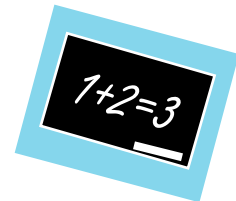
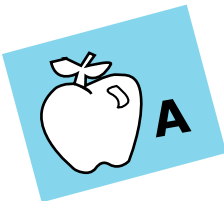


Participation

Assessment Administrator Booklet Item Samples - Grade 6

English Language Arts and Mathematics



Middle School

Grade 6

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.

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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.

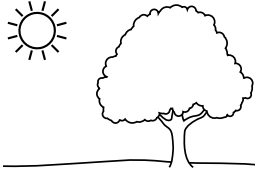
Section 1

English Language Arts

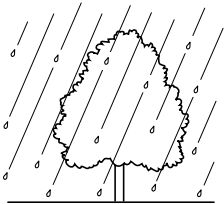
DIRECTIONS: Do and say whatever is typically done or said to allow the student to engage in each item, UNLESS otherwise directed in the item.

- 1** Jenny really wants to go to the beach, but it is raining. She decides to stay home and play a game. Later, she will visit her friend Ann.

In this story, what is the weather like?



It is sunny.



It is raining.

SCORING FOCUS: Use details/pictures to answer who, what, where, or when questions about narrative text

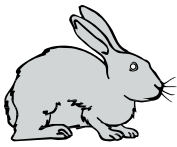
Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels	Use objects: A. Use a familiar tactile symbol for “sunny” weather. B. Use a familiar tactile symbol for “rainy” weather. 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 Lu is sending a note to a friend. She tells about planting a garden. She describes the vegetables she gets from her garden.

Which words can Lu use in her note?



orange carrot



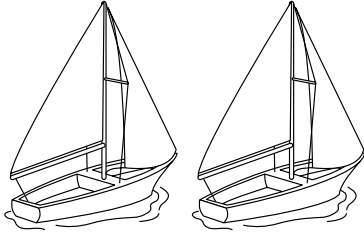
brown rabbit

SCORING FOCUS: Provide a detail about an action that occurs during an event/ personal experience

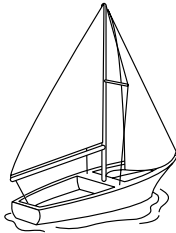
Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: A. Use a real or plastic carrot. B. Use a toy rabbit. 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.

- 3 Dan puts his boat in the water. Sarah puts her boat in the water as well. Now there are two boats in the water.

Which word is **boats**?



boats



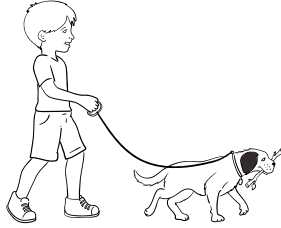
boat

SCORING FOCUS: Identify correct use of singular/plural nouns, verbs when communicating

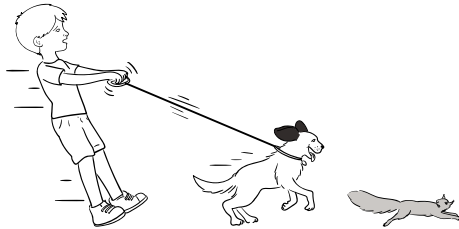
Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	Revise wording of stem: Revise stem wording to: "Which set shows boats?"
Answer Choices Text, Graphics/ Labels	Do not read/describe graphics/ labels.	Use objects: A. Use two toy sailboats. B. Use one toy sailboat. Do not identify the quantities or name 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.

- 4 Tam is writing about taking his dog for a walk. His dog tried to chase a squirrel. Tam had to hold tight to his dog’s leash.

What did Tam’s dog try to do on their walk?



carry a stick



chase a squirrel

SCORING FOCUS: Select a word/phrase that describes an event

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 toy dog with a stick. B. Use a toy dog and a toy squirrel. 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: While preparing for a personal hygiene/grooming activity, the student will correctly identify a word (paired with a picture) associated with the activity. For example, the assessment administrator could show the student two words on separate notecards each paired with a picture (such as “toothpaste” and a “comb”) and say, “It is time to brush your teeth. Please tell or show (me) which word shows what you need to brush your teeth.”

SCORING FOCUS: Use cues to recognize the meaning of familiar words

Item 6

ACTIVITY: During an instructional lesson, the student will correctly differentiate between a statement and a question. For example, while the class is having a science discussion about bears, the assessment administrator could show and read to the student two sentences written on the whiteboard – one being a statement and one being a question (such as “Bears eat honey.” and “Do you like honey?”) – and say, “Which one is a question?”

SCORING FOCUS: Differentiate if a sentence is a statement or a question

Item 7

ACTIVITY: During a special event, the student will respond appropriately to a greeting from a familiar person (such as another familiar teacher or a classmate). For example, during a school assembly, the assessment administrator could arrange for a familiar teacher or a classmate to initiate a greeting directly to the student using the student’s name. The student is scored as giving a correct response if an appropriate response is given as a reply to the greeting (such as a verbal greeting; a wave or high five gesture; a response using a communication device; looking at the person while changing their facial expression; or another approved form of individualized communication).

