MI-Access Participation and Supported Independence Assessment Plan

English Language Arts And Mathematics

Michigan Department of Education
Office of Educational Assessment and Accountability

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Purpose of the Assessment Plan

This document constitutes the MI-Access Participation and Supported Independence Assessment Plan for English language arts and mathematics. It was created to:

- provide important and pertinent background information on MI-Access, why it was developed, the three current levels of MI-Access assessments, and how the first two original MI-Access assessments—Participation and Supported Independence—were developed and implemented;
- describe what the MI-Access Participation and Supported Independence assessments look like, including who is assessed, what Michigan Curriculum Framework content areas are assessed, the format of the assessments, the blueprints, and example assessment items;
- enable districts, schools, special educators, and others to begin aligning curriculum, assessment, and instruction as needed; and
- inform students, parents, teachers, curriculum specialists, administrators, and the public about the new MI-Access Participation and Supported Independence English Language Arts and Mathematics assessments.

Plan: 1. A detailed scheme, program, or method worked out beforehand for the accomplishment of a task, goal, or objective. 2. A systematic arrangement of details; an outline or sketch.

Background on MI-Access

MI-Access, Michigan's Alternate Assessment Program, currently consists of three statewide assessments (each of which is comprised of one or more components) designed specifically for some students with significant disabilities. All three assessments are based on Extended Grade Level Content Standards (EGLCEs) and Extended High School Content Expectations (EHSCEs). Students participate in MI-Access English language arts and mathematics because their Individualized Education Program (IEP) Teams determined it was *not* appropriate for them to participate in the Michigan Educational Assessment Program (MEAP), even with assessment accommodations.

The three current MI-Access assessments are:

- MI-Access Participation, which was administered for the first time statewide in 2002, and has been revised to explicitly measure the Michigan Curriculum Framework content standards of English language arts and mathematics;
- MI-Access Supported Independence, which was also administered for the first time statewide in 2002, and has been revised to explicitly measure the Michigan Curriculum Framework content standards of English language arts and mathematics; and

- MI-Access Functional Independence, which was administered for the first time statewide to students in grades 3 through 8 in fall 2005 and students in grade 11 in spring 2006.

Why were alternate assessments needed? There are a number of reasons, all of which help to explain why MI-Access is part of the Michigan Educational Assessment System (MEAS).

Federal Influences

MI-Access was created, in part, to comply with several federal legislative initiatives, including the Individuals with Disabilities Education Act (IDEA) of 1997, Section 504 of the Rehabilitation Act of 1973, the Elementary and Secondary Education Act (ESEA) and its Title programs (I–IX), and most recently the No Child Left Behind Act of 2001 (NCLB) and the 2004 reauthorization of IDEA. In different ways, these laws maintain that assessments are an integral part of educational accountability because they provide valuable information that can benefit students by regularly measuring their progress against agreed-upon standards. They also maintain that *all* students—including those with disabilities—should be part of each state's accountability system and should not be treated separately.

Michigan Educational Assessment System (MEAS): State Board of Education-approved assessment system, comprised of three state assessment programs: (1) the Michigan Educational Assessment Program (MEAP), MI-Access, and the English Language Proficiency Assessment (ELPA) for English language learners.

State Influences

MI-Access also was developed in response to various State Board of Education (SBE) policies, priorities, and goals. The two goals that related most directly to MI-Access at the time of its development called for the state to (1) increase the participation and performance of students with disabilities on statewide assessments, and (2) develop guidelines for participation in alternate assessments for students for whom participation in the MEAP was inappropriate. Furthermore, in November 2001, when the SBE adopted a policy creating the MEAS, it stated that:

Alternate assessments: Assessments used to measure the learning progress and performance of students with disabilities who, according to their IEP Teams, it is not appropriate to participate in general education assessments, even with assessment accommodations (i.e., the MEAP).

> "It shall be the policy of the State Board of Education that each local and intermediate school district and public school academy will ensure the participation of *all* students in the Michigan Educational Assessment System."

MI-Access helps achieve the SBE's policies, priorities, and goals in a number of ways. It provides (1) access to the high standards reflected in Michigan's Curriculum Framework Model Content Standards for the general curriculum, (2) access to the statewide assessment system for students with disabilities, and (3) access to meaningful results showing student performance.

Program Purpose and Implementation

Program Purpose

The overall purpose of MI-Access is to provide teachers, parents, and others with a point-in-time picture of what students with disabilities enrolled in a certain grade know and are able to do. The items selected for the assessments—all of which were designed with input from Michigan stakeholders, including classroom teachers—are applicable to real-world situations; that is, they reflect the knowledge and skills students need to be successful in school and as adults.

Starting in 2006/2007 the MI-Access Participation and Supported Independence assessments used a structured, on-demand standardized assessment activity-based item format. However, the selected-response item format, similar to the format used for the MI-Access P/SI Science assessments, was embedded as field-test items in 2007/2008. This allowed teachers the opportunity to become familiar with administering the selected-response format and using artwork posted on the MI-Access Web page as part of their instruction with Participation and Supported Independence students. The MI-Access Participation and Supported Independence assessments use standardized assessment items observed by two assessment administrators, a Primary and a Shadow Assessment Administrator. These items explicitly measure the content areas of English language arts or mathematics and are administered during the course of a typical school day. The two assessment administrators observe the students at the same time and score the students using a standardized scoring rubric.

The MI-Access Functional Independence assessments are not based on teacher observation, but instead resemble more traditional paper and pencil tests. They incorporate a variety of assessment item formats, including multiple-choice and constructed response, but are designed in such a way that students can demonstrate their knowledge and skills in a manner consistent with their level of cognitive functioning.

> ***Standardization:*** In test administration, maintaining a constant testing environment and conducting the test according to detailed rules and specifications, so that testing conditions are the same for all test takers.
>
> *Taken from "Standards for Educational and Psychological Testing," American Educational Research Association.*

To ensure that MI-Access complies with state and federal legislation, all of its assessments are linked to the Model Content Standards in English language arts and mathematics contained in the *Michigan Curriculum Framework* through the Extended Grade Level Content Expectations (EGLCEs) and Extended High School Content Expectations (EHSCEs). As of June 2007, the EGLCEs and EHSCEs for mathematics have been finalized. The EGLCEs and EHSCEs for English language arts will be complete following final formatting and the addition of examples to emphasize instructional relevance.

Program Implementation

Given the enormity and importance of the task of developing MI-Access, the Michigan Department of Education (MDE) divided its implementation into four phases.

