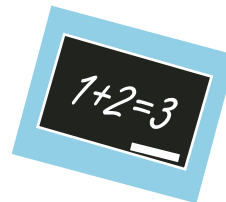
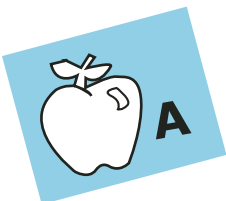


Participation

Assessment Administrator Booklet Item Samples - Grade 3

English Language Arts and Mathematics



Elementary School

Grade 3

Assessment Administrator Name: _____

Circle one: Primary Shadow

School Name _____

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Michigan Department of Education, Office of Educational Assessment and Accountability contact information can be found in the *MI-Access Participation and Supported Independence Test Administration Manual*.

Please note that the “Do Not Read Aloud” table for MI-Access Participation has been moved and represented as specialized administration instructions that are located beneath each selected response item. The specialized instructions will include specific information about how to administer the item, including if there are parts of the item that cannot be read aloud to the student. A new section has been added that offers a possible adaptation of the item for students who are blind or visually impaired. What is provided is simply a sample adaptation.

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 student to feel a real or small toy object or listen to a sound that represents any graphic presented in the stem (unless specifically instructed NOT to read any graphic in the stem). Then read the question in the stem.
- When giving the options, the assessment administrator takes the student’s hand and allows him/her to feel real or smaller toy objects or sets of objects or a sound representation for each option as the stem labels are read (unless specifically instructed NOT to read the answer choice labels). Then the assessment administrator reads the question again, if needed.
- Appropriate sounds may also be used to represent any pictured objects in the stem or answer choices if sounds would be more familiar to the student than the suggested objects.

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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 Participation and Supported Independence 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 Participation and Supported Independence Test Administration Manual* and the *MI-Access Participation and Supported Independence (P/SI) Scoring Rubrics Online Learning Program* (www.mi.gov/mi-access) both contain examples on 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 one 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 Participation and Supported Independence Test Administration Manual* and the scoring rubrics online learning program 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 skills in the Michigan range of complexity 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 Primary Assessment Administrator (PAA) and the Shadow Assessment Administrator (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 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 your district in the same location as the *Office of Educational Assessment and Accountability Security Compliance Form*. Please do **not** return the scoring documents with other testing materials.

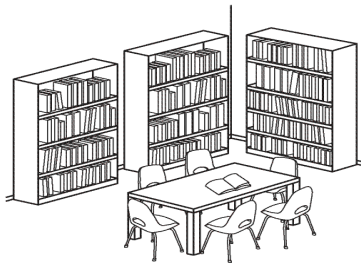
Section 1

English Language Arts

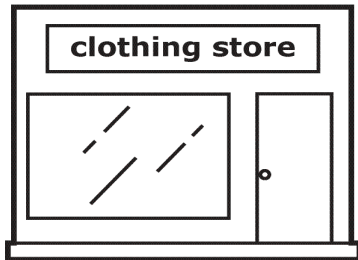
DIRECTIONS: Do and say whatever is typically done or said to allow the student to engage in each item, UNLESS otherwise directed in the item.

- 1 Steven needs a new coat. He and his mom went shopping at the store and bought a new coat. He can now stay warm.

In this story, where did Steven go?



a library



a store

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

Item #1

Specialized Administration Instructions:

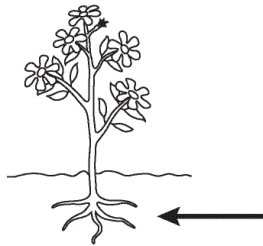
- Item and answer choices may be read to the student.

Sample adaptation for students who are blind or have visual impairments

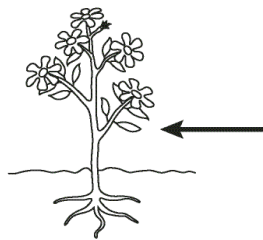
- Use objects familiar to the student for each label. For example, for "library," use a book and for "store," use money.

2 Trees have many parts. Roots are found under the ground. The trunk is the middle part of the tree. Leaves are found at the end of branches that come off the trunk.