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

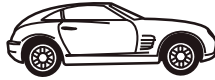
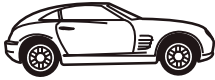
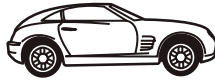
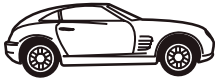
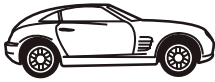


Section 2

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.

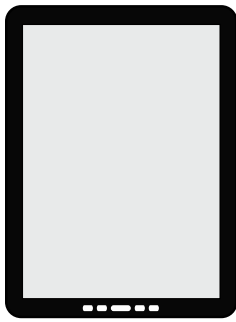
1 Which shows 6 cars?



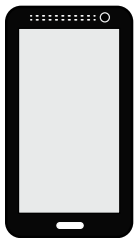
SCORING FOCUS: Identify a group of a given quantity

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 cars in the answer choices.	Use objects: A. Use one toy car. B. Use a group of six toy cars. Do not count or identify the quantity of toy cars in the answer choices.

2 Which object has a larger (bigger) area?



tablet

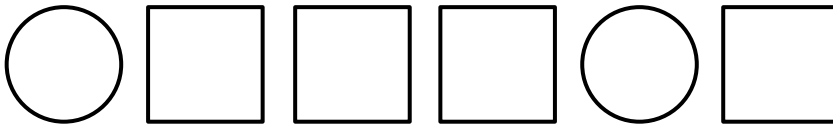


cell phone

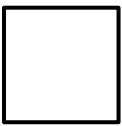
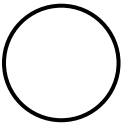
SCORING FOCUS: Identify which of two objects has a larger/bigger area

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: A. Use a table that has a larger screen than the one used in option B. B. Use a cell phone that has a smaller screen than the one used in option A. Do not describe the size of the screens in the answer choices.

3 Use this picture to answer the question.



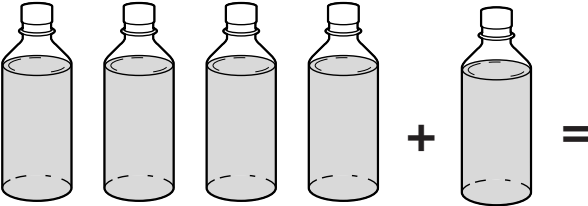
Which shape is shown the most?



SCORING FOCUS: Identify which object/symbol appears most frequently from a group of objects in a row

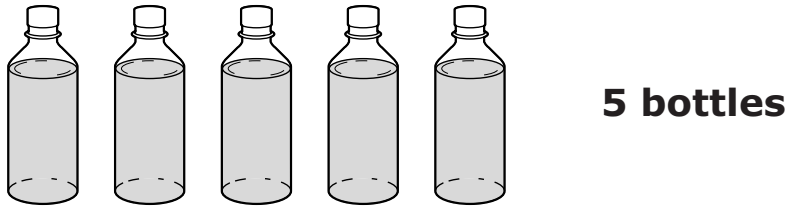
Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	Identify the shapes in the picture as follows: circle, square, square, square, circle, square.	Use objects: Use shape blocks and place them in a row in the same quantity and sequence as shown in the stem. Identify each shape as the student feels each shape in the sequence.
Answer Choices Text, Graphics/ Labels	Do not read/ describe graphics/ labels.	Use objects: A. Use a circle-shaped block. B. Use a square-shaped block. Do not identify or describe the shapes of the blocks in the answer choices.

4



4 + 1 = 5

Four bottles plus one bottle is equal to 5 what?



SCORING FOCUS: Determine an unknown unit in an equation

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 empty water bottles grouped to show the equation presented verbally as $4 + 1 = 5$ ____ (blank). May also use tactile or braille numerals for the equation if the student is familiar with this adaptation.
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: A. Use five empty water bottles. B. Use five empty cups. 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
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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.

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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: While playing a board game involving a number cube (or die), the student will demonstrate their knowledge of one-to-one relationships by moving a game piece to match the number rolled. For example, while playing a board game during leisure time, the assessment administrator could point to the die and then to the position on the game board where the student is to start and say, “You rolled a 3. Start here. Show me how to move your game piece 3 spaces.” If the student is physically unable to manipulate the game piece, the assessment administrator could move the piece and have the student indicate when to stop.

SCORING FOCUS: Identify a one-to-one relationship

Item 6

ACTIVITY: While completing a familiar routine, the student will correctly differentiate between an object that has volume (three-dimensional) and an object that does not have volume (two-dimensional). For example, while preparing a snack, the assessment administrator could show the student a cup and a spatula, and say, “Please tell or show (me) which one has volume.”

SCORING FOCUS: Differentiate between an object that has volume and an object that does not

Item 7

ACTIVITY: During a sorting lesson, the student will correctly identify a group of objects that are all the same when compared to a group with all different objects. For example, the assessment administrator could show the student two sets of 5 markers—one set with 5 identical markers and one set with 5 markers that are different in shape, size, and/or color—and say, “Which set has markers that are all the same?”

SCORING FOCUS: Identify a set that has objects that are the same or different





Office of Educational Assessment and Accountability (OEAA)
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