First Phase of Development: Participation and Supported Independence

The first generation of MI-Access Participation and Supported Independence assessments were developed in the first phase. MI-Access *Participation* assessments are designed specifically for students who have, or function as if they have, *severe* cognitive impairment. These students are expected to require ongoing extensive support through adulthood. They may also have both considerable cognitive and physical impairments that limit their ability

to generalize or transfer learning, and thus may make determining their actual abilities and skills difficult. This was the main reason, the first generation of the MI-Access Participation assessments focused only on how a student responded to the *opportunity to participate* in an activity, not on how well he or she carried out that activity. However, since then much has been learned about what Participation students are able to do. As a result the MI-Access Participation and Supported Independence assessments demand a much higher level of performance.

The MI-Access *Supported Independence* assessments are designed for students who have, or function as if they have, *moderate* cognitive impairment. These students are expected to require ongoing support though adulthood. They may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills. The Supported Independence assessments, therefore, are designed to provide students with opportunities to demonstrate their knowledge and skills. Specifically, they measure a students knowledge of mathematics and English language arts in meaningful contexts while acknowledging that they may require some level of assistance to do so. (See Figure 1 for more information on the characteristics of students who would likely participate in MI-Access Participation and Supported Independence assessments.)

In the first two years of implementation, MI-Access Participation and Supported Independence assessments were administered once each year to students who were 9, 10, 13, 14, 17, and 18 years old. These ages were selected because (1) many students taking part in these assessments were not assigned a grade level, and (2) they ensured that students assessed with MI-Access were assessed with the same frequency as general education students (that is, the ages corresponded with the grades assessed by the MEAP).

Figure 1
Overview of MI-Access Participation and Supported Independence Students

Level of Independence	Student Characteristics	Anticipated Life Roles	Curriculum	Instruction	Likely State Assessment
Participation	Have, or function as if they have, severe or profound cognitive impairments that preclude their ability to (or our skills to ascertain their abilities to) generalize learning.	Are expected to participate in major adult living roles. Will require extensive, ongoing support in all areas of functioning throughout life. Will be dependent on others for most, if not all, daily living needs.	Focuses on the non-core Michigan Model Content Standards (career and employability, technology, health, and physical education). In addition, academic content standards that are provided in the *Michigan Curriculum Framework* and the Extended Grade Level Content Expectations and Extended High School Content Expectations, presented in real-life contexts.	Requires collaboration among teachers, parents, and therapists to determine the "maximum extent possible" concept for each student. Encourages consistent instructional focus among educators. Requires that home, school, and community work together to integrate each student as much as possible into major life roles. Includes use of assistive devices and accommodations.	MI-Access Participation Content areas: English language arts, mathematics, and science
Supported Independence	Have, or function as if they have, moderate cognitive impairments that seriously impact their ability to generalize or transfer learning.	Are expected to achieve supported independence in adulthood. Will require some supervision throughout lives, but can learn skills to maximize independence.	Based on a combination of the non-core Michigan Model Content Standards (career and employability, technology, health, and physical education) and academic content standards found in the *Michigan Curriculum Framework*, and the Extended Grade Level Content Expectations and Extended High School Content Expectations, presented in real-life contexts.	Direct instruction carried out within settings in which students are and will be expected to function.	MI-Access Supported Independence Content areas: English language arts, mathematics, and science

In 2003/2004, MI-Access Participation and Supported Independence assessments were converted from ages to grades in order to comply with NCLB requirements of assessing students once in elementary school, middle school and high school. With that conversion, students in grades 4, 7, 8, and 11 were assessed since these were the grades in which English language arts and/or mathematics were assessed by the MEAP.

In 2005/2006, grades 3, 5, and 6 were added as required by federal law. The first generation of the MI-Access Participation and Supported Independence assessments did *not* meet all of the NCLB criteria for alternate assessments based on alternate achievement standards. As a result, new Participation and Supported Independence assessments in the content areas of English language arts and mathematics are in the third phase of development: MI-Access Participation and Supported Independence (See page 8).

Second Phase of Development: MI-Access Functional Independence

The MI-Access Functional Independence assessments are designed for students whose IEP Teams have determined it is not appropriate for them to take part in the MEAP, the MEAP with assessment accommodations, MI-Access Participation, or MI-Access Supported Independence. This primarily involves students who have, or function as if they have, *mild* cognitive impairment. They also have a limited ability to generalize learning across contexts, their learning rates are *significantly slower* than those of their age-level peers, they have a restricted knowledge base, they tend not to be very aware of environmental cues or details, *and* they do not learn incidentally. In adulthood, these students will most likely be able to meet their own needs and live successfully in their communities without overt support from others. It was determined that these students could benefit from an assessment containing a mix of English language arts and mathematics items presented in the contexts of daily living, employment, and community experience. (See Figure 2 for more information on the characteristics of students who would likely participate in the MI-Access Functional Independence assessments.)

The MI-Access Functional Independence assessments were implemented for the first time statewide in 2005/2006. They were administered in the fall to students in grades 3 through 8 and in the spring to students in grade 11. As required by federal law, the assessments include the content areas of English language arts and mathematics.

Figure 2
Overview of MI-Access Functional Independence Students

Level of Independence	Student Characteristics	Anticipated Life Roles	Curriculum	Instruction	Likely State Assessment
Functional Independence	Have, or function as if they have, mild cognitive impairments that impact their ability to transfer and generalize learning across performance contexts. Learning rate is significantly slower than age-level peers (roughly one-half to three-quarters the rate). Restricted knowledge base. Tend not to be very aware of environmental cues or details. Do not learn incidentally.	Are expected to achieve a functional level of independence in adulthood with some supports.	Based on the *Michigan Curriculum Framework's* content standards, and the Extended Grade Level Content Expectations and Extended High School Content Expectations. Focuses on basic academics, social effectiveness, health and fitness, community access and use, work, and personal and family living. Stresses minimal reliance on others and maximum functional independence.	Direct instruction and repetition with practical, authentic, and concrete experiences with academic content areas reflecting real world contexts. After mastery, should continue to present the concept/skill in gradually varying contexts and instructional situations to maximize knowledge/skill transfer. Includes frequent reminders to be alert to environmental cues. Highlights salient information and reduces distracting and irrelevant stimuli.	MI-Access Functional Independence Content areas: English language arts, mathematics, and science

Third Phase of Development: New Participation and Supported Independence Assessments in the Content Areas of English Language Arts and Mathematics

The third phase of completing MI-Access was to retire the first generation of MI-Access Participation and Supported Independence assessments and develop new ones, which meet all of the NCLB criteria for alternate assessments based on alternate achievement standards. These assessments are referred to as the MI-Access Participation and Supported Independence assessments in the content areas of English language arts and mathematics.

