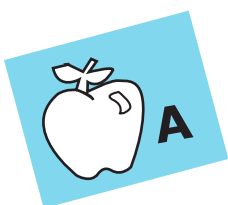


Participation

Assessment Administrator Booklet

Item Samples - Grade 3

English Language Arts and Mathematics



Elementary School

Grade 3

Assessment Administrator Name: _____

Circle one: Primary Shadow

School Name: _____

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

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Michigan Department of Education, Office of Educational Assessment and Accountability contact information can be found in the General Information section of the 2023 *MI-Access Supported Independence and Participation Test Administration Manual*.

Please note: Each selected-response item has additional instructions at the bottom of the page. These instructions contain important information about how to administer each item. In addition, possible adaptations for students who are blind or visually impaired are provided as suggestions to the Primary Assessment Administrator.

Adaptations for students who are blind and visually impaired must:

- measure the scoring focus that is provided for the item
- resemble the printed item as much as possible
- be determined by the Primary Assessment Administrator and communicated clearly to the Shadow Assessment Administrator

In general, the procedure for students who are blind or have visual impairments is as follows:

- Read the item and allow the student to feel a real or toy object or listen to a sound that represents any graphic presented in the stem (unless specifically instructed NOT to read the graphic in the stem). Then, read the question in the stem. Sometimes, a revised question is suggested to reflect the substituted objects or sounds.
- When giving the options, the assessment administrator takes the student's hand and allows him/her to feel the real or toy objects (or sets of objects) or to listen to a sound representation for each option as the labels are read (unless specifically instructed NOT to read the answer choice labels). Then, the assessment administrator reads the question again, if needed.
- For some items, a placeholder procedure will be suggested through which a communication device, a tactile or braille symbol, or a basic shape can be used for each option to indicate where a student should make a selection. Then, when giving the options, the assessment administrator could take the student's hand and, in sequence, hit the communication switches or touch the symbols/shapes that are being used as the placeholders while the answer choice labels are being presented orally.
- When selecting objects, sounds, or placeholders to use during the assessment, be sure to select ones that are familiar to the student and are easy to discriminate tactilely or auditorily.

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Participation General Directions

- **NOTE:** This booklet is an assessment administrator booklet and is not intended for use by students. The assessment items are presented to students per the instructions in the *MI-Access Supported Independence and Participation Test Administration Manual*.
- Prior to administration, review the assessment items. The Participation assessment uses two item formats: selected-response and activity-based observation. All items are scored with the Participation Scoring Rubric. Learning how to apply the rubric correctly is very important to the reliability of the assessment. The *MI-Access Supported Independence and Participation Test Administration Manual* and the *MI-Access Supported Independence and Participation Administration and Scoring Rubrics Tutorial* (www.mi.gov/mi-access) both contain examples of 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 Essential Elements with Michigan Range of Complexity.
- Most 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) student 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 ones 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 in order to receive full credit. Both the *MI-Access Supported Independence and Participation Test Administration Manual* and the scoring rubrics tutorial provide detailed descriptions and examples of how to present items with student 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 ELA and mathematics Essential Elements can be assessed. Review the item components, which include the actual activity that will be observed and the scoring focus.
- 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.
- 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).
- 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 the SAA will use the *MI-Access Assessment Administrator Scoring Documents* that were provided with the assessment materials. 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** and **simultaneously** 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 **online answer document** by the PAA. The scoring paper documents may be duplicated should additional copies be required (however, nothing within the assessment administrator booklet may be copied). These scoring documents, once completed, should be signed by the assessment administrator and kept on file in the district in the same location as the *Office of Educational Assessment and Accountability Security Compliance Form*. Please do **not** return the scoring documents with the assessment administrator booklets or student picture cards.

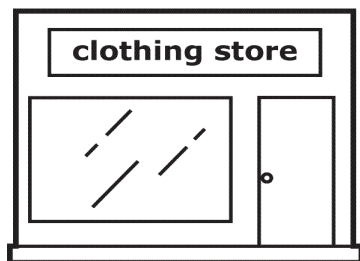
Section 1

English Language Arts

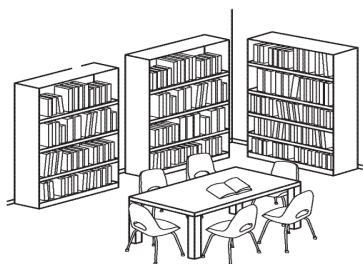
DIRECTIONS: Do and say whatever is typically done or said to allow the student to engage in each item, UNLESS otherwise directed in the item.

- 1** Steven needs a new coat. He and his mom went shopping at the store. Steven got a new coat. He can now stay warm.

