



Supported Independence

Fall 2009

English Language Arts and Mathematics

Middle School

Grades 6-8

Official Released Items

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

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The Grades 6-8 *Supported Independence 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 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 6-8 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*	60		
Mathematics Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Numbers and Operations	6	1	5 (varies by strand)
Algebra	1	1	
Measurement	3	1	
Geometry	3		
Data and Probability	2	1	
Mathematics Item Subtotal	15	4	
Mathematics Possible Points Subtotal*	60		
Total ELA and Mathematics Items	30	8	10
Total Possible Points	120		

*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) 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

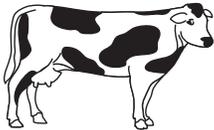
English Language Arts

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 "cl" consonant blend?



clock



cow



chair

SCORING FOCUS: Using structural cues to recognize words

R2 It was Sunday in January and the snow had been falling all day. Michael was very excited. He really liked the snow. He spent the whole day outside with his friends and he was very tired that night. The next morning, he found out that school had been cancelled because of all the snow! He would be able to spend another day outside with his friends.

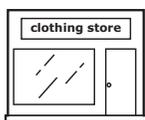
In this story, Michael did **not** have to go to:



the park



school



the store

SCORING FOCUS: Identifying simple story elements

Item R3

ACTIVITY: The student will write or scribe 2 pieces of information to describe him/herself, such as likes/dislikes or personal characteristics.

SCORING FOCUS: Writing a personal narrative

Item R4

ACTIVITY: The student will communicate with effective body language by providing an acceptable amount of personal space (at least 18 inches) while communicating with another individual during lunch or lunch time activities.

SCORING FOCUS: Using language to communicate effectively for different purposes



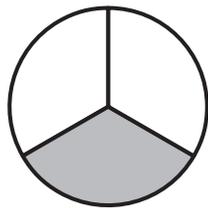
Do Not Continue.

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.

R1 What fraction does this show?



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

SCORING FOCUS: Recognizing and/or naming commonly used fractions

R2 Mom comes home from work at 5:00. Which shows 5:00?

1:

5:

7:

SCORING FOCUS: Telling time to the hour using a digital or analog clock

Item R3

ACTIVITY: The student will correctly indicate or demonstrate how to get from his/her classroom to 1 other location within the school building using a map of the school. For example, the assessment administrator could draw a simple map of the school and label several familiar destinations (e.g., classroom, lunch room, gym, music room, etc.). The student could be shown the map, told where his/her classroom is, and then directed to, "Show me how we get to the lunch room."

SCORING FOCUS: Using maps to find locations

Item R4

ACTIVITY: The student will correctly organize pictures or concrete objects to represent a familiar real life situation, such as which students are present at school that day. For example, the assessment administrator could give the student pictures of all the students in the class and then direct him/her to, "Sort the pictures to show who is here and not here today."

SCORING FOCUS: Organizing data using pictures or concrete objects to represent a real life situation