Fourth Phase of Development: Development of MI-Access Science Assessments

The fourth phase of completing the MI-Access assessments was the development of science assessments for all three levels of MI-Access. These assessments are required by NCLB to be implemented no later than the 2007/2008 school year. The development of these assessments began during the 2005/2006 school year and were piloted during January/February 2007. The Mi-Access science assessment plan is available at www.michigan.gov/mi-access, and was developed specifically to describe the MI-Access science assessments, so they will not be addressed any further in this document.

Participation in the MEAP Assessments

While there is a clear role for alternate assessments within the state's assessment system, it is important to keep in mind that the vast majority of students with disabilities should participate in the state's general assessment (the MEAP) with or without assessment accommodations. Alternate assessment is ***not*** intended for ***all*** students with disabilities; it is only appropriate for a small percentage of them. MI-Access also is *not* appropriate for students with Section 504 Plans. (See Figure 3 for more information on the characteristics of students with disabilities who would most likely participate in the MEAP.)

Figure 3
Overview of Students with Disabilities Who Would Likely Take the MEAP

Level of Independence	Student Characteristics	Anticipated Life Roles	Curriculum	Instruction	Likely State Assessment
Full Independence	Have physical, emotional, or learning disabilities. Function in the normal range of intelligence. Have the cognitive ability to transfer or generalize learning across performance contexts. Have the capacity to apply knowledge and skills to the tasks, problems, or activities encountered in life.	Are expected to achieve full independence in adulthood.	Based on the *Michigan Curriculum Framework's* content standards, Grade Level Content Standards and High School Content Expectations.	Often requires accommodations, assistive devices, adaptive strategies, and/or technology to assure student success in the general curriculum. Needs to include knowledge and skills necessary to effectively use the above.	MEAP with or without accommodations Content areas: English language arts, mathematics, science, and social studies

Figure 4 shows when the MI-Access v1.5 assessments—Participation and Supported Independence—were developed and implemented.

Figure 4: Tentative MI-Access Development Timeline
MI-Access Participation and Supported Independence (P/SI) v1.5

Task	Timeline	Comments
Meet with Jeremy Hughes, MDE Chief Academic Officer, with proposal to meet with Supervisors of Low Incidence Programs (SLIP) to review Peer Review results for MI-Access and to solicit SLIP's assistance.	April 12, 2006	Proposed meeting with SLIP approved by Jeremy Hughes. Completed
Prepare suggested procedure to develop P/SI v1.5 assessments in the content areas of ELA and mathematics	April 11-13, 2006	Completed
Meeting with Ed Roeber, OEAA Senior Executive Director, to review process for developing P/SI v1.5 assessments	April 14, 2006	Procedure approved
Extend ELA and mathematics Grade Level Content Standards (GLCE) and High School Content Expectations (B)	Fall 2005	Draft document is being reviewed to ensure the EGLCE and EB do reflect the original GLCE. Completed
Field Review of Draft Extended GLCE and High School Content Expectations	Fall 2006	Completed
Prepare for April 25 meeting 1. Facilitators contacted 2. ASWDP staff meet to discuss agenda for April 25 3. Draft sample assessment activities 4. Copy meeting materials 5. Arrange for meeting equipment 6. order meals	April 14 – April 24, 2006	Completed
Purpose of Meeting with Supervisors of Low Incidence Programs was to: 1. Review Peer Review results for MI-Access and impact on AYP. 2. Review process to develop P/SI v1.5 ELA and mathematics assessment activities 3. Review new scoring rubric being used for science 4. Draft MI-Access P/SI v1.5 ELA and mathematics assessment activities 5. Discuss with districts about conducting field tests of new P/SI v1.5 ELA and mathematics assessment activities. 6. Solicit for participation in continuing to write assessment activities following April 25 meeting.	April 25,2006	Successfully completed. Approximately 60 participants.
Review work completed at April 25 meeting. 1. Develop item specs, based on work completed by SLIP, for the continued development of assessment activities. 2. Contact people to finish writing assessment activities	April 26 – June 30, 2006	Draft assessment activity development completed.

Prepare P/SI v1.5 ELA and mathematics assessment activities for July 21 item review	June 1-July 14, 2006	Completed
National Alternate Assessment Center (NAAC) invited Michigan to participate in a study of alternate assessment systems, including content standards and classroom instruction. Alignment studies on all MI-Access assessment. Commitment letter signed and sent to NAAC.	June 23, 2006	Completed
Develop assessment blue prints for each assessment P/SI v1.5 ELA and mathematics	June 2006	Completed
MI-Access Participation and Supported Independence v1.5 assessments presented to OEAA National Technical Advisory Committee. TAC was asked for recommendations on how to use the two scores from the Primary and Secondary Assessment Administrator for reporting purposes.	July 6, 2006	Completed
Develop Mock Reports	July 2006	Completed
Write *MI-Access Participation and Supported Independence v1.5 English and Mathematics Assessment Plan*	June 15 – July 11, 2006	Completed
Draft Field Test assessment booklets	June 15 – July 12, 2006	Completed
Item (assessment activity) review	July 21, 2006	Completed
Revised item bank and Field Test assessment booklets based on item review	July 22 – August 11, 2006	Completed
Produce P/SI v1.5 Online Learning Program to train Michigan educators involved with the administration of the P/SI v1.5 ELA and mathematics assessments.	July – August 2006	Completed
Draft Student Observation Sheets (scan documents) to record observations	July 2006	Completed
Develop Fall 2006 Field Test and Spring 2007 MI-Access P/SI v1.5 English Language Arts and Mathematics Coordinator and Assessment Administration Manual.	July/August 2006	Completed
P/SI v1.5 ELA and mathematics item banks provided to Deb Rakas Productions following July 21 item review to produce Spring 2007 P/SI v1.5 assessment booklets	August 2006	Completed
Develop online survey questions for field review of *MI-Access Participation and Supported Independence v1.5 English and Mathematics Assessment Plan* and Pilot assessments	August 2006	Completed
Field review of *MI-Access Participation and Supported Independence v1.5 English and Mathematics Assessment Plan* and Pilot	October - December 2006	Completed
Pilot conducted with feedback from participating districts	October – November 2006	Completed
Review comments from Pilot and prepare them to be used at the SRC and CAC Item Review in November	November 2006	Completed
SRC and CAC Item review of Piloted items with data and development P/SI v1.5 performance level descriptors for ELA and mathematics	November 2006	Completed
Spring 2007 Items selected and camera-ready booklets produced by Deb Rakas Productions	November/December 2006	Completed
Proofread booklets and final approval	December 2006	Completed
Camera-ready booklets to printer	December 2006	Completed
Present Pilot data to TAC to make determination on how to incorporate both assessment administrators' scores for reporting purposes, to approve the standard	March 2007	Completed

