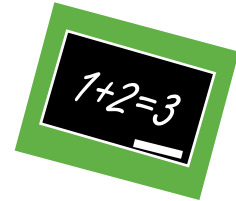
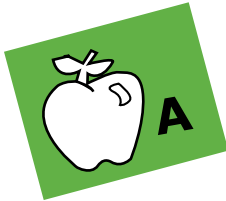


# Supported Independence

Assessment Administrator Booklet

**Item Samples - Grade 7**

## English Language Arts and Mathematics



Middle School

**Grade 7**

Assessment Administrator Name: \_\_\_\_\_

Circle one:      Primary      Shadow

School Name \_\_\_\_\_

3rd
4th
5th
6th
7th
8th
11th
71
72

**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 *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](http://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** Mary, Cindy, and Kayla work at the same place. They are leaving work at the same time. They are going to meet at a restaurant. Mary is going to drive her car to the restaurant. Cindy is going to ride her bike, and Kayla is going to walk.

In this story, who will probably arrive at the restaurant first?



**Mary**



**Cindy**



**Kayla**

**SCORING FOCUS:** Use concrete details to answer simple questions and make predictions about narrative text

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
<b>Stem</b> Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
<b>Answer Choices</b> Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: Alternative adaptation: A. Use a toy car to represent "Mary driving a car". B. Use a toy bicycle to represent "Cindy riding a bike". C. Use a pair of shoes to represent "Kayla walking".  Use Placeholder: Use a placeholder object or a communication device/switch for each option. When the placeholder/switch is touched, the revised label is read to the student. If the student is familiar with braille, braille labels may be used. A. Mary driving a car B. Cindy riding a bike C. Kayla walking

- 2 Use this sentence to answer the question.

Darnell and Trisha like to fly kites in the park.

Which words begin with capital letters?

**Darnell, kites**

**Trisha, park**

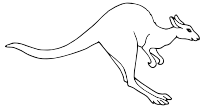
**Darnell, Trisha**

**SCORING FOCUS:** Identify capital letters and/or basic punctuation

<b>Type</b>	<b>Specialized Administration Instructions</b>	<b>Sample Adaptation for Students who are Blind or have Visual Impairments</b>
<b>Stem</b> Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	Use other: Read the sentence in the text box to the student.
<b>Answer Choices</b> 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** Billy is giving a speech about kangaroos. He says that kangaroos live in Australia. They eat grasses. Kangaroos live in groups and protect each other. Kangaroos travel by hopping. Baby kangaroos are called joeys.

Which sentence is a fact?



**Kangaroos travel by hopping.**



**Kangaroos live mostly in China.**



**Kangaroos eat berries on trees.**

**SCORING FOCUS:** Distinguish whether a piece of information shared by a speaker is a fact

<b>Type</b>	<b>Specialized Administration Instructions</b>	<b>Sample Adaptation for Students who are Blind or have Visual Impairments</b>
<b>Stem</b> Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
<b>Answer Choices</b> 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 Raj picked up all the litter at a park. He put the trash and the objects to recycle in the appropriate bins. A neighbor observed Raj hard at work. Later, Raj was amazed when he got an award in the mail for helping his community.

How did Raj feel about his award?



**angry**



**surprised**



**sad**

**SCORING FOCUS:** Identify words or phrase that describes feelings of people/ characters in text

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
<b>Stem</b> Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
<b>Answer Choices</b> 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.



**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 read aloud of a nonfiction text about animals, the student will correctly identify a word that has the opposite meaning of a target word that appears in the text. For example, after reading aloud an excerpt from *Beautiful Birds* by Justin McCory Martin about the “fastest” bird fliers, the assessment administrator could reread the sentence with the word “fastest”, then show three word cards (such as “brightest”, “slowest”, and “tallest”) and say, “Which word means the opposite of ‘fastest’?”

**SCORING FOCUS:** Identify a word with the opposite meaning as a target word that appears in text

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## Item 6

**ACTIVITY:** While completing an instructional activity, the student will advocate for himself/herself by asking for a missing item/material. For example, during an art lesson that involves drawing with colored chalk, the assessment administrator could give the student drawing paper and have the chalk visible, but not within the student’s reach. Then, the assessment administrator could say, “What else do you need to do your drawing?” (The student may answer verbally; by using a communication device; or by pointing to the missing item.)

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

**Item 7**

**ACTIVITY:** While preparing to write a group report, the student will select 2 objects to include in the report. For example, after showing a video during science class about the first moon landing, the assessment administrator could show the student 3 objects—a rock, a small United States flag, and a small plant—then ask, “Which 2 objects would astronauts expect to find if they visit the same moon landing location again?”

