

## Supported Independence - Science

| Performance Level                               | Scale Score Range - Grade 5 |   |
|---|-----------------------------|---|
| <i>Surpassed</i> the Performance Standard       | 62 - 68                     | Go to the MI-Access Web page at <a href="http://www.mi.gov/mi-access">www.mi.gov/mi-access</a> for Performance Level Descriptors. |
| <i>Attained</i> the Performance Standard        | 38 - 61                     |   |
| <i>Emerging</i> Toward the Performance Standard | 0 - 37                      |   |

Each student is simultaneously and independently observed and scored by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). The PAA is a certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) who is familiar with the student. The SAA may be either a certified professional staff member (as just described) or some other school personnel (such as a paraprofessional) who is familiar with the student. The PAA administers the assessment and makes all decisions regarding when to provide assistance to a student and what type of assistance to provide.

As shown in the scoring rubric below, a student may receive a score point (1 or 2) or a condition code (A, B, or C). The PAA and SAA scores are added together to calculate earned points for each item. Condition codes, multiple marks (M), and omitted scores (blank) count as zero when calculating earned points.

| <b>MI-Access Supported Independence Scoring Rubric</b> |  |
|--|--|
| Score Point/<br>Condition Code                         | Description  |
| 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 |

Note: For detailed information, see the *MI-Access Guide to Reports*.

## Supported Independence - Science

| Performance Level                               | Scale Score Range - Grade 8 |   |
|---|-----------------------------|---|
| <i>Surpassed</i> the Performance Standard       | 58_ 68                      | Go to the MI-Access Web page at <a href="http://www.mi.gov/mi-access">www.mi.gov/mi-access</a> for Performance Level Descriptors. |
| <i>Attained</i> the Performance Standard        | 39_ 57                      |   |
| <i>Emerging</i> Toward the Performance Standard | 0_ 38                       |   |

Each student is simultaneously and independently observed and scored by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). The PAA is a certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) who is familiar with the student. The SAA may be either a certified professional staff member (as just described) or some other school personnel (such as a paraprofessional) who is familiar with the student. The PAA administers the assessment and makes all decisions regarding when to provide assistance to a student and what type of assistance to provide.

As shown in the scoring rubric below, a student may receive a score point (1 or 2) or a condition code (A, B, or C). The PAA and SAA scores are added together to calculate earned points for each item. Condition codes, multiple marks (M), and omitted scores (blank) count as zero when calculating earned points.

| <b>MI-Access Supported Independence Scoring Rubric</b> |  |
|--|--|
| Score Point/<br>Condition Code                         | Description  |
| 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 |

Note: For detailed information, see the *MI-Access Guide to Reports*.