setting plan, and to review the PLDs drafted by the CAC.		
Statewide Implementation of New MI-Access Participation and Supported Independence v1.5 English Language Arts and Mathematics assessments	February 19 – April 14, 2007	Completed
Incorporated statewide field review comments into Participation and Supported Independence English language arts and mathematics Extended Grade Level Content Expectations and Extended High School Content Expectations.	February - May 2007	Completed
Standard Setting conducted with Michigan stakeholders	May 2007	Completed
Recommended cut scores to TAC	May 2007	Completed
Recommended cut scores and Performance Level Descriptors to the State Board of Education for approval	May 2007	Completed
Write MI-Access Participation and Supported Independence v1.5 English and Mathematics Assessment Technical Report	April – June 2007	Draft produced
Finalized formatting of Participation and Supported Independence Mathematics Extended Grade Level Content Expectations and Extended High School Content Expectations.	June 2007	Completed
Finalized formatting of Participation and Supported Independence English Language Arts Extended Grade Level Content Expectations and Extended High School Content Expectations.	June 2007	In progress
NAAC conducts alignment studies on New MI-Access Participation and Supported Independence v1.5 English Language Arts and Mathematics assessments.	2007/2008 May 2007 – October 2007. Final report from NAAC will be received November 2007	Completed
Work with MDE content area consultants to link the new High School Content Expectation to the Extended Benchmarks.	March 2007 – June 2007	Completed
Present to TAC embedding field test selected response item format starting 2007/2008.	June 2007	Completed
Final Technical Report presented to TAC for approval.	September 2007	

Development of the MI-Access Participation and Supported Independence Assessments and the Assessment Plan

As a first step in developing the *MI-Access Participation and Supported Independence Assessment Plan*—and ultimately the assessments themselves—the MDE convened a Participation/Supported Independence (P/SI) ELA and Mathematics Assessment Plan Writing Team (hereafter referred to as the APWT) of 40 educators and parents experienced in working with learners with special needs during the 2005/2006 school year. The MDE's goal was to establish a well-balanced team of individuals representing a broad spectrum of backgrounds and experience, including general and special education teachers, parents, teacher consultants, administrators, school psychologists, and so forth. The group also was intentionally geographically and demographically diverse. (See Appendix C for a list of team members.) The primary directive of the APWT was to develop appropriate assessments for these challenging populations that were consistent with guidance put forth by the U. S. Department of Education in 2000. This guidance stated:

> Participation of students with disabilities in State and district-wide assessments is not participation just for the sake of participation. Participation in these assessments should lead to improved teaching and learning.[1]

Assessment Plan: Much like a builder's blueprint, an assessment plan guides how an assessment is built or developed. It includes detailed information on (1) the assumptions underlying the assessment; (2) the populations and subject areas assessed; (3) the number of assessment items and their formats; (4) prototype items to guide item writers; and (5) other information clarifying how and why the assessment should be developed.

The USED guidance above reflects consistent input the MDE has received from stakeholders that have provided key contributions toward what the state should do regarding Alternate Assessments based on Alternate Achievement Standards (AA-AAS). This input has been articulated into the three levels of AA-AAS that Michigan presently administers (Participation, Supported Independence, and Functional Independence). Philosophically, Michigan has been dedicated to the idea that all students, no matter their cognitive functioning level or type of disability, should have the opportunity not just to participate in state assessment, but to demonstrate proficiency on grade level content standards. The stakeholders who have participated in all of the APWT meetings for the past several years have time and again echoed the research of authors working to improve educational outcomes for students with significant cognitive disabilities, who have written that this group of students is divided into three distinct levels of functioning (pre-symbolic, early symbolic, symbolic).[2] [3] A major task of the APWT was to develop appropriate extensions of the state content expectations for the P and SI populations, to form the basis of the P/SI v1.5 assessments.

The P/SI APWT met three times during 2005 to draft the Extended Grade Level Content Expectations (elementary and middle school) and Extended Benchmarks (high school) The original APWT expanded to 74 members following the USED Peer Review results related to the MI-Access Participation and Supported Independence assessments administered during the 2005/2006 school year. The support from Michigan stakeholders to develop

[1] U.S. Department of Education. (2000). *Increasing the participation of special needs students in NAEP: A report on 1996 NAEP research activities* (National Center for Educational Statistics 2000-473). Washington, DC: NCES.

[2] Browder, D. M., & Spooner, F. (Eds.) (2006). *Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities* (pp. 125-169). Maryland: Paul H. Brookes Publishing Co.

[3] Courtade-Little, G. & Browder, D.M.(2005). *Aligning IEPs to Academic Standards*. Verona, WI: Attainment Company, Inc.

assessments that meet all of the NCLB criteria was phenomenal. The knowledge and expertise of Michigan educators and parents was integral to the successful development of the MI-Access Participation and Supported Independence Assessment Plan and the assessments activities and scoring rubrics. Appendix C of this document contains a comprehensive list of the APWT.

To develop the P/SI assessments, Michigan stakeholders and the MI-Access staff used the original P and SI activities, which were eligible to be used on the operational assessments from 2001 through the 2005/2006 school year, to revise significantly in order to *explicitly* assess English language arts or mathematics. In addition, Michigan educators used the Draft English Language Arts and Mathematics Extended Grade Level Content Expectations (EGLCEs) and Extended Benchmarks (EBs) that the P/SI APWT drafted during the 2005/2006 school year as noted in the development timeline on page 9. The EBs have now been linked to Michigan's new High School Content Expectations, as such they are now referred to as Extended High School Content Expectations (EHSCEs). (NOTE: These EGLCEs and EHSCE underwent a statewide field review in fall 2006 and have been finalized. They can be viewed at www.michigan.gov/mi-access.)

