MI Access™
Michigan's Alternate Assessment Program

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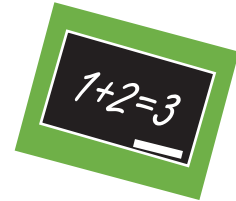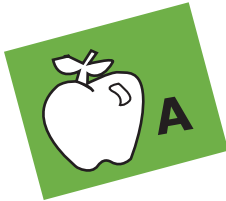
Supported Independence

Assessment Administrator Booklet

Item Samples - Grade 6

English Language Arts and Mathematics

A

1+2=3

Middle School

Grade 6

Assessment Administrator Name: _____

Circle one: Primary   Shadow

School Name _____

MICHIGAN
Department of Education

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.

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   Many people have dogs and fish for pets. Dogs live on land and eat dog food. Fish live in water and eat fish food. Dogs cannot breathe underwater, but fish can.

Where do fish live?

in water

in a yard

in the sky

SCORING FOCUS: Use details/clues to answer basic questions about informational 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.

GO ON ▷

2   Which is a question mark?
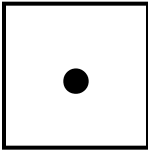
●	**period**
?	**question mark**
!	**exclamation point**

SCORING FOCUS: Identify capital letters and/or basic punctuation

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: If the student is not familiar with braille, revise the wording of the stem question to say, "Which type of punctuation is used at the end of this sentence: 'What is your name?'"
Answer Choices Text, Graphics/ Labels	Do not read/ describe graphics/ labels.	Use Placeholder: If the student is not familiar with braille, use the revised stem question and a placeholder object or a communication device/ switch for each option. When the placeholder/switch is touched, the label is read to the student. A. period B. question mark C. exclamation point Use other: If the student is familiar with braille punctuation marks, the braille symbol may be used for each answer choice. Do not identify or name the punctuation marks.

GO ON ▷

3   Gloria went to the store with her friends. They bought some candy. They ate it at the park.

Which word is **it**?

    it

    her

    they

SCORING FOCUS: Identify correct use of simple grammatical structures 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 the stem to say, "Gloria went to the store with her friends. They bought some candy. They ate the candy at the store. Which word can be used in place of 'the candy'?"
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. it B. her C. they

GO ON ▷

4   Mala is writing about a class trip to the public library. There were many rows of books. Some people were reading. Others were working on computers. The teacher reminded the students of the rule to be quiet.

Which rule is important to follow when in a library?

 Leave books on the floor.

 Only read when at home.

 Speak in a whisper voice.

SCORING FOCUS: Select facts, details, or other pieces of information that relate to a given topic

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.

GO ON ▷

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 a language arts lesson, the student will correctly identify the setting of a simple narrative text. For example, after reading aloud *The Invisible Boy* by Trudy Ludwig, the assessment administrator could mark three pictures in the book with labeled sticky notes—in a school classroom, on a treasure island, outside some tall buildings—and say, "Please tell (or show) me the picture that shows the setting of this story."

SCORING FOCUS: Use details/clues to answer questions about basic narrative text elements

Item 6

ACTIVITY: During a language arts lesson, the student will provide two correct details about a recent field trip or a special event. For example, while preparing to write about an outing to a bowling center, the assessment administrator could show the student pictures of 2 related and 2 unrelated activities paired with words (such as selecting a ball, paying for the game, watching a movie, and scooping ice cream) and say, "Which 2 activities should we include in our story about going bowling?" (The student must select both pictures correctly to receive credit for this item.)

SCORING FOCUS: Provide details about one action/happening that occurred

GO ON ▷

Item 7

ACTIVITY: During a social studies lesson, the student will respond appropriately when asked a preference question. For example, after a lesson about state symbols, the assessment administrator could show the student a set of markers, a set of crayons, and a set of colored pencils, and say, "Please show (or tell) me which set you want to use to make your picture of state symbols."

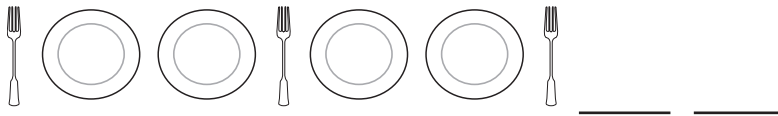**SCORING FOCUS:** Use language to communicate effectively with a variety of audiences/purposes
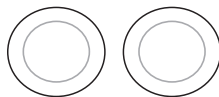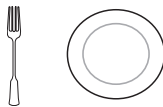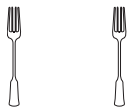
Section 2

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.

GO ON ▷

1   This pattern has one fork for every two plates.

Which objects come next in the pattern?