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

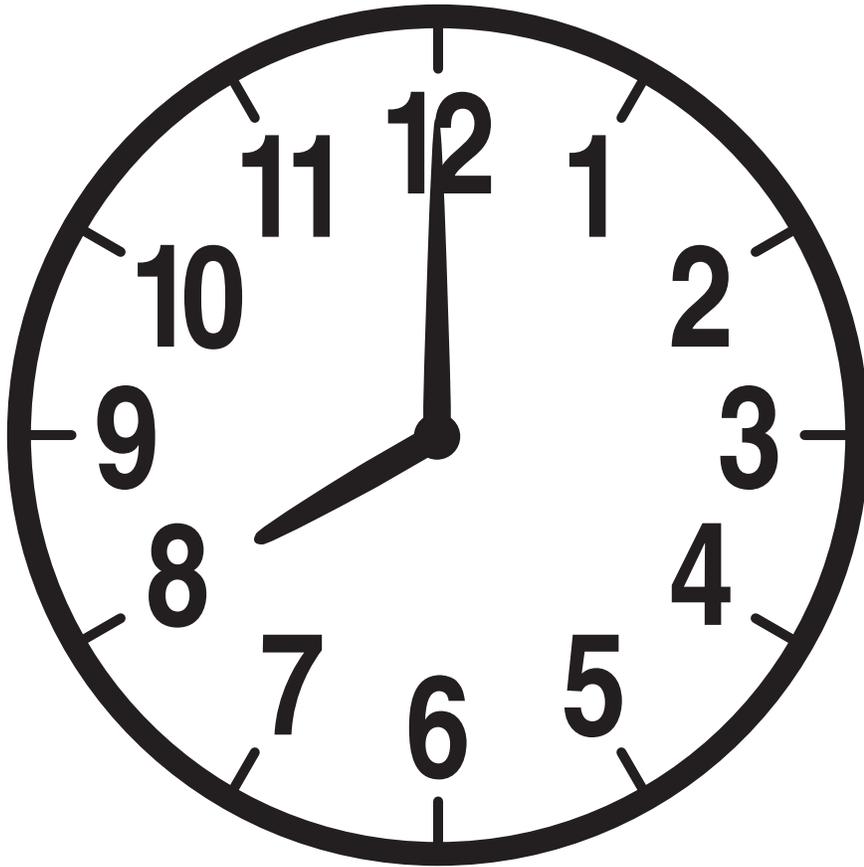
Item R3

- 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





clock

English Language Arts Grades 6-8 Supported Independence

Selected-response R1

Correct "clock"

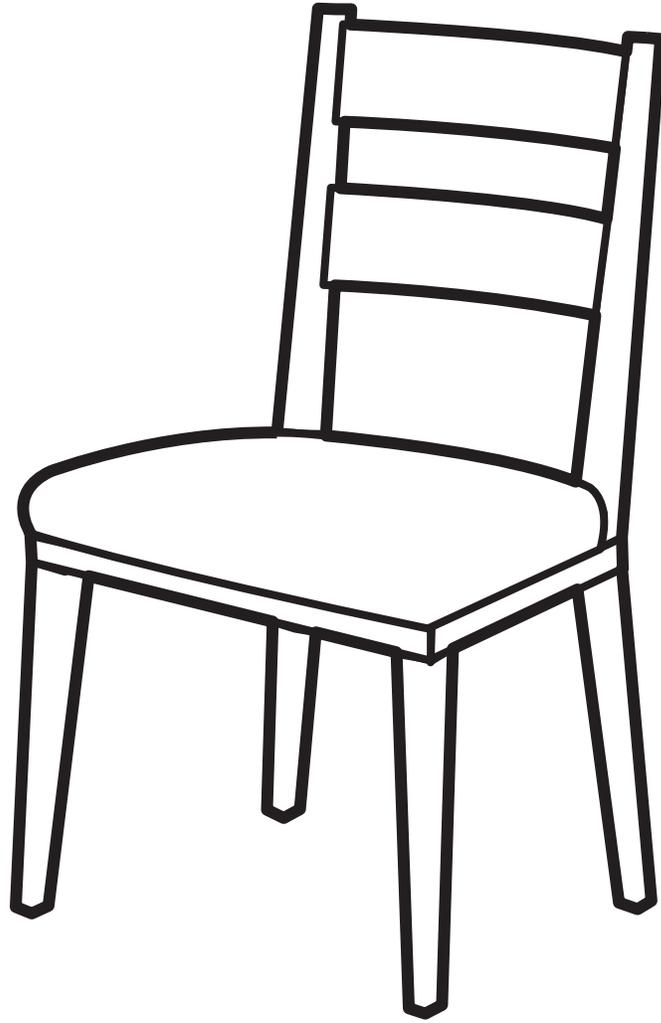


COW

English Language Arts Grades 6-8 Supported Independence

Selected-response R1

Incorrect "cow"