The original P and SI assessment activities were used as ideas for performance contexts for assessing English language arts or mathematics content because the MI-Access Team knows that P and SI students are routinely involved with these types of activities. Please see pages 16-27 of this document for more information on the importance of performance contexts. In addition, the scoring rubrics developed by the Science APWT replaced the current P and SI scoring guides. Professional development related to these new scoring rubrics was developed and made available prior to the P/SI assessments being piloted.

The P/SI assessment activities were successfully field-tested in fall 2006 throughout the state to obtain teacher feedback on issues such as whether or not the activities were easy to understand in relationship to (1) the academic content being assessed, (2) what should be observed, and (3) the roles and tasks of the Primary Assessment Administrator and the Shadow Assessment Administrator, and (4) if the scoring rubrics were easy to learn and apply in order to score the student responses.

The MI-Access Team put together a packet of information on the P/SI assessments that was sent to the USED July 2006 for peer review and a determination if they met all of the NCLB alternate assessment criteria. Based on the November 1, 2006 letter the MDE received from the USED the P/SI assessments were operational in spring 2007. The letter stated the following.

> "USED staff evaluated Michigan's submission and the evidence provided suggests that the assessment system proposed for 2006-07, including MME [Michigan Merit Examination], is likely to be compliant with the statutory and regulatory requirements. However, additional evidence is needed to show how Michigan's new assessments meet the standards and assessment requirements under ESEA."

The remaining evidence that needed to be provided had not been generated at the time of the July 2006 submission since the P/SI assessments pilot and operational assessment had not been administered. The following is the remaining MI-Access evidence called for by the USED in the November 1, 2006 letter:

"**2.0 – ACADEMIC ACHIEVEMENT STANDARDS**

1. Description of standard setting procedures and participants for the MI-Access Participation and Supported Independence, and evidence of Board adoption.

4.0 – TECHNICAL QUALITY

1. Final technical manuals for the 2006-07 MME and MI-Access Assessments

5.0 – ALIGNMENT

1. Evidence of alignment of the MI-Access Participation and Supported Independence with grade-level content standards."

Identifying Content Assessable at the State Level

After the APWT finished drafting the EGLCEs and EHSCEs they shifted their focus toward discussing other components of the assessment plan within the content areas of English language arts and mathematics.

- What results/scores will be reported?
- Which of the EGLCEs and EHSCEs can be assessed appropriately at the state level?
- How might the state assessable EGLCEs and EHSCEs be assessed? What strategies could be used?
- What item formats and response modes might be used? Create prototypes.
- What practical issues are related to the proposed content (e.g., the length of the assessment, the time of administration, the validity/reliability issues related to having one or two assessment administrators observing each assessment item, and so forth)?

After asking and answering these questions, each content area sub-group compiled a more detailed description of the assumptions underlying their particular assessment; the assessment format; the number, format, and distribution of items (referred to as the assessment "blueprint"); the time the assessment would take; and how assessment results might be reported.

Universal Test Design

When developing the MI-Access Participation and Supported Independence English Language Arts and Mathematics assessments universal design principles were used. "Universally designed" assessments are based on the premise that every child deserves to participate in assessment, and that assessment results should not be affected by disability, gender, race, or English language proficiency. In addition, universally designed assessments aim to reduce the need for assessment accommodations by removing access barriers associated with the tests themselves.[4]

[4] National Center for Educational Outcomes, *Universal Design Applied to Large Scale Assessments, Synthesis Report 44*.

What does that mean in practice? There were several elements of universal design that the APWT used to prepare its plans and blueprints. Following is a brief discussion of some of them.

Accessibility: The MI-Access Participation and Supported Independence English Language Arts and Mathematics assessments include a broad range of students with diverse learning needs and universal design provides students with meaningful opportunities to demonstrate their competence using extended content standards and High School Content Expectations in English language arts and mathematics that are linked to the content standards used for the general state assessment.

Accommodations: The need for assessment accommodations can be reduced if assessments are developed thoughtfully and with the broad student assessment population clearly in mind. To that end, particular characteristics of the student populations that would be participating in MI-Access Participation and Supported Independence v1.5 assessments were considered at each stage of development. Furthermore, barriers will be removed whenever possible, such as (1) using graphs or pictures only when necessary and accompanying them with verbal/textual descriptions, (2) eliminating distracting or purely decorative pictures, (3) designing the assessments to be administered in multiple, short sessions to reduce the need for extra breaks and/or extended time, and (4) allowing multiple access and response modes to further reduce the need for assessment accommodations. At every turn, efforts to reduce barriers were explored to ensure that students would have every opportunity to participate fully and meaningfully in the assessments.

> ***Assessment Accommodation***: An assessment procedure that is intended to minimize the impact of a student's disability on his/her performance on the assessment. Decisions regarding accommodations should be made on an individual, case-by-case basis.

Clear Constructs: The APWT made a concerted effort to remove what the National Center for Educational Outcomes (NCEO) refers to as non-construct-oriented cognitive, sensory, emotional, and physical barriers. In other words, it wanted to make sure that students could participate in the assessments in the same way they participate in instruction, if it did not change what was being measured by the assessments. For example, if students access print by having it read to them during instruction, then they should be able to have the assessments read to them without affecting the validity of their scores. The intent of the APWT was to develop proposed assessments that measure a student's ability to comprehend what is read or seen, not how he or she accesses the information. This principle was applied to both the English language arts and mathematics content areas.

Instructions and Procedures: As assessment items were developed, Michigan educators recommended that simple, clear, and intuitive instructions and procedures be used. It also recommended that item writers employ consistent components in every assessment activity, such as the scoring focus, the performance context, and in addition, it recommended that all directions given to assessment administrators be clear and direct so that student knowledge would be assessed as opposed to the administrator's ability to discern meaning from the instructions.

While there are other universal design principles that the APWT followed, these examples demonstrate the group's attempt to ensure that the MI-Access P/SI assessment activities are accessible, are designed to meet the unique and varying needs of the student populations being assessed, and yet are still valid in that they measure the EGLCEs and EHSCEs.

Assessment Format

The original MI-Access Participation and Supported Independence assessment items were couched in the contexts of familiar activities in order to make the items more meaningful and provide teachers with ideas on how, when, and where the skills could be taught and subsequently assessed. When the APWT was discussing the item formats for the Participation and Supported Independence assessments, the decision was made to continue making each one applicable to real-world situations by retaining the concept of presenting the items within a performance context. While each item would explicitly measure Extended English Language Arts and Mathematics GLCEs or EHSCEs, they would also reflect the knowledge and skills students needed to be successful in school and as adults.