In this story, where did Steven go?



a store



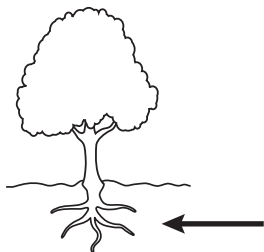
a library

SCORING FOCUS: Answer simple who, what, or where questions about a narrative text

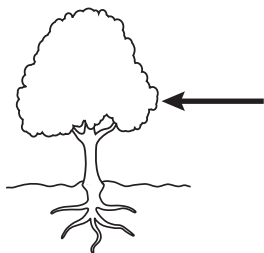
Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	<p>Use objects: A. Use some money to represent the answer choice "a store". B. Use a book to represent the answer choice "a library".</p> <p>Use Placeholder: Alternate adaptation: Use a placeholder object or a communication device/switch for each option. When the placeholder/switch is touched, the label is read to the student. If the student is familiar with braille, braille labels may be used.</p>

- 2 Many trees have leaves. The leaves grow at the end of branches on the tree.

Where do leaves grow?



under the ground



at the end of branches

SCORING FOCUS: Select one fact or detail related to a given topic or list of details

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	<p>Use objects:</p> <p>A. Use a small pot of soil to represent the answer choice “under the ground”.</p> <p>B. Use a small twig or branch to represent the answer choice “at the end of branches”.</p> <p>Use Placeholder:</p> <p>Alternate adaptation: Use a placeholder object or a communication device/switch for each option. When the placeholder/switch is touched, the label is read to the student. If the student is familiar with braille, braille labels may be used.</p>

- 3** There is a new girl in Mary's class. Mary wants to meet the new girl.

What should Mary say?



"I am tall."



"My name is Mary."

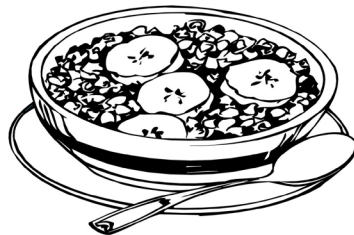
SCORING FOCUS: Identify correct use of language to communicate effectively with familiar people

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use Placeholder: Alternate adaptation: Use a placeholder object or a communication device/switch for each option. When the placeholder/switch is touched, the label is read to the student. If the student is familiar with braille, braille labels may be used.

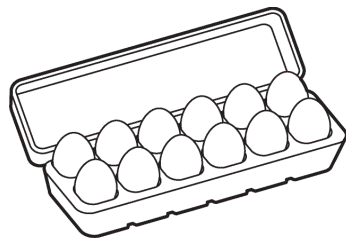


4 David eats breakfast in the morning. He likes cereal better than pancakes.

Which does David think is better than pancakes?



cereal



eggs

SCORING FOCUS: Identify an opinion of a character in text

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: A. Use a cereal box or bowl to represent the answer choice "cereal". B. Use an egg carton or plastic toy egg to represent the answer choice "eggs". Use Placeholder: Alternate adaptation: Use a placeholder object or a communication device/switch for each option. When the placeholder/switch is touched, the label is read to the student. If the student is familiar with braille, braille labels may be used.

**Activity-Based Items:
General Instructions and Specialized Instructions for Students
Who Are Blind or Visually Impaired**

The “for example” section of each activity-based observation item is provided to help guide the assessment administrator to develop his or her own activity for the item that best matches the experiences of the student being assessed. This activity should follow what the first part of the item indicates the student will do, and the item should measure the scoring focus.

Please note that presenting the options twice for an activity-based observation item (as is required with selected-response items) may not always be appropriate. While it would be appropriate for a student to do so when presented with choices of pictures or objects, it may not be appropriate when testing a routine, a greeting, or when giving an opinion.

The same procedure is used for students who are blind or visually impaired. The adaptations made should fall within activities that are familiar to the student. When pictures are suggested in the item, it is recommended that objects or a sound be used as answer options instead.

Item 5

ACTIVITY: After listening to a short informational text, the student will correctly identify a detail from the text. For example, after reading an excerpt about plants and animals from the book *Michigan* by Amy Van Zee, the assessment administrator could show the student the page from the book with pictures of the robin and the apple blossom, and say, “Please show (or tell) me which one is the state bird.”

SCORING FOCUS: Identify one detail in a short informational text

Item 6

ACTIVITY: During a class writing activity, the student will correctly indicate what the class did earlier that day. For example, when writing about an assembly the class attended earlier in the day, the assessment administrator could show the student a musical instrument and a beaker filled with water and ask, “Which one was our assembly about today, music or science?”

SCORING FOCUS: Select a word/picture to share information about an event or experience

Item 7

ACTIVITY: During a reading activity, the student will identify the correct use of a plural noun. For example, after reading a story about two tigers at the zoo, the administrator could show and read aloud to the student an incomplete sentence strip (such as “The zoo has two ____.”), then show the student two labeled pictures (such as a picture of one tiger with the label “tiger” and a picture of two tigers with the label “tigers”), and say, “Which word should we use to finish our sentence, ‘tiger’ or ‘tigers’?”

