MI Access™
Michigan's Alternate Assessment Program

Supported Independence

Spring 2008

English Language Arts and Mathematics

High School

Grade 11

Official Released Items

MICHIGAN STATE BOARD OF EDUCATION
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The Grade 11 *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 Spring 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 High School Content Expectations (EHSCEs), 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 Spring 2008 Grade 11 *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.

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	4	1	
Comprehension	5	1	
Expressing Ideas	6	2	
English Language Arts Item Subtotal	**15**	**4**	
English Language Arts Possible Points Subtotal*	**90**		

Mathematics Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Quantitative Logic and Literacy	10	3	5 (varies by strand)
Algebra and Functions	1		
Geometry and Trigonometry	4	1	
Statistics and Probability			
Mathematics Item Subtotal	**15**	**4**	
Mathematics Possible Points Subtotal*	**90**		
Total ELA and Mathematics Items	**30**	**8**	**10**
Total Possible Points	**180**		

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

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Supported Independence General Directions

- Prior to administration, review the assessment items. The Supported Independence assessments use two item formats: selected-response items and activity items. 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 *2007/2008 MI-Access Coordinator and Assessment Administrator Manual* and the MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program (**www.mi-access.info**) both contain examples on how the rubric should be applied.

- Selected-response items are designed to assess the English language arts (ELA) and mathematics Extended High School Content Expectations (EHSCEs) created to link with the Michigan Curriculum Frameworks' Content Standards. Answer choices to the selected-response items are presented in the form of graphics on 8½ x 11 picture cards that students must view and respond to in order to answer the question. The picture cards must be presented twice, and the student must correctly respond twice for each of the selected-response items. Again, the P/SI Online Learning Program and MI-Access manual contain examples of how to present items with two choices.

- The activity 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 EHSCEs can be assessed. Review the item components, which include the actual activity that will be observed and the scoring focus.

- All Supported Independence selected-response items and some of the activity items require graphics. These have been provided as thumbnails in the booklet 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 all of the required picture cards and that the correct graphics are used for the appropriate item.

- 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).

- To accurately and reliably apply the scoring rubric and yield valid data, carefully review the "Scoring Rubric Flow Chart" included in the *2007/2008 MI-Access Coordinator and Assessment Administrator Manual*. It explains when to give a student a score point or a condition code.

- If possible, plan observation times when the item/activity may typically occur. While some items 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 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 item observed. 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 machine scannable student 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 activity.

Item R1

ACTIVITY: The student will recognize at least 4 personal words/pieces of information, such as full name, address (city/street), or phone number, from a set of 4 related and 4 unrelated choices during small group instructional activities.

SCORING FOCUS: Identifying personally meaningful words

Item R2

ACTIVITY: The student will correctly identify 3 factual elements from a story that contains both fact and fiction during a leisure reading activity.

SCORING FOCUS: Identifying what makes a story fact or fiction

Item R3

ACTIVITY: The student will correctly use 2 common courtesy words or phrases, such as "please," "thank you," or "you're welcome," while working with peers during the completion of a classroom job/vocational task.

SCORING FOCUS: Using language to communicate effectively for different purposes

Item R4

ACTIVITY: The student will maintain conversational focus on a topic, when in a small group, for at least 1 minute (with questions from listeners) while describing/explaining a book that he/she has read (or has been read to him/her) during an instructional reading activity.

SCORING FOCUS: Remaining focused on conversational topics

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 activity.

Item R1

ACTIVITY: The student will correctly demonstrate knowledge of the term **equal to** while completing 2 familiar fitness exercises, such as bending, lifting, or jumping. For example, the student could complete 10 sit-ups and then be asked to, "Do a number of arm raises that is **equal to** the number of sit-ups," and the student correctly completes 10.

SCORING FOCUS: Demonstrating an understanding of the term **equal to**

Item R2

ACTIVITY: The student will correctly select 2 items needed to complete a familiar grooming or hygiene routine, such as combing hair, brushing teeth, or washing hands. The student must select the items from a larger set that contains 5 unrelated objects. For example, the student could be shown a set of objects (e.g., toothbrush, toothpaste, comb, washcloth, hairbrush, nail clippers, and soap) and then asked, "Which ones do we need to brush our teeth?"

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

Item R3

ACTIVITY: The student will measure the correct amount of water or milk (**whole cups** and **quarter cups**) required to make a powdered beverage mix during a familiar food preparation task, such as getting ready for snack or lunch time. For example, if a lemonade mix requires 2 and 3/4 cups of water, the student could be given a measuring cup and a pitcher and directed, "We need 2 and 3/4 cups of water to make lemonade. Put 2 and 3/4 cups of water in the pitcher."

SCORING FOCUS: Measuring volume using cups and quarter cups

Item R4

ACTIVITY: The student will correctly identify a preferred, age-appropriate leisure/recreation item costing $10 or less and plan how to acquire it by making or dictating a list containing at least 3 steps. The plan must involve the student determining whether or not he/she has enough money to purchase the item. For example, the student could be asked, "Tell me something fun you would like to buy. Do you have enough money to buy it?"

SCORING FOCUS: Determining if he/she has enough money for a purchase

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 item observed. 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 machine scannable student 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

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

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

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

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

Below is a list of the Extended High School Content Expectations (EHSCE) for each released item found in this booklet. The chart contains the EHSCE code and a brief description of what is measured.

Full descriptions of the EHSCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

English Language Arts		
Released Item Number	**EHSCE Code**	**ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus**
		Word Study
R1	EHSCE.SI.2.1.6a	Identifying personally meaningful words
		Comprehension
R2	EHSCE.SI.2.1.5a	Identifying what makes a story fact or fiction
		Expressing Ideas
R3	EHSCE.SI.1.3.7a	Using language to communicate effectively for different purposes
R4	EHSCE.SI.2.1.10a	Remaining focused on conversational topics
Mathematics		
Released Item Number	**EHSCE Code**	**STRAND or Abbreviated Descriptor/Scoring Focus**
		Quantitative Literacy and Logic
R1	EHSCE.SI.L1.1.1a	Demonstrating an understanding of the term **equal to**
R2	EHSCE.SI.L1.2.4c	Identifying what data are needed to solve a problem
		Geometry
R3	EHSCE.SI.G2.1.3a	Measuring volume using cups and quarter cups
		Quantitative Literacy and Logic
R4	EHSCE.SI.L1.2.1d	Determining if he/she has enough money for a purchase

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