The literature on assessment of students with significant disabilities consistently supports the idea of embedding instructional and assessment content within meaningful contexts. For example, the authors of a text designed to help teams of parents and educators with aligning the Individualized Education Plans (IEPs) of students with moderate to severe disabilities to promote access to the general education content standards have noted:

> Another way for the team to effectively identify target skills for general curriculum access is to address the standards through functional activities. Although accessing the general curriculum places more emphasis on academics than students with severe disabilities have had in the past, it is still necessary for students to apply these skills in functional and meaningful contexts. Fortunately, with a little instructional creativity any state academic standards can be addressed by having students be able to attain and apply skills and knowledge learned in the classroom to real life situations. The following examples illustrate how academic skills can be embedded in typical daily routines:
>
> - creates a picture symbol homework list (writing)
> - locates a room by its number (math)
> - uses a keypad in the cafeteria (math)
> - locates the sports page using newspaper index (reading)
> - follows a picture schedule (reading)[5]

Supporting this idea, the literature on this subject has noted that choosing instructional content for students with significant disabilities is not about what *can* they learn, but rather,

> "…the task remains one of identifying instructional content and supports that are likely to lead to participation in valued roles during activities in natural environments, which include naturally occurring general education classes and contexts. In addition, education teams must determine how access to the general education curriculum and instruction can enhance the development of skills and activities that are meaningful (i.e. functional) for each individual student with severe disabilities." [6]

[5] Courtade-Little, G. & Browder, D.M.(2005). *Aligning IEPs to Academic Standards*. Verona, WI: Attainment Company, Inc. (p. 67).

[6] Ward, T., Van De Mark, C. A., & Ryndak, D. L. (2006). Balanced Literacy Classrooms and Embedded Instruction for Students with Severe Disabilities: Literacy for All in the Age of School Reform. In D.M. Browder & F. Spooner (Eds.), *Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities* (pp. 125-169). Maryland: Paul H. Brookes Publishing Co.

Text books designed to assist in the training of teachers for the Participation and Supported Independence populations have specifically addressed the concepts on page 16, with regard to assessment. For example, one text noted that when attempting to assess a student's skill in a specific task, such as the performance-based items found on the P/SI v1.5 assessments, "It is best to have the student perform the task in the environment, with the materials, and under the conditions in which that task is naturally performed."[7]

Following are the detailed assessment descriptions that were developed by each APWT sub-group. They are the cornerstones of the MI-Access P/SI Assessment Plan, and give a clear view of what the assessment for each content area looks like.

Description of the MI-Access Participation and Supported Independence English Language Arts Assessments

The ELA sub-group recommended that the MI-Access P/SI ELA assessments have two primary areas of focus: accessing information and expressing ideas. These areas of focus are similar to the ones for MI-Access Functional Independence (accessing information and expressing ideas) and the MEAP English Language Arts assessments (reading and writing). This provides a consistent continuum between all three MI-Access ELA assessments and the MEAP. With regard to accessing information, students are assessed on their knowledge of how to gain meaning from print/pictures and by listening including word knowledge and comprehension. With regard to expressing ideas, students are to provide their ideas by speaking or other communication modes appropriate for the individual student.

While some of the students taking the MI-Access P/SI ELA assessments will be able to read simple texts and can produce simple written responses, it is widely acknowledged that these populations also use the language arts modes of listening, viewing, speaking, and visual representation (such as drawing) to successfully communicate. Therefore, the needs of non-reading and non-writing students are accommodated on the P/SI English Language Arts assessments.

Constructs Assessed

The MI-Access Participation and Supported Independence ELA assessments cover much of the same content as the MI-Access Functional Independence assessments, but the content is reduced in depth, breadth and complexity that is appropriate for the populations being assessed. For example, instead of assessing a student's ability to *decode* print, these assessments measure a student's ability to *access* information, whether it is presented as print, pictures or actual objects similar to the same way that the student accesses information during instruction. Similarly, instead of measuring a student's knowledge in the area of *written* expression, these assessments measure a student's ability to *express* meaning, again in whatever form he or she typically uses to express thoughts and ideas in the classroom.

Furthermore, many of the standard and nonstandard accommodations students with disabilities need to participate effectively in the MEAP ELA assessments are not needed to participate in the MI-Access P/SI assessments. This is because the latter assessments are universally designed, which means they were developed in such a way that the need for

[7] McClennen, S.E. (1991). *Cognitive Skills for Community Living: Teaching students with moderate to severe disabilities.* Austin, TX: Pro-Ed, Inc.

accommodations is significantly reduced, if not eliminated, by removing barriers to accessing the assessment to demonstrate what students know related to ELA.

Grades Assessed
As required by federal law (NCLB), the MI-Access Participation and Supported Independence ELA assessments are administered to students in grades 3 through 8 and 11. The student populations taking part in these assessments are described in detail in Figure 1 on page 6.

Assessment Format
As noted in the assessment format overview, each performance activity is presented within a context that should be familiar to the students. The importance of this concept specifically applied to the content area of ELA can be found in the excerpt below:

> It has been argued that the purpose of education for students with severe disabilities is to assist each student to participate more fully, and be as independent as possible, in activities that occur naturally in contexts that comprise their present and future lives (Brown, Nietupski, & Hamre-Nietupski, 1976). When determining the content on which a student with severe disabilities should receive instruction, the education team uses an ecological approach (Brown & York, 1974). To do so, the team first identifies contexts in which students without disabilities of a given chronological age naturally participate (e.g., second-grade class, interior and exterior grounds of school building attending by sibling[s], home, community immediately around their home, community settings frequented by the family). When considering what the student might need to learn to participate more fully in those activities, or to be as independent as possible during those activities, the team must consider the literacy skills that are embedded within those activities and the ways in which classmates, family members, friends, and community members use those literacy skills. [8]

While item difficulty varies for each grade cluster of the MI-Access Participation and Supported Independence ELA assessments, the general organization is the same. The assessment activities are based on three adult life contexts (community experience, daily living skills, and employment) and comprised of three distinct components (Word Study, Comprehension, and Expressing Ideas). The components are described below.

Word Study: Students are asked to complete assessment items that measure their ability to access or recognize highly familiar and frequently encountered words in print, a picture, or actual object representing the printed words while participating in a performance context that typically occurs in the classroom.

Comprehension: Students are asked to complete assessment items that allow them to access and comprehend various forms of information that are based on the three adult life contexts.

Expressing Ideas: Students are asked to complete assessment items that provide opportunities to express their ideas by writing, drawing, dictating, gestures or using a combination of response modes.