SCORING FOCUS: Complete a pattern given a simple ratio

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. Read the sequence as "fork, plate, plate, [pause], fork, plate, plate, [pause], fork, blank, blank."	Use objects: Make a 1:2 ratio pattern with one fork and two plates. Allow the student to examine the sequence as the objects are named.
Answer Choices Text, Graphics/ Labels	Do not read/ describe graphics/ labels.	Use objects: A. Use two forks. B. Use one fork and one plate. C. Use two plates. Do not identify the objects used in the answer choices.

GO ON ▷

2   Use this picture to answer the question.
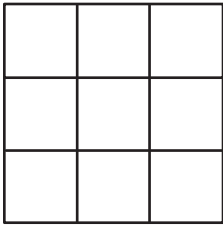
What is the area of the rectangle in square units?

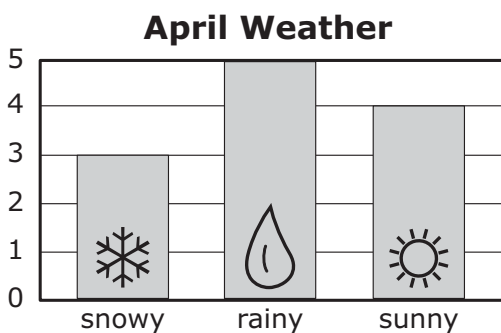| 3 |
|---|

9

12

SCORING FOCUS: Determine the area of a rectangle by counting unit squares

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 set of nine square blocks in a 3 x 3 array. Blocks should be positioned on a sticky surface, so they won't move around when being examined. Do not count or identify the quantity of blocks.
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: Use a braille or tactile print numeral for each answer choice, if the student is familiar with these adaptations. A. 3 B. 9 C. 12 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. Use other: The student may respond verbally or by using the talking calculator or a communication device to answer the question.

GO ON ▷

3 Use this graph to answer the question.

April Weather

Which kind of weather happened least often in April?

❄ **snowy**

💧 **rainy**

☀ **sunny**

SCORING FOCUS: Identify which of 3 quantities on a bar or circle graph is least

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	Other: The graph title and labels at the bottom and side of the graph may be read. However, do not identify the quantities associated with the bars in the graph.	Use objects: Use linking cubes to create a tactile bar graph. For each bar, read the name of the weather conditions to the student. Do not count the quantities of cubes in the graph.
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.

GO ON ▷

4 Which number sentence goes with the balloons in the picture?
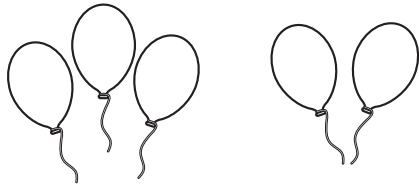
3 + 1

3 + 2

3 + 3

SCORING FOCUS: Match a number sentence to a correct picture representation

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 two sets of blocks—one set with 3 blocks and another set with 2 blocks. Do not count or describe the quantity of blocks. Use a divided tray to separate the two sets of blocks.
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: Alternate adaptation: Use braille or tactile print numerals and operational symbols for each equation, if the student is familiar with these adaptations. A. 3 + 1 B. 3 + 2 C. 3 + 3 Use Placeholder: Use a placeholder object or a communication device/switch for each option. When the placeholder/switch is touched, the equation is read to the student. If the student is familiar with braille, braille labels may be used. Use other: The student may respond verbally or by using a communication device to answer the question.

GO ON ▷

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GO ON

Item 5

ACTIVITY: While helping to prepare for an upcoming lesson, the student will correctly solve a multiplication problem with a product of 10 using a calculator. For example, the assessment administrator could show the student a calculator and an activity center with 5 chairs/stations and say, "Each place/station needs 2 pencils. Use this calculator to show or (tell) me how many total pencils are needed."

SCORING FOCUS: Solve multiplication problems using objects and/or a calculator

Item 6

ACTIVITY: During a cooking activity, the student will correctly identify which container has more volume (or can hold more). For example, the assessment administrator could show the student one cup of milk in a one-cup measuring cup and one-fourth of a cup of chocolate powder in a one-fourth cup measuring cup, and say, "Which measuring cup holds more?"

SCORING FOCUS: Determine which of 2 objects has a larger volume

GO ON ▷

Item 7

ACTIVITY: During snack time, the student will correctly identify an equation for a real-world addition problem. For example, the assessment administrator could give the student 6 fish crackers and 6 mini wheat crackers and then present the student with three equations, (such as 4 + 5 = box; 5 + 5 = box; and 6 + 6 = box), and say, "Which equation can be used to find the sum of two kinds of crackers?"

SCORING FOCUS: Identify an equation that represents a real-world problem

3rd

4th

5th

6th

7th

8th

11th

61

62

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Phone: 1-877-560-8378
Website: www.michigan.gov/oeaa
Email: mde-oeaa@michigan.gov