MI Access™
Michigan's Alternate Assessment Program

Supported Independence

Fall 2008

English Language Arts and Mathematics

Elementary School

Grades 3-5

Official Released Items

MICHIGAN STATE BOARD OF EDUCATION
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The Grades 3-5 *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 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 *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	7	1	5 (varies by strand)
Algebra			
Measurement	2	1	
Geometry	4	1	
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/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 *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.michigan.gov/mi-access**) 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 demonstrate understanding of 1 written or pictorial rule that contains functional words related to dismissal procedures, such as exiting the classroom, lining up for the bus, or conduct in the hallways. This activity will take place during preparation time for dismissal.

SCORING FOCUS: Demonstrating understanding of functional words/symbols

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Item R2

ACTIVITY: The student will correctly identify 1 main character from a story after listening to a simple narrative during a leisure reading activity.

SCORING FOCUS: Identifying simple story elements

Item R3

ACTIVITY: The student will correctly indicate, during an instructional routine, 1 location and/or situation, such as the library, classroom, or movie theater, where it is appropriate to use a lowered voice volume.

SCORING FOCUS: Identifying acceptable voice volume in varied settings

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Item R4

ACTIVITY: The student will introduce him/herself to an unfamiliar person (when prompted to indicate his/her name) during a school activity, such as lunch time, hallway transitions, or assemblies.

SCORING FOCUS: Presenting information for functional 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.

Item R1

ACTIVITY: The student will correctly select the appropriate amount of material (5 objects) necessary to complete a familiar assembly or packaging task **and** solve a single-digit addition problem. For example, the student could be presented with a stack of 25 envelopes, 5 greeting cards, and 5 letters and then asked, "How many cards and letters do we have?" Following that, the student would be directed, "Show me how many envelopes we need so that we have one for each card and letter."

SCORING FOCUS: Selecting appropriate numbers in order to solve problems

Item R2

ACTIVITY: The student will correctly answer questions about relative time by demonstrating understanding of the terms **yesterday** and **tomorrow**. For example, the assessment administrator could ask the student, "What did we have for lunch **yesterday**?" and "What will you be doing in art class **tomorrow**?"

SCORING FOCUS: Knowing and using common words for relative time

Item R3

ACTIVITY: The student will demonstrate an understanding of the directional/positional terms **above** and **below** while completing a familiar dressing routine related to a specific activity, such as putting on clothing used for art (smock), cooking (apron), physical education (P.E. clothes), shop (safety glasses), or cafeteria work (hairnet).

SCORING FOCUS: Identifying the positions of objects in space using directional/positional terms

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Item R4

ACTIVITY: The student will gather and organize the correct materials required to complete a familiar school job using concrete objects. Jobs such as caring for plants, sweeping a floor, or cleaning desks are appropriate. The activity must include 1) gathering all the materials needed to complete the job, and 2) correctly organizing them by the order they will be used.

SCORING FOCUS: Gathering and organizing data using concrete 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

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 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.e4.SI.EG03a	Demonstrating understanding of functional words/symbols
		Comprehension
R2	R.NT.e4.SI.EG03a	Identifying simple story elements
		Expressing Ideas
R3	S.CN.e5.SI.EG03a	Identifying acceptable voice volume in varied settings
R4	S.DS.e4.SI.EG04a	Presenting information for functional purposes
Mathematics		
Released Item Number	**EGLCE Code**	**STRAND or Abbreviated Descriptor/Scoring Focus**
		Numbers and Operations
R1	N.FL.e4.SI.EG08b	Selecting appropriate numbers in order to solve problems
		Measurement
R2	M.UN.e4.SI.EG01b	Knowing and using common words for relative time
		Geometry
R3	G.LO.e1.SI.EG02AA	Identifying the positions of objects in space using directional/positional terms
		Data and Probability
R4	D.RE.e4.SI.EG01a	Gathering and organizing data using concrete objects

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