[8] Ward, T., Van De Mark, C. A., & Ryndak, D. L. (2006). Balanced Literacy Classrooms and Embedded Instruction for Students with Severe Disabilities: Literacy for All in the Age of School Reform. In D.M. Browder & F. Spooner (Eds.), *Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities* (pp. 125-169). Maryland: Paul H. Brookes Publishing Co.

Assessment Blueprint

The purpose of a blueprint is to show how many and what type of assessment items are included in an assessment. The ELA blueprints are captured in Figures 5 and 6. Please note that the assessments for each grade cluster are divided into two major sections–*Accessing Information* and *Expressing Ideas*.

The operational MI-Access P/SI ELA assessments include both core and embedded assessment items. Core items are those upon which students' scores are based. Embedded items are those that are placed in the assessment for field testing purposes to gather statistical data; performance on these items does not impact a student's overall score. The Participation assessment items are scored using a 3-point scoring rubric. While the MI-Access Supported Independence assessment items are scored using a 2-point rubric.

Figure 5
Participation English Language Arts Blueprint: Grades 3-8 and 11

English Language Arts Assessment Components	Number of Core Items	Number of Embedded Field Test Items	Number of Items Released
Accessing Information	**6**	**4**	**2**
Word Study	3	3	1
Comprehension	3	1	1
Expressing Ideas	**4**	**1**	**1**
Total Number of Items on Test	10	5	3

Figure 6
Supported Independence English Language Arts Blueprint: Grades 3-8 and 11

English Language Arts Assessment Components	Number of Core Items	Number of Embedded Field Test Items	Number of Items Released
Accessing Information	**9**	**4**	**2**
Word Study	4	3	1
Comprehension	5	1	1
Expressing Ideas	**6**	**1**	**2**
Total Number of Items on Test	15	5	4

Description of the MI-Access Participation and Supported Independence Mathematics Assessments

The APWT mathematics sub-group recommended that the MI-Access P/SI mathematics assessments have four overarching areas of focus: (1) Numbers and Operations, (2) Data Analysis, (3) Geometry, and (4) Measurement. However, Algebra is an additional focus for Supported Independence in the middle school and high school assessments.

It is understood that the MI-Access Participation and Supported Independence student populations access information—including mathematical information and concepts—in a variety of ways. While some students will read numbers, others will use listening, viewing, speaking, and visual representation (such as drawing) skills when responding during the assessment activities. Therefore, the mathematics assessments pay close attention to the needs of non-reading and non-writing students, and are designed in such a way that they measure a student's knowledge of mathematical concepts as opposed to his or her reading and/or writing ability.

Constructs Assessed
The MI-Access P/SI mathematics assessments assess several of the same constructs as the MEAP mathematics assessments. There are differences, however, in the number of assessment items and the depth, breadth and complexity has been reduced appropriately for the populations being assessed. In addition, many of the standard and nonstandard accommodations that students with disabilities need to participate fully in the MEAP are not needed to participate in MI-Access Participation and Supported Independence assessments. This is because the latter assessments are universally designed, which means they were developed in such a way that the need for accommodations is reduced, if not eliminated, by removing barriers to accessing the assessment to demonstrate what students know related to mathematics.

Grades Assessed
As required by federal law (NCLB), the MI-Access P/SI mathematics assessments are administered to students in grades 3 through 8 and 11. The student populations taking part in these assessments are described in detail in Figure 1 on page 6.

Assessment Format
While item difficulty varies on specific grade-level MI-Access Participation and Supported Independence mathematics assessments, they generally are designed the same way.

- All items are provided in a real-world performance context.
- Hands-on materials or objects—such as coins, clocks, and so forth—may be used as long as the material or object does NOT change the nature of a question or elicit a different response.

As is the case for ELA, there is research to support the idea of embedding mathematics content within a performance context.

> Although mathematics is typically taught as a distinct content area, the concepts of mathematics permeate many content areas and daily experiences. Making these connections explicit for students with significant cognitive disabilities will be key to mathematics having functional applications in daily life…Whereas music is one area for making mathematics connections, students may also find meaning for their current academic skills in cooking or construction projects. Teachers may adapt the

> instructions to include current concepts. A recipe may be adapted for counting, measuring, using fractions, and matching large numbers (oven temperature). Instructions for building a bird house may include references to shape, angles, measurement of length, and slope (roof).[9]

The literature also supports the incorporation of performance contexts in assessments, in order to mirror how instruction is provided to Participation and Supported Independence students. For example, a text designed to assist educators and parents with developing standards-based IEPs for students at this cognitive functioning level noted that regarding mathematics instruction, "There is a wealth of research-based evidence that students with moderate to severe disabilities can learn these skills through the application of direct systematic instructions (e.g., response-prompting strategies) and that the embedding of instruction across settings can lead to generalization (e.g., application of skills in activities and settings where they are needed)."[10]

Assessment Blueprint

The purpose of a blueprint is to show how many assessment items are included in an assessment, in this case, by strand and topic. Four tables were created to provide this information as it relates to mathematics: Figure 9 shows the blueprint for Participation grades 3-5, Figure 10 shows the blueprint for the Participation grades 6-8 and 11, Figure 11 shows the blueprint for Supported Independence grades 3-5, and Figure 12 shows the blueprint for the Supported Independence grades 6-8 and 11 assessments.

The mathematics assessments include both core and embedded assessment activities. Core items are those upon which students' scores are based. Embedded items are those that are placed in the assessment for field testing purposes to gather statistical data; performance on these items does not impact a student's score. The Participation assessment activities are scored using a 3-point scoring rubric. While the MI-Access Supported Independence assessment activities are scored using a 2-point rubric.

[9] Browder, D.M., Ahlgrim-Delzell, L., Pugalee, D.K., & Jimenez, B.A. (2006). Enhancing Numeracy. In D.M. Browder & F. Spooner (Eds.), *Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities* (pp. 171-195). Maryland: Paul H. Brookes Publishing Co.

[10] Collins, B.C., Kleinert, H.L., & Land, L.E. (2006). Addressing Math Standards and Functional Math. In D.M. Browder & F. Spooner (Eds.), *Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities* (pp. 197-227). Maryland: Paul H. Brookes Publishing Co.

