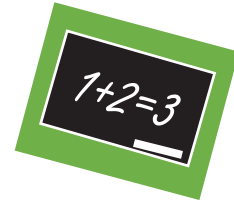
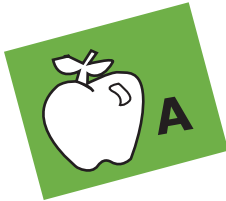


Supported Independence

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 _____

3rd

4th

5th

6th

7th

8th

11th

31

32

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 *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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Supported Independence 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 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 *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.

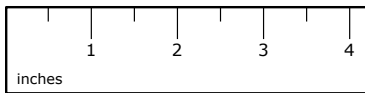
Section 1

English Language Arts

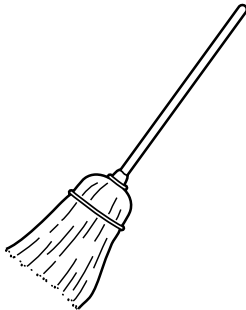
DIRECTIONS: Do and say whatever is typically done or said to allow the student to engage in each item, UNLESS otherwise directed in the item.

1 Kate got a broom from the closet.

What word is **broom**?



ruler



broom



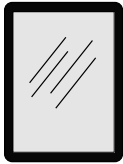
shoe

SCORING FOCUS: The student can use visuals to answer “who” and “what”

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.	Revise stem wording: Revise wording of the stem to: “What object is a broom?”
Answer Choices Text, Graphics/ Labels	Do not read/ describe graphics/ labels.	Use objects: A. Use a ruler. B. Use a broom. C. Use a shoe. Do not identify or describe the objects. 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.

- 2 Alexis enjoys music class. She is learning to play the drums. She likes to listen to new songs on her radio.

What is Alexis learning to play?



tablet



songs



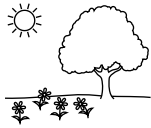
drums

SCORING FOCUS: Identify details from an event or personal experience

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 tablet to represent the answer choice "tablet". B. Use a radio and revise the answer choice label to "radio". C. Use a drum to represent the answer choice "drums". Use sounds: Alternate adaptation: A. Play an electronic game that has familiar sounds on a tablet for the answer choice "tablet". B. Play music from a radio, CD player, or computer for the answer choice "songs". C. Tap a drum using drumsticks or hands for the answer choice "drums". 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. Revise wording of labels: Revise the labels to match the objects being used.

- 3** Spring is a season of the year. In Michigan, the weather usually gets warmer in the spring. Trees, grasses, and flowers also start to grow again during this season.

Which season of the year is this paragraph about?



spring



fall



winter

SCORING FOCUS: Respond to basic questions about details presented orally or via other media

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 real or artificial flower to represent the answer choice "spring".</p> <p>B. Use a leaf to represent the answer choice "fall".</p> <p>C. Use a mitten to represent the answer choice "winter".</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>

- 4 Charlie is helping his grandpa build a fort. Charlie gets the hammer from the garage. He gives his grandpa wood and nails. Charlie’s grandpa likes when Charlie helps him.

Which word tells how Charlie’s grandpa thinks about Charlie?



writer



helper



player

SCORING FOCUS: Identify words/phrases that express an opinion of a character

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 some paper and a pencil to represent the answer choice “writer”. B. Use a hammer and a nail to represent the answer choice “helper”. C. Use a familiar ball to represent the answer choice “player”. 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: During the morning meeting, the student will correctly answer a question about the schedule for the day. For example, the assessment administrator could show the student three pictures from the schedule for the day—for reading, lunch, and dismissal—and say, “Please show (or tell) me which one happens at the end of the day.”

SCORING FOCUS: Answer questions about basic details in informational text

Item 6

ACTIVITY: During a lunch routine, the student will advocate for themselves by appropriately communicating the need for a missing item. For example, while the student is going through the lunch line or preparing for lunch, the assessment administrator could arrange for the student’s beverage to be missing. If the student does not initiate a request for the missing item, the assessment administrator could ask, “What else do you need for lunch?” or “What are you missing?”