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



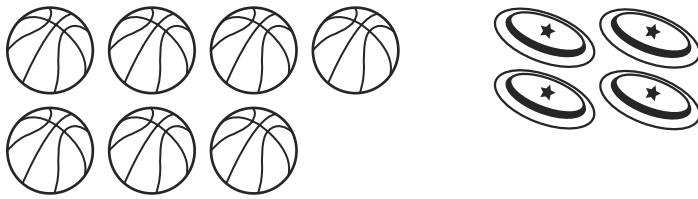


## Section 2

# Mathematics

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

- 1 Use this picture to answer the question.



During gym class, students can choose between 2 activities.

There are 7 basketballs and 4 Frisbees.

Which ratio shows the number of basketballs to Frisbees?

**7 to 7**

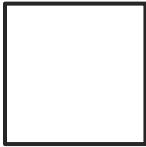
**4 to 4**

**7 to 4**

**SCORING FOCUS:** Use a simple ratio to describe a relationship

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
<b>Stem</b> Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	Use objects: Use two different sets of objects that are easy to discriminate tactilely, such as 7 blocks and 4 bottle caps.  Revise wording of stem: Revise the wording of the stem to substitute the names of the objects used and to eliminate the gym class scenario, such as, "In this collection of objects, there are 7 blocks and 4 bottle caps. Which ratio shows the number of blocks to bottle caps?"
<b>Answer Choices</b> 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.

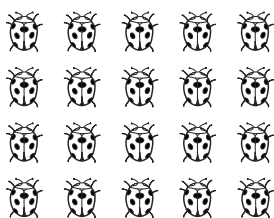
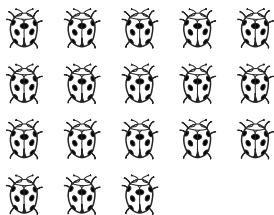
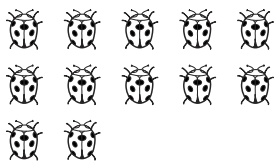
2 Which one is a square?



**SCORING FOCUS:** Identify common two-dimensional shapes

<b>Type</b>	<b>Specialized Administration Instructions</b>	<b>Sample Adaptation for Students who are Blind or have Visual Impairments</b>
<b>Stem</b> Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
<b>Answer Choices</b> Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: A. Use a rectangular block or shape. B. Use a square block or shape. C. Use a triangular block or shape.

3 Which set shows less than 15?



**SCORING FOCUS:** Compare sets of data to determine if quantities are the same, more than, or less than

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
<b>Stem</b> Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
<b>Answer Choices</b> Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: A. Use a set of 12 familiar counters. B. Use a set of 18 familiar counters. C. Use a set of 20 familiar counters.



4 Which one shows counting by 10s?

**2, 4, 6, 8, 10**

**5, 10, 15, 20, 25**

**10, 20, 30, 40, 50**

**SCORING FOCUS:** Recognize a sequence of whole numbers with and without a model

<b>Type</b>	<b>Specialized Administration Instructions</b>	<b>Sample Adaptation for Students who are Blind or have Visual Impairments</b>
<b>Stem</b> Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
<b>Answer Choices</b> 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.



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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 an instructional activity involving money, the student will correctly identify a combination of coins and bills that matches an even dollar amount written in decimal notation on a price tag. For example, the assessment administrator could present the student with a price tag that displays "\$4.00", then show three sets of one-dollar bills and quarters (such as 2 one-dollar bills and 6 quarters; 3 one-dollar bills and 4 quarters; and 4 one-dollar bills and 1 quarter) and say, "Which amount matches the price tag for \$4.00?"

**Scoring Focus:** Identify a combination of coins and bills up to \$5 using decimal notation

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## Item 6

**Activity:** During a math lesson, the student will determine the perimeter of a square object with side lengths of 1 or 2 units for each side. For example, the assessment administrator could show the student a square drawn on a whiteboard with the dimensions for each side shown, and say, "Each side is labeled 1 foot. We can find the perimeter by adding all of the side lengths together. What is the perimeter of this shape?" (The student may use counters or a calculator to determine the perimeter, and may respond verbally; in writing; by using a communication device; by showing calculator results; or by selecting from three number cards, such as "3", "4", "5".)

**Scoring Focus:** Use a model to determine the perimeter of a rectangle by adding the side lengths

## Item 7

**Activity:** During a mathematics lesson, the student will correctly calculate a one-step addition problem using two-digit numbers that are paired with objects. For example, the assessment administrator could give the student two quantities represented with base-ten blocks (such as 25 and 10) and say, “What is the sum of 25 and 10?” (The student may respond verbally; by writing the sum; by using a communication device or calculator; or by selecting from 3 number cards such as 15, 30, and 35.)

**Scoring Focus:** Solve 1-step addition and subtraction problems paired with objects







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

71
72



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