Figure 9 Participation Mathematics Blueprint: Grades 3-5				
Strand	**Domain**	**Number of Core Items**	**Number of Embedded Field Test Items***	**Number of Released Items**
Numbers & Operations	Meaning, notation, place value, and comparisons	3	4	1
	Number relationships and meaning of operations	Not Assessed	Not Assessed	Not Assessed
	Fluency with operations and estimations	Not Assessed	Not Assessed	Not Assessed
Algebra	Formulas, expressions, equations, and inequalities	Not Assessed	Not Assessed	Not Assessed
Measurement	Units and systems of measurement	2	4	1
Geometry	Geometric shape, properties, and mathematical arguments	1	1	
	Transformation and symmetry	2	2	1
	Location and spatial relationship	1	2	
Data and Probability	Data Representation	1	2	
Total Number of Items on Test		10	5/Form	3

***Five items will be embedded in each of three forms.**

Figure 10
Participation Mathematics Blueprint: Grades 6-8 and 11

Strand	Domain	Number of Core Items	Number of Embedded Field Test Items*	Number of Released Items
Numbers & Operations	Meaning, notation, place value, and comparisons	4	4	1
	Number relationships and meaning of operations	Not Assessed	Not Assessed	Not Assessed
	Fluency with operations and estimations	Not Assessed	Not Assessed	Not Assessed
Algebra	Formulas, expressions, equations, and inequalities	Not Assessed	Not Assessed	Not Assessed
Measurement	Units and systems of measurement	2	4	1
Geometry	Geometric shape, properties, and mathematical arguments	1	2	
	Transformation and symmetry	1	2	1
	Location and spatial relationship		1	
Data and Probability	Data Representation	2	2	
Total Number of Items on Test		10	5/Form	3

***Five items will be embedded in each of three forms.**

Figure 11
Supported Independence Mathematics Blueprint: Grades 3-5

Strand	Domain	Number of Core Items	Number of Embedded Field Test Items*	Number of Released Items
Numbers & Operations	Meaning, notation, place value, and comparisons	5	5	1
	Number relationships and meaning of operations	1	1	
	Fluency with operations and estimations	1	1	
Algebra	Formulas, expressions, equations, and inequalities	Not Assessed	Not Assessed	Not Assessed
Measurement	Units and systems of measurement	2	2	1
Geometry	Geometric shape, properties, and mathematical arguments	1	1	
	Transformation and symmetry	1	1	1
	Location and spatial relationship	2	2	
Data and Probability	Data Representation	2	2	1
Total Number of Items on Test		15	5/Form	4

***Five items will be embedded in each of three forms.**

Figure 12
Supported Independence Mathematics Blueprint: Grades 6-8 and 11

Strand	Domain	Number of Core Items	Number of Embedded Field Test Items*	Number of Released Items
Numbers & Operations	Meaning, notation, place value, and comparisons	4	4	1
	Number relationships and meaning of operations	1	1	
	Fluency with operations and estimations	1	1	
Algebra	Formulas, expressions, equations, and inequalities	1	1	1
Measurement	Units and systems of measurement	3	3	1
Geometry	Geometric shape, properties, and mathematical arguments	1	1	
	Transformation and symmetry	1	1	
	Location and spatial relationship	1	1	
Data and Probability	Data Representation	2	2	1
Total Number of Items on Test		15	5/Form	4

***Five items will be embedded in each of three forms.**

Participation and Supported Independence Assessment Items and Scoring Rubrics

Due to the expedited assessment development process that needed to be used in order to meet the USED's requirement that the new MI-Access Participation and Supported Independence English Language Arts and Mathematics assessments be in place by the end of the 2006/2007 school year, it was decided to use existing resources such as (1) the Draft Participation and Supported Independence Extended Grade Level Content Expectations and Extended Benchmarks (which have now been replaced by Extended High School Content Expectations) in the content areas of English language arts and mathematics that were drafted by the P/SI APWT, (2) the English language arts and mathematics designations the P/SI APWT applied to each of the original Participation and Supported Independence assessment activities, (3) the original Participation and Supported Independence assessment activities themselves, and (4) the scoring rubrics developed by the MI-Access Science APWT.

The reason the original Participation and Supported Independence assessment activities were used as the foundation for writing new items explicitly measuring English language arts and mathematics were (1) they contained known performance contexts that students experienced during a typical day in the classroom that Michigan educators assured were appropriate for the populations being assessed and (2) it would make an easier transition from the old assessments to the new MI-Access Participation and Supported Independence assessments for Michigan educators involved with administration. After pilot items were developed using the original Participation and Supported Independence activities, the guidelines below were finalized in order to provide item writers with concrete guidance on what each P/SI item type should contain. More detailed descriptions of the items are in the *Participation and Supported Independence ELA & Mathematics Item Specifications*, which are used by the trained item writers.

Guidelines for Writing Participation and Supported Independence ELA and Mathematics Items

Selected-Response Items

1. Each selected-response item on the Supported Independence assessments has one correct answer and two incorrect answers. Each selected-response item on the Participation assessments has one correct answer and one incorrect answer.
2. Each answer choice consists of a picture with a label that describes the graphic. Exceptions to this are when the label gives the answer away.
3. Item stems are written clearly and simply.
4. Answer choice labels will be parallel in length, content, and grammatical structure (i.e., answer choices should look the same and one answer choice label should NOT stand apart from the others).
5. Contexts include only *important, familiar, and functional* vocabulary; that is, words that students must be able to access in a written format in order to carry out tasks related to adult living roles.
6. Items are written clearly and the question being asked is very obvious to the reader/student. Tricky and/or ambiguous questions are to be avoided.
7. Items are written to assess only one EGLCE/EHSCE.

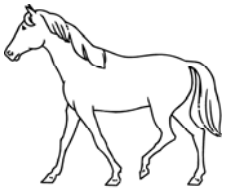
8. All item stems are in the form of a question. No fill-in-the-blank items.
9. Item stems avoid the use of "not" and "except."
10. Avoid the use of “you” or “your” in item stems (use boy, girl, he,she, his,her).
11. Answer choices never use “Not here” or similar distracter.
12. Distracters reflect common student errors and/or misconceptions of the EGLCE/EHSCE.
15. Administration – Each item will be administered individually to each student. In most cases, picture answer choices are accompanied by labels that may be read aloud to the student along with the item stems. There are, however, some instances where reading the labels with the pictures would give the answer away; therefore, in these instances, the labels will be omitted, and students must respond to the questions (which may still be read aloud) without verbal assistance on the answers. A list of these items is included in “Do Not Read” tables located at the front of the assessment booklets.

Example (Participation English Language Arts):

Participation English Language Arts - Selected Response

EGLCE: