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Example Participation and Supported Independence v1.5 Items

**Participation Mathematics**

**EGLCE:** M.UN.e4.P.EG03a

**ACTIVITY:** The student will correctly indicate which item is **cold** when presented with 1 hot and 1 cold item while engaged in a familiar eating routine, such as lunch or snack time. For example, the student could be presented with a cup of ice water and a cup of hot soup and then be asked, "Which one is **cold**?"

**SCORING FOCUS:** Differentiating between **hot** and **cold**

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**SCORING RUBRIC** (*Must have two people observing.*)

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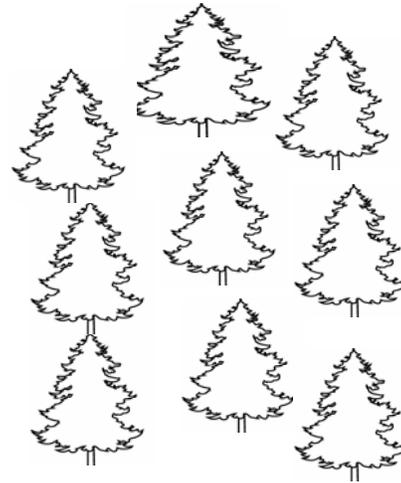
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Example Participation and Supported Independence v1.5 Items

**Participation Mathematics - Selected Response**

**EGLCE:** N.ME.e4.P.EG01a

**ITEM STEM:** Which group has **more**?



**SCORING FOCUS:** Determining which set of objects has **more**

**NOTE:** The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a small group of trees and a large group of trees.

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**Grades 6-8**

**Participation English Language Arts**

**EGLCE:** R.WS.m.P.EG04

**ACTIVITY:** The student will identify 2 words paired with pictures (from a set of 2 related and 2 unrelated words with pictures) associated with a dressing routine involving going outdoors, such as shoes, hat, or jacket, during the preparation time for dismissal from school.

**SCORING FOCUS:** Identifying frequently encountered words related to a specific task

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**SCORING RUBRIC** (*Must have two people observing.*)

**Primary Assessment Administrator**

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Example Participation and Supported Independence v1.5 Items

**Participation English Language Arts**

**EGLCE:** R.NT.m.P.EG03

**ACTIVITY:** The student will correctly answer 2 questions related to a story's character(s), such as appearance, preferences, or actions, after listening to a simple narrative during a leisure reading activity.

**SCORING FOCUS:** Answering questions regarding story elements

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**SCORING RUBRIC** (*Must have two people observing.*)

**Primary Assessment Administrator**

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Example Participation and Supported Independence v1.5 Items

**Participation English Language Arts**

**EGLCE:** S.CN.m.P.EG01

**ACTIVITY:** The student will respond appropriately to a greeting from a familiar person, such as a teacher, principal, or related service provider, during lunchtime.

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

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**SCORING RUBRIC** (*Must have two people observing.*)

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Example Participation and Supported Independence v1.5 Items

**Participation English Language Arts - Selected Response**

**EGLCE:** R.WS.m.P.EG04

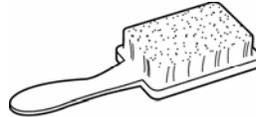
**ITEM STEM:** Pick the 2 words that describe personal hygiene.



**TOOTHBRUSH**



**FORK**



**BRUSH**



**PAN**

**SCORING FOCUS:** Identifying frequently encountered word related to specific tasks.

**NOTE:** The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a toothbrush, fork, brush, and a pan.

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Example Participation and Supported Independence v1.5 Items

**Participation Mathematics**

**EGLCE:** N.ME.m6.P.EG05c

**ACTIVITY:** The student will correctly indicate or demonstrate understanding of a request to perform "1 more" repetition when engaged in a familiar exercise or therapy routine. For example, the student would perform 1 more step on a treadmill, push a therapy ball 1 more time, or stretch a therapy band 1 more time when directed to, "Show me 1 more." or "Let's do that one more time."

**SCORING FOCUS:** Associating value with the number 1

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**Participation Mathematics**

**EGLCE:** A.RP.m6.P.EG10a

**ACTIVITY:** The student will correctly indicate which item is **cold** when presented with 1 hot and 1 cold item while engaged in a familiar eating routine, such as lunch or snack time. For example, the student could be presented with a cup of ice water and a cup of hot soup and then be asked, "Which one is **cold**?"

**SCORING FOCUS:** Differentiating between **hot** and **cold**

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**SCORING RUBRIC** (*Must have two people observing.*)

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Example Participation and Supported Independence v1.5 Items

**Participation Mathematics**

**EGLCE:** G.TR.m6.P.EG03a

**ACTIVITY:** The student will correctly indicate or demonstrate finding 2 targeted areas or objects within the school building, such as a drinking fountain, lunch table, or doorway. For example, the student could be placed near the door of the classroom and directed, "Show me where we get a drink" and he/she moves to a drinking fountain or provides directions at each turn through his/her individual response mode.