SCORING FOCUS: Use language to communicate effectively with a variety of audiences

Item 7

ACTIVITY: During a personal writing activity, the student will correctly choose two descriptive words to describe themselves. For example, the assessment administrator could show and read aloud to the student words such as “helpful”, “friendly”, “shy”, and “busy”, and say, “Which two words tell about you?”

SCORING FOCUS: Choose pieces of information that are related to a given topic



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 Use this picture to answer the question.



What is the sum?

2

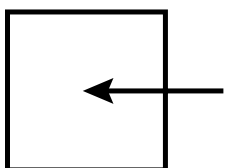
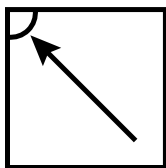
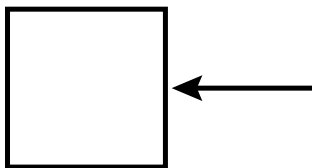
4

6

SCORING FOCUS: Solve addition and subtraction problems with sums/ differences within 10

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.	Use objects: Show a group of four pennies and a group of two pennies as the stem is read to the student.
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use Placeholder: 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 or tactile print numerals, these adaptations may be used. Use other: May also have the student give a verbal response instead of physically making a selection.

2 Which picture shows an arrow pointing to the side of a square?

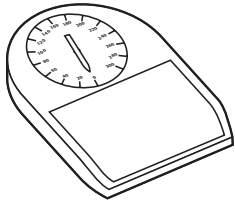


SCORING FOCUS: Identify a side or an angle in a common two-dimensional shape

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	Do not read/ describe graphics/ labels.	Use objects: Use three identical square blocks. A. Use a tactile felt sticker to mark a side of the square. B. Use a tactile felt sticker to mark a corner of the square. C. Use a tactile felt sticker to mark the center of the square. Do not identify or describe the location of the sticker.

3 Gina is mixing water and paint for an art project.

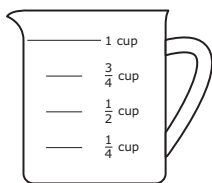
Which tool should Gina use to add the correct amount of water?



scale



thermometer

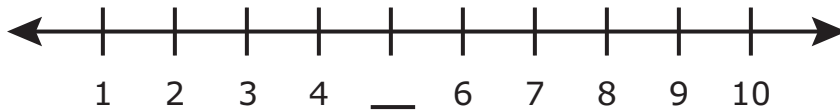


measuring cup

SCORING FOCUS: Identify tools to measure mass and volume

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 bathroom scale or food scale. B. Use a thermometer. C. Use a measuring cup. 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 Which number is missing?



3

5

7

SCORING FOCUS: Create, describe, and/or extend simple number, object, or symbol patterns

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.	Use objects: Use a tactile number line made with tactile print numerals or braille numerals, if the student is familiar with them.
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. Use other: If the student is able to respond verbally, read the number sequence and pause at the blank line and ask the student to provide the missing number verbally.

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

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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 food preparation activity, the student will correctly demonstrate an understanding of the difference between one whole and one-half. For example, the assessment administrator could show the student a whole green pepper and one-half of another similarly sized green pepper, and say, “Which one is one-half?”

SCORING FOCUS: Identify a whole object or one-half of an object using models or objects

Item 6

ACTIVITY: During a simple board game or card game activity that uses coins, the student will correctly match a coin to another coin of the same denomination when presented in a group of three coins. For example, during the game, the assessment administrator could first show the student a dime, then show the student a group of three coins—1 penny, 1 dime, and 1 nickel—and say, “Which one is the dime in this group of coins?”

SCORING FOCUS: Organize data based on an attribute

Item 7

ACTIVITY: During a familiar art or craft activity, the student will correctly subtract two single-digit numbers. For example, when making beaded necklaces, the assessment administrator could show the student five blue beads and say, “If I take away two beads, how many will be left?” If the student is not able to respond verbally, the assessment administrator could provide three written options for the student to select from, such as 2, 3, and 4.

SCORING FOCUS: Solve one-step real-world problems using addition or subtraction within 10





Office of Educational Assessment and Accountability (OEAA)
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