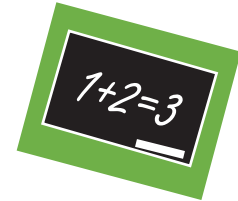
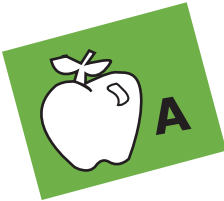


Supported Independence

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
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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 Selena’s favorite season is winter. The weather is cold and snowy. Selena likes to build a snowman.

Which word shows Selena’s favorite season?



winter



summer



fall

SCORING FOCUS: Answer questions about basic elements in a narrative text

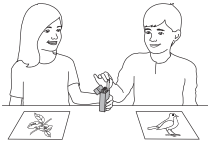
Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	May read/ describe answer choice text, and graphics/labels.	<p>Use objects: A. Use a toy snowman or mittens to represent “winter”. B. Use a beach toy to represent “summer”. C. Use a toy rake or some leaves to represent “fall”.</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 Jen’s class is making a poster to show ideas on how to be kind to classmates.

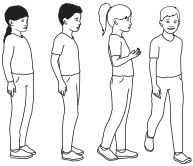
Which idea could Jen add to the poster?



playing alone



sharing crayons



cutting in line

SCORING FOCUS: Contribute ideas during a brainstorming session

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 Robert got a gift from his grandparents. They gave him a book about dogs. Robert loved it.

Which word is **they**?



they



it



him

SCORING FOCUS: Identify correct usage of simple grammatical structures

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 stem as: Robert got a gift. His grandparents gave Robert a book about dogs. Robert loved the book. Which word can be used in place of "his grandparents"?
Answer Choices Text, Graphics/ Labels	Do not read/ describe 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. A. they B. it C. him

- 4 Melissa is going on a trip. She will need to pack a suitcase. She will have to ride a bus. Melissa is excited to be going on a fun trip.

Which words tell about Melissa’s trip?



dog



car



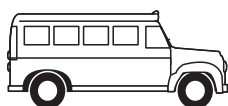
boat



plant



suitcase



bus

SCORING FOCUS: Identify/list words that describe 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: Alternate adaptation: A. Use a toy dog and a toy car. B. Use a toy boat and a plant. C. Use a small suitcase or traveling bag and a toy bus. 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.

**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 an instructional lesson, the student will correctly use a visual representation to find information. For example, at the end of an activity, the assessment administrator could show the student the daily picture schedule, point to the current activity, and say, “Please tell (or show) me which activity is next.”

SCORING FOCUS: Use visual representations to find information

Item 6

ACTIVITY: During a brainstorming activity in preparation for a writing project, the student will contribute two correct ideas. For example, while preparing to write about a given ecosystem in science class, the assessment administrator could show the student an illustrated list with three details on it (2 related and 1 unrelated) and say, “Which two details on this list should we include in our report?” (Both items must be selected correctly to receive credit for the item.)

SCORING FOCUS: Contribute ideas during a brainstorming session

Item 7

ACTIVITY: While completing a familiar classroom task, the student will correctly answer a question related to the task. For example, while watering classroom plants, the assessment administrator could say, “Where will you put the watering can when the job is done?”

SCORING FOCUS: Use language to communicate effectively with a variety of audiences and for different purposes

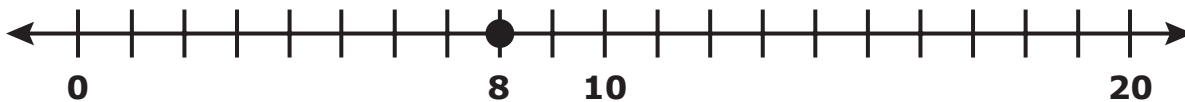


Section 2

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 number line to answer the question.



What is 8 rounded to the nearest ten?

