

3rd

4th

5th

6th

7th

8th

11th

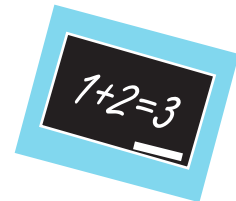
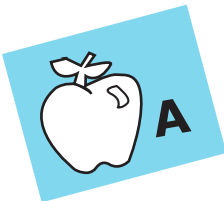
41

42

Participation

Assessment Administrator Booklet Item Samples - Grade 4

English Language Arts and Mathematics



Elementary School

Grade 4

Assessment Administrator Name: _____

Circle one: Primary Shadow

School Name: _____

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

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

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.

© 2023 by the Michigan Department of Education.

All rights reserved. No part of this publication may be reproduced or transmitted, in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the Michigan Department of Education.

Portions of this work were previously published.

Printed in the United States of America.

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.

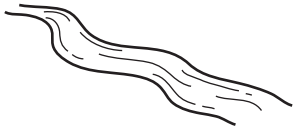
Section 1

English Language Arts

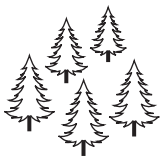
DIRECTIONS: Do and say whatever is typically done or said to allow the student to engage in each item, UNLESS otherwise directed in the item.

- 1 Bears like to eat fish. They go to rivers to catch them. Bears eat many fish every day.

Where do bears go to catch fish?



the river



the forest

SCORING FOCUS: Answer simple who, what, where, or when questions about informational texts

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: 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 Stan likes playing his new video game. It is exciting to watch the action. He likes the sounds the new game makes.

How does Stan feel about his new game?



bored



happy

SCORING FOCUS: Select a word or labeled picture that expresses an opinion about a given topic or 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 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, braille labels may be used.

3 Caleb sees his friend.

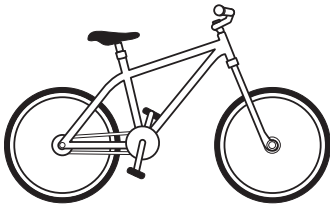
What should Caleb say?

Hello!

three

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: 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 word is **bike**?**food****bike**

SCORING FOCUS: Identify and/or name familiar people, places, professions, events, and objects

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 wording of stem: Revise the question to: "Which one is a bike?"
Answer Choices Text, Graphics/ Labels	Do not read/ describe graphics/ labels.	Use objects: A. Use a familiar food item to represent the answer choice "food". B. Use a toy bike to represent the answer choice "bike". Do not identify or describe the objects in the answer choices.

**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 story during a leisure reading activity, the student will correctly answer one question about an action taken by a main character in the story. For example, after reading *Rainbow Fish* by Marcus Pfister, the assessment administrator could show the student some fish food and an example of a glittery scale and say, “Which did Rainbow Fish share with the other fish—his food or his scales?”

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

Item 6

ACTIVITY: During a discussion about a recent special event for a class writing assignment, the student will correctly contribute one idea related to the topic. For example, the assessment administrator could display the title of a poster with the word “Carnival” and the icon for “fun” and announce that the class will be making a poster about the recent carnival. Then, the assessment administrator could show the student two photographs—one of the carnival event and one of a routine classroom activity—and say, “Which picture should we add to the poster to show a fun event at the carnival?”

SCORING FOCUS: Contribute an idea during a brainstorming session

Item 7

ACTIVITY: During a science lesson, the student will correctly determine a detail related to a given topic. For example, after reading the book *Living Things Are Everywhere* by Jayne Smith, the assessment administrator could show the student the written word “grows” and then show the student a plant and a rock and say, “For our list of how living things are alike, which object should we put with the word ‘grows’?”

SCORING FOCUS: Choose a piece of information that is related to a given topic

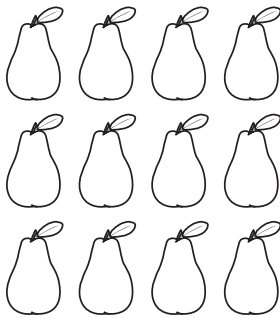


Section 2

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 Which shows more?



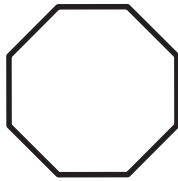
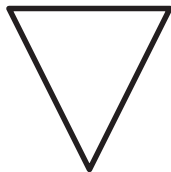
SCORING FOCUS: Compare 2 sets of objects to determine which has more

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 describe the quantity of pears.	Use objects: A. Use 3 cubes or some other familiar counting objects. B. Use 12 cubes or some other familiar counting objects. Do not count or describe the quantity of objects.

- 2 Use this picture to answer the question.








Which outline matches this picture?



SCORING FOCUS: Match the outline of a shape

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	Do not read/ describe graphics/ labels.	Use objects: Use a triangular sign if available, or use a familiar triangular object, such as a pennant or a hanger. Do not identify or describe the shape. Revise wording of stem: Revise the wording of the stem question to: "Which outline matches this shape?"
Answer Choices Text, Graphics/ Labels	Do not read/ describe graphics/ labels.	Use objects: A. Use a tactile outline of a triangle. B. Use a tactile outline of an octagon. Do not identify or describe the shapes of the outlines.

3 Use this calendar to answer the question.

Weekly Calendar				
Monday	Tuesday	Wednesday	Thursday	Friday
				

How many days of the week were sunny?



1 day

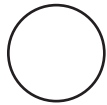


3 days

SCORING FOCUS: Recognize symbols as representing data on a simple graph

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	Other: May read the words and describe the icons in the graphic in the stem. Do not count the number of each kind of weather symbol.	Use objects: Create a 5-day tactile grid, with a tactile weather symbol in each square of the grid to match the graphic in the stem.
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: A. Use 1 weather symbol for "sunny". B. Use 3 weather symbols for "sunny". 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 shape comes next in the pattern?



SCORING FOCUS: Extend patterns involving objects or symbols

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	Other: Read the sequence as: circle, triangle, circle, triangle, circle, triangle, blank.	Use objects: Use two distinctly different shapes presented in an AB pattern in a row, such as circle, square, circle, square, circle, square, circle. Affix the shapes to the surface to prevent them being dislodged when they are examined. Allow the student to examine each shape as the shape is named in the pattern sequence.
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/labels.	Use objects: A. Use a circle shape block. B. Use a square shape block.

**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: While assembling ingredients for a food preparation activity, the student will correctly indicate the difference between a whole and one-half of a food item. For example, while preparing to make a snack of celery filled with cream cheese, the assessment administrator could show the student a whole stalk of celery and a celery stalk that has been cut in half and ask, “Which shows one-half of a celery stalk?”

SCORING FOCUS: Identify one-half of a real-world object

Item 6

Activity: During an instructional activity, the student will correctly identify a straight line when compared to a curved line. For example, during an art activity, the assessment administrator could draw a straight line and a curved line, and say, “Which line is a straight line?”

Scoring Focus: Identify a straight line

Item 7

Activity: During a routine activity, the student will correctly identify a group of objects as the same quantity as a given set of objects. For example, during snack time, the assessment administrator could put 4 crackers on a plate and then show the student 2 more plates of crackers—one with 4 crackers and one with 2 crackers—and say, “Please tell (or show) me which plate has the same number of crackers as [pointing to the model] this plate.”

Scoring Focus: Identify a group of objects/pictures with the same quantity as another group





Office of Educational Assessment and Accountability (OEAA)
Phone: 1-877-560-8378
Website: www.michigan.gov/oeaa
Email: mde-oeaa@michigan.gov