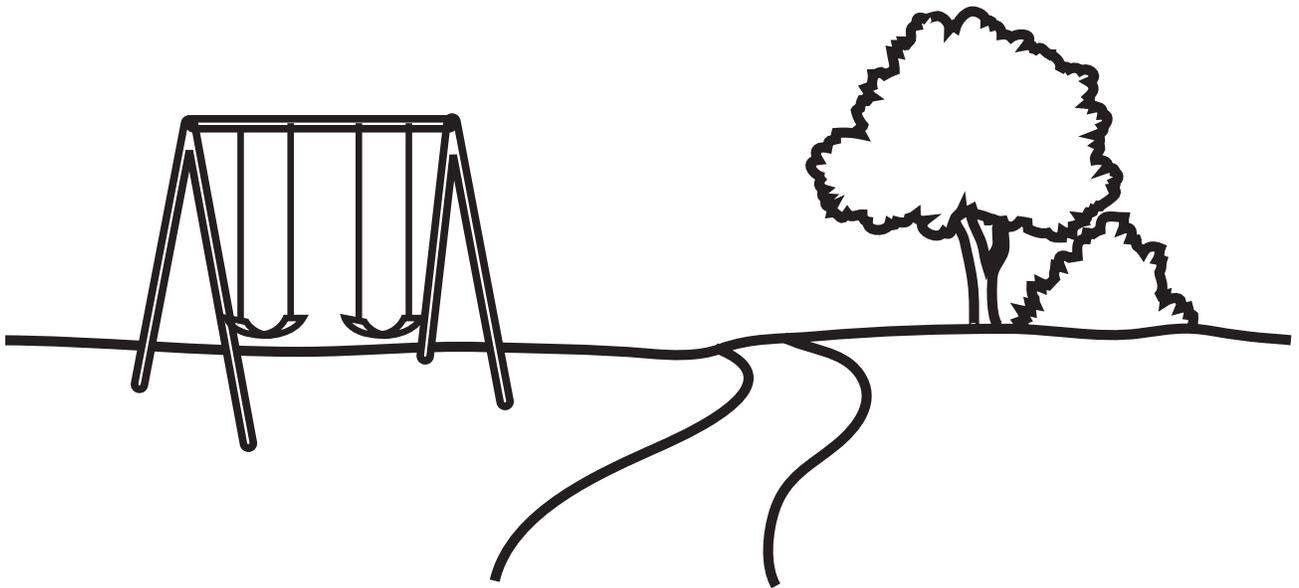


chair

English Language Arts Grades 6-8 Supported Independence

Selected-response R1

Incorrect "chair"