**SCORING FOCUS:** Locating targeted areas/objects

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**Participation Mathematics - Selected Response**

**EGLCE:** A.RP.m6.P.EG10a

**ITEM STEM:** Which one is **cold**?



**ICE CUBES**



**BOILING WATER**

**SCORING FOCUS:** Differentiating between **hot** and **cold**

**NOTE:** The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a glass with ice cubes and a pot of boiling water.

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**SCORING RUBRIC** (*Must have two people observing.*)

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Example Participation and Supported Independence v1.5 Items

**Grade 11**

**Participation English Language Arts**

**EB:** R.WS.h.P.EB04

**ACTIVITY:** The student will correctly identify 3 words paired with pictures (from a set of 3 related and 3 unrelated words paired with pictures) associated with a leisure time activity, such as television, book, or computer, during the preparation for a classroom or individual leisure activity.

**SCORING FOCUS:** Identifying frequently encountered words related to a specific task

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Example Participation and Supported Independence v1.5 Items

**Participation English Language Arts**

**EB:** L.RP.h.P.EB03

**ACTIVITY:** The student will correctly answer 3 “yes/no” questions to express understanding of a magazine article (read to him/her by staff) during a reading opportunity, such as leisure time, an instructional lesson, or current events.

**SCORING FOCUS:** Responding to text to reflect understanding

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Example Participation and Supported Independence v1.5 Items

**Participation English Language Arts**

**EB:** S.CN.h.P.EB02

**ACTIVITY:** The student will greet another person with at least 1 courtesy word or phrase, such as "hello," "how are you?" or "hi," during a typical morning routine, such as getting off the bus, morning group, or homeroom.

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

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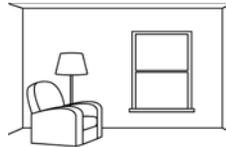
**Participation English Language Arts – Selected Response**

**EB:** R.NT.m.P.EB03

**ITEM PASSAGE:** Tom took his dog to the park. They played ball and went on a walk. Tom was happy. He liked being outside with his dog.



**OUTSIDE**



**INSIDE**

**SCORING FOCUS:** Answering questions related to story elements.

**NOTE:** The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a park and a room.

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Example Participation and Supported Independence v1.5 Items

**Participation Mathematics**

**EHSCE:** EHSCE.P.L.1.1.1c

**ACTIVITY:** The student will correctly indicate or demonstrate understanding of a request to perform "1 more" repetition when engaged in a familiar exercise or therapy routine. For example, the student would perform 1 more step on a treadmill, push a therapy ball 1 more time, or stretch a therapy band 1 more time when directed to, "Show me 1 more." or "Let's do that one more time."

**SCORING FOCUS:** Associating value with the number 1

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**SCORING RUBRIC** (*Must have two people observing.*)

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Example Participation and Supported Independence v1.5 Items

**Participation Mathematics**

**EHSCE:** EHSCE.P.A1.1.1a

**ACTIVITY:** The student will correctly indicate which item is **cold** when presented with 1 hot and 1 cold item while engaged in a familiar eating routine, such as lunch or snack time. For example, the student could be presented with a cup of ice water and a cup of hot soup and then be asked, "Which one is **cold**?"

**SCORING FOCUS:** Differentiating between **hot** and **cold**

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**SCORING RUBRIC** (*Must have two people observing.*)

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**Participation Mathematics**

**EHSCE:** EHSCE.P.G3.1.1b

**ACTIVITY:** The student will correctly indicate or demonstrate knowledge of 2 directional/positional terms (e.g., between, next to, in, or out) while entering or exiting the school building. For example, the student could be brought to the front of the school and asked, "Where do we go **in**?" and he/she identifies a doorway. Following that, the student could be brought into the classroom and directed to move **next to** a table, and he/she moves to the table or provides directions.

**SCORING FOCUS:** Demonstrating knowledge of terms such as between, next to, in, and out

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**SCORING RUBRIC** (*Must have two people observing.*)

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- C Teacher provides hand-over-hand assistance and/or step-by-step directions

**Shadow Assessment Administrator**

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

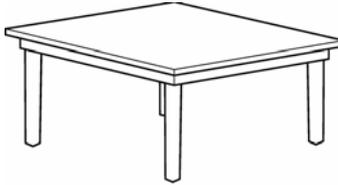
**APPENDIX A:**

Example Participation and Supported Independence v1.5 Items

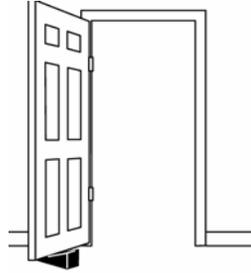
**Participation Mathematics - Selected Response**

**EHSCE:** EHSCE.P.G3.1.1b

**ITEM STEM:** Where do you go **in**?



**TABLE**



**DOOR**

**SCORING FOCUS:** Demonstrating knowledge of terms such as between, next to, in, and out.

**Note:** The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a door and a table.

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**SCORING RUBRIC** (*Must have two people observing.*)

**Primary Assessment Administrator**

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

**Shadow Assessment Administrator**

- 3 Responds correctly with no teacher assistance
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