Where are the leaves of a tree found?



under the ground



at the end of branches

SCORING FOCUS: Select one fact or detail related to a given topic or list of details

Item #2

Specialized Administration Instructions:

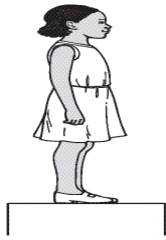
- Item and answer choices may be read to the student.

Sample adaptation for students who are blind or have visual impairments

- Use known objects for each answer choice label. For example, for “under the ground,” use a small pot of soil and for “at the end of branches,” use a small twig or branch.

3 Mary wants to meet the new girl at school.

Which one should Mary say to introduce herself?



I am tall



My name is Mary

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

Item #3

Specialized Administration Instructions:

- Item and answer choices may be read to the student.

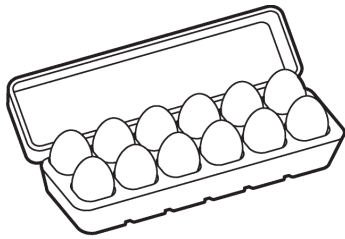
Sample adaptation for students who are blind or have visual impairments

• Item does not require an object, but a placeholder or communication device can be used to indicate where a student should make the selection. For example, when giving the options, the assessment administrator takes the student's hand and hits a switch to the left and reads answer choice one. Then the assessment administrator takes the student's hand and hits a switch to the right and reads answer choice two. Then the assessment administrator reads the question.

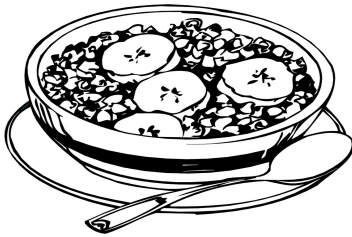


- 4 David likes to eat breakfast. He really likes cereal. He thinks it is better than pancakes.

Which breakfast food does David think is best?



eggs



cereal

SCORING FOCUS: Identify an opinion of a character in text

Item #4

Specialized Administration Instructions:

- Item and answer choices may be read to the student.

Sample adaptation for students who are blind or have visual impairments

- Use the actual objects of an egg carton and cereal flakes, box or bowl (whichever the student is most familiar with).

**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 their own activity for this 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 the presentation of the options for an activity-based observation twice (as is required with SR 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, greeting or when giving an opinion.

The same procedure is used for students who are blind or visually impaired. The adaptations made should fall within activities that are familiar to the student. When pictures are suggested in the item, it is recommended that objects or a sound be used as answer options instead.

Item 5

ACTIVITY: After listening to a short informational text, the student will be able to select one detail that was presented in the text. For example, after reading the chapter about cities from the book *Michigan*, by Amy Van Zee, the assessment administrator could show the student a map of Michigan with Lansing and Ironwood labeled, point to and name each one, and ask: "Which city is the capital of Michigan, Lansing or Ironwood?"

SCORING FOCUS: Identify one detail in a short informational text

Item 6

ACTIVITY: During a class writing activity, the student will correctly indicate what the class did earlier that day. For example, when writing about an assembly the class attended earlier in the day, the assessment administrator could show the student a musical instrument and a beaker filled with water and ask, "Which one was our assembly about today, music or science?"

SCORING FOCUS: Select a word/picture to share information about an event or experience

Item 7

ACTIVITY: During a mathematics or vocational activity, the student will correctly select the correct tense of the noun in a sentence . For example, when making a purchase at the school store, the assessment administrator could present the student with two sets of money, one quarter and three quarters, and say, "The sentence I am going to read is missing a word: This snack costs two (pause) blank. Which best fits the sentence? This snack costs three quarter (show the quarter), or this snack costs two quarters (show the quarters)?"

SCORING FOCUS: Identify the correct grammatical use of nouns

Item 8

ACTIVITY: During a full class activity, the student will select an idea to contribute to a given topic about science. For example, while making a poster about typical weather conditions in each season, the assessment administrator could show the student a picture of a snowy day (with snow and a sled) and a picture of a summer day (with a sun and a boat), and say, "Which weather picture can we add to our section about winter?"