SCORING FOCUS: Identify the correct grammatical use of nouns

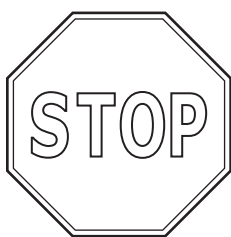


Section 2

Mathematics

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.

1 Which one is a triangle?



SCORING FOCUS: Identify a circle, a square, and a triangle

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	May read the word on the signs (Yield, Stop), but do not describe the shapes of the signs.	Use objects: A. Use a triangle shape block for the “yield sign”. B. Use an octagon shape block, or substitute a circle shape block, for the “stop sign”. Do not describe the shape of the objects.

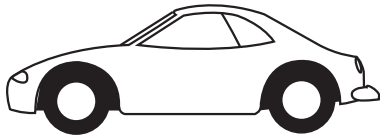
2 Which is the number three?



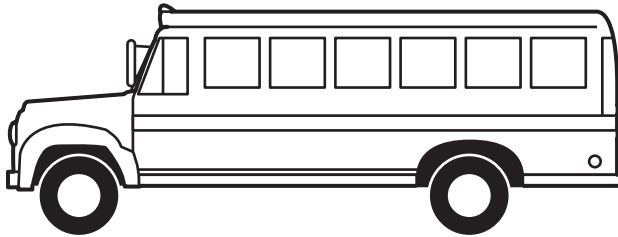
SCORING FOCUS: Recognize numbers 1-5

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	Other: Do not identify the symbols in the pictures.	Use objects: A. Use three small blocks to represent the answer choice "3". B. Use a non-quantity type of object, such as a cell phone or water bottle to represent the answer choice for the "walk" symbol. Do not describe the objects.

3 Which one is longer?



car



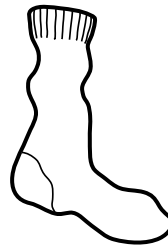
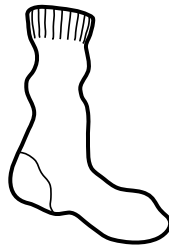
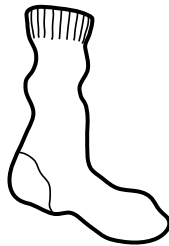
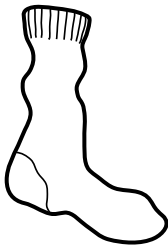
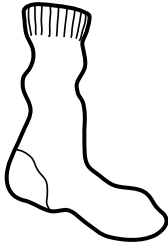
bus

SCORING FOCUS: Identify the object that is longer or shorter

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	Other: May identify the objects (car, bus), but do not describe their lengths.	Use objects: A. Use a toy car or substitute a familiar object that is shorter than the object option B. B. Use a toy bus or substitute a familiar object that is longer than the object option A. Do not describe the lengths of the objects.

- 4 Tim needs to put away four socks.

Which shows four socks?



SCORING FOCUS: Use counting (up to 5) to solve real-world problems

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	Other: Do not count or identify the quantity of the objects (items) in the answer choices.	Use objects: A. Use one sock. B. Use four socks. Do not count or identify the quantity of socks.



**Activity-Based Items:
General Instructions and Specialized Instructions for Students
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The same procedure is used for students who are blind or visually impaired. The adaptations made should fall within activities that are familiar to the student. When pictures are suggested in the item, it is recommended that objects or a sound be used as answer options instead.

Item 5

ACTIVITY: During a mathematics activity, the student will correctly identify a group of ten objects when compared with another quantity of one object. For example, after a lesson on quantities, the assessment administrator could present the student with a set of ten pennies and another set of one dime and say, “Which is a group of ten?”

SCORING FOCUS: Identify a group of 10 objects

Item 6

ACTIVITY: During an instructional activity, the student will correctly identify two objects that have a common trait. For example, the assessment administrator could provide a model of an object that has corners (such as a book) and indicate at least one of the corners. Then, the assessment administrator could present two more objects with corners (such as a rectangular pad of paper and a napkin) and one object without corners (such as a ball) and say, “Which two objects have corners like the book?”

SCORING FOCUS: Identify two objects with a common attribute

Item 7

ACTIVITY: During a classroom activity, the student will correctly identify what is different in a given group of objects. For example, while cleaning work spaces after an art project, the assessment administrator could show the student a group containing five markers and one paintbrush and say, “Which one is different in this group of objects?”

SCORING FOCUS: Recognize same/different within a simple pattern of objects/symbols





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