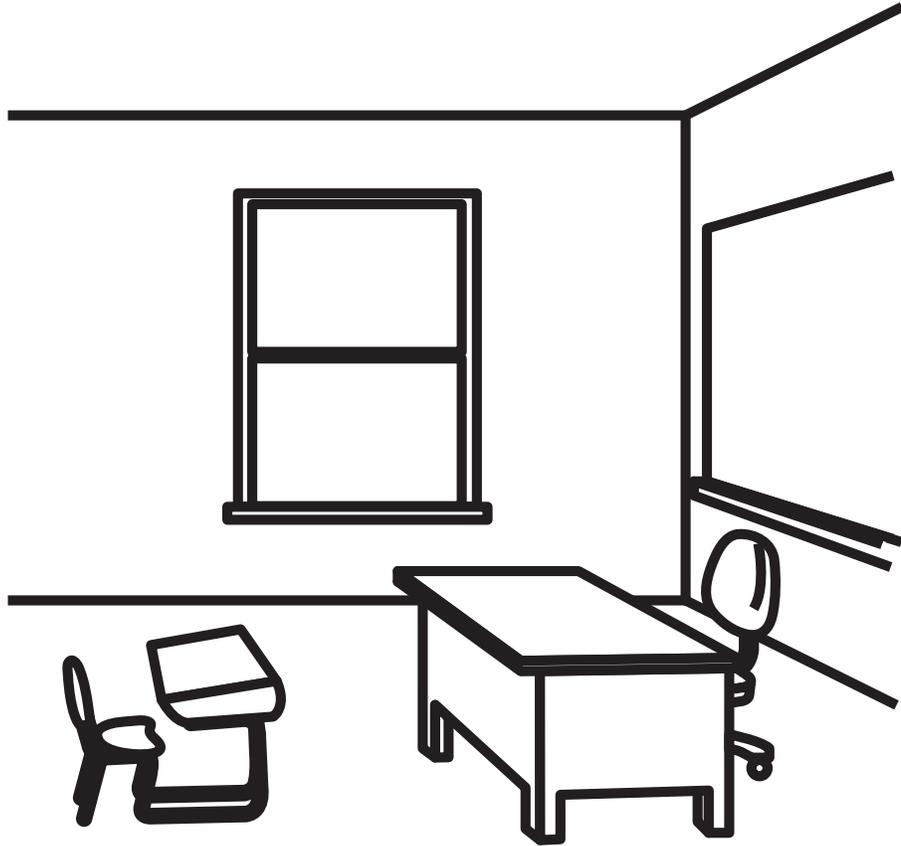


the park

English Language Arts Grades 6-8 Supported Independence

Selected-response R2

Incorrect "the park"

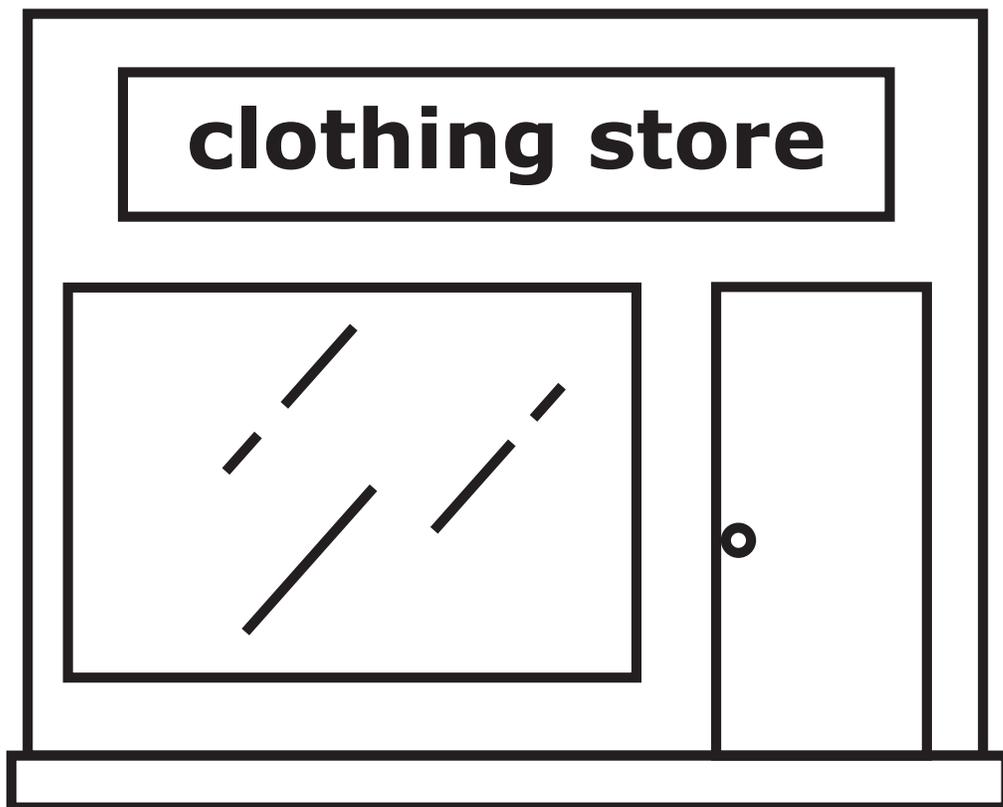


school

English Language Arts Grades 6-8 Supported Independence

Selected-response R2

Correct "school"