SCORING FOCUS: Contribute to brainstorming to generate ideas for group writing projects



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 one is a triangle?



SCORING FOCUS: Identify a circle, a square, and a triangle

Item #1

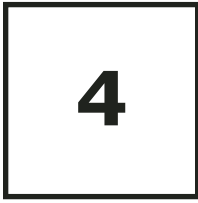
Specialized Administration Instructions:

- Item and answer choices may be read to the student (yield sign, stop sign), but the name of the shape may not be said.

Sample adaptation for students who are blind or have visual impairments

- Use objects that are two different shapes, one of which is a triangle (such as a wooden shape of a triangle or the musical instrument triangle). The name of the object may be said but the name of the shape may not be said. If the musical instrument is used, say "instrument" rather than "triangle".

2 Which is the number four?



SCORING FOCUS: Recognize numbers 1-5

Item #2

Specialized Administration Instructions:

- References to the objects can be made (pointing to the object, use of "this one", etc.) but neither the object nor the symbol may be named.

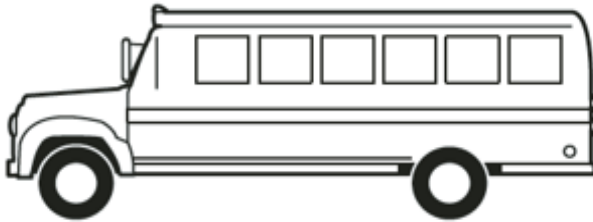
Sample adaptation for students who are blind or have visual impairments

- Use four small objects, such as four small blocks and a non-quantity type of object, such as a cell phone or water bottle and ask: "Which is four?" While this is different than the symbol, an acceptable alternative for students who are blind or have a visual impairment is to use a quantity representation.

3 Which one is longer?



car



bus

SCORING FOCUS: Identify the object that is longer or shorter

Item #3

Specialized Administration Instructions:

- The names of the pictures (car, bus) may be read, but the comparative lengths may not be mentioned (may not say "short car" or "long bus").

Sample adaptation for students who are blind or have visual impairments

- Use two different length items. The item names may be used and said, but their relative lengths may not be mentioned (may not say "short car" or "long bus").

- 4 Tim needs to put away four socks.

Which shows four socks?



SCORING FOCUS: Use counting (up to 5) to solve real-world problems

Item #4

Specialized Administration Instructions:

- The names of the pictures (sock/socks) may be read, but the quantity of each may not be mentioned. The assessment administrator may point to each object for the student to count, but may not count aloud for the student.

Sample adaptation for students who are blind or have visual impairments

- Use actual socks and use the same procedures as indicated above.

**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 their own activity for this 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: During a mathematics activity, the student will identify a group of ten when presented with a group of ten and one of a similar item. For example, during a mathematics activity showing that ten pennies equals one dime, the assessment administrator could present the student with two groups, one dime and a group of ten pennies, and ask, "Which is a group of ten?"

SCORING FOCUS: Identify a group of 10 objects

Item 6

ACTIVITY: While preparing for a full class activity, the student will identify one-half of an object that was once whole. For example, the assessment administrator could show a full sheet of construction paper, and say, "This is a full sheet of construction paper." Then the assessment administrator could cut the paper in half (and not say anything). Then the assessment administrator could show the student the half sheet of construction paper and a different full sheet, and ask, "Which is one-half of a sheet of paper?"

SCORING FOCUS: Recognize one-half of a shape

Item 7

ACTIVITY: During an instructional activity, the student will select an object with a corner, when presented with a model using another object that has a corner. For example, the assessment administrator could show the student a magazine, point to the corner and say, "This is the corner of the magazine." Then the assessment administrator could show the student a rectangular pad of paper and a ball, and say, "Which one also has a corner?"

SCORING FOCUS: Identify two objects with a common attribute

Item 8

ACTIVITY: While completing a classroom task, the student will identify what is different in a pattern or group of objects. For example, while cleaning up from an art project, the assessment administrator could point to a group of 5 markers and one paint brush and ask, "Which one is different in this group of objects?"

SCORING FOCUS: Recognize same/different within a simple pattern of objects/symbols



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32



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