0

10

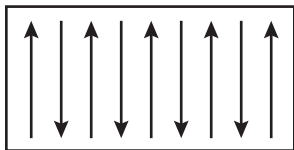
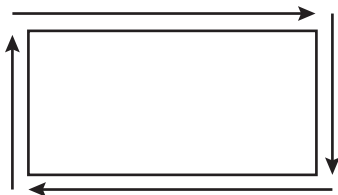
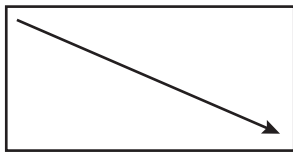
20

SCORING FOCUS: Round whole numbers 0-20 to nearest 10 using a number line

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 with braille or tactile print numerals to represent the numbers as shown on the print number line.
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: Use braille or tactile print numerals, if the student is familiar with using these adaptations. 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. Use other: The student may respond verbally or by using a communication device to answer the question.

- 2 John walked around the perimeter of a football field.

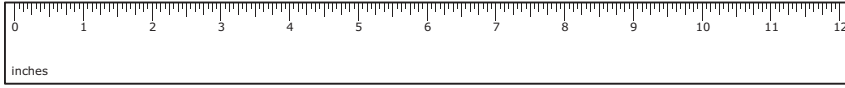
Which one shows the path John walked?



SCORING FOCUS: Differentiate between area and perimeter

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: Use three same-sized rectangular placemats or other same-sized rectangular tactile shapes. A. Make a tactile diagonal line across the surface of the shape. B. Make a tactile line around the entire perimeter of the shape. C. Make several tactile lines back and forth across the surface of the shape, avoiding the outside edge of the shape.

3 Which one is longest?



ruler



glue stick



marker

SCORING FOCUS: Compare lengths and describe as longer, longest, shorter, shortest

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 12-inch ruler. B. Use a glue stick. C. Use a marker.

4 Which two shapes come next in the pattern?



SCORING FOCUS: Create, describe, and/or extend simple patterns (numbers/objects/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, circle, star, star, circle, circle, blank, blank.	Use objects: Use 6 shapes or shape blocks to create an AABB pattern, such as circle, circle, square, square, circle, circle. Affix the shape blocks to the surface to prevent them being dislodged when they are examined. Allow the student to examine each shape as the shapes in the sequence are identified.
Answer Choices Text, Graphics/ Labels	Do not read/describe graphics/labels.	Use objects: A. Use 2 circles. B. Use a circle and a square. C. Use 2 squares. Do not identify the shapes in the answer choices. Use other: The student may respond verbally or by using a communication device to answer the question.

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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 compare two whole numbers within 10 and correctly indicate which number is less than another number. For example, during a mathematics lesson, the assessment administrator could have the student use unit cubes to represent 6 and 8 (assisting the student if necessary), and then write the number next to each quantity. Then, the assessment administrator could present and read three cards with the words on them—“more than”, “less than”, “equal to”—and say, “Here are the numbers 6 and 8. Which card describes how 6 compares to 8—more than, less than, or equal to?”

SCORING FOCUS: Compare whole numbers to 10 using: more than, less than, equal to

Item 6

ACTIVITY: During a math lesson, the student will correctly identify inches as a measure of length. For example, the assessment administrator could present the student with a ruler and a book that is nine inches tall, then read three words written on a whiteboard—“inches”, “minutes”, “pounds”—and say “When we measure this book, we find it is nine. Is it nine inches, nine minutes, or nine pounds?” (The assessment administrator should point to each unit as it is read.)

SCORING FOCUS: Recognize measures of time and length

Item 7

ACTIVITY: During a familiar art or craft activity, the student will correctly add two single-digit numbers. For example, when assembling the materials to make a nature craft collage, the assessment administrator could give the student 9 single leaves and 6 small flower blossoms, and say, “How many nature objects do you have in all for your collage?”

SCORING FOCUS: Solve addition and subtraction problems within 20 without regrouping



3rd
4th
5th
6th
7th
8th
11th

41
42



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