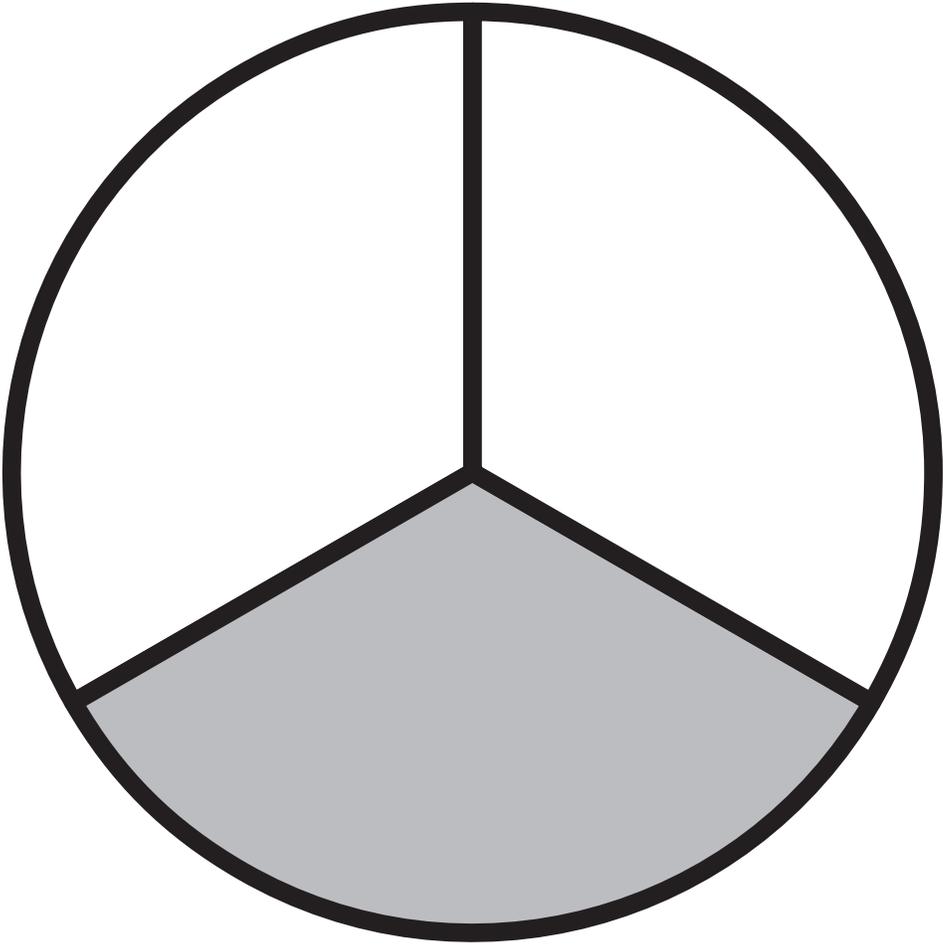


the store

English Language Arts Grades 6-8 Supported Independence

Selected-response R1

Incorrect "the store"



Mathematics Grades 6-8 Supported Independence

Selected-response R1

Stem "pie"

1
—
2

Mathematics Grades 6-8 Supported Independence

Selected-response R1

Incorrect "1/2"

**1
—
3**

Mathematics Grades 6-8 Supported Independence

Selected-response R1

Correct "1/3"

$$\frac{1}{4}$$

Mathematics Grades 6-8 Supported Independence

Selected-response R1

Incorrect "1/4"

1:

Mathematics Grades 6-8 Supported Independence

Selected-response R2

Incorrect "1:00"

5:

Mathematics Grades 6-8 Supported Independence

Selected-response R2

Correct "5:00"

7:

Mathematics Grades 6-8 Supported Independence

Selected-response R2

Incorrect "7:00"

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.WS.m7.SI.EG01a	Using structural cues to recognize words
		Comprehension
R2	R.NT.m7.SI.EG03a	Identifying simple story elements
		Expressing Ideas
R3	W.GN.m7.SI.EG01a	Writing a personal narrative
R4	S.CN.m7.SI.EG01a	Using language to communicate effectively for different purposes
Mathematics		
Released Item Number	EGLCE Code	STRAND or Abbreviated Descriptor/Scoring Focus
		Numbers and Operations
R1	N.ME.m6.SI.EG06a	Recognizing and/or naming commonly used fractions
		Measurement
R2	M.UN.m6.SI.EG01b	Telling time to the hour using a digital or analog clock
		Algebra
R3	G.TR.m6.SI.EG03b	Using maps to find locations
		Data and Probability
R4	D.RE.m7.SI.EG01a	Organizing data using pictures or concrete objects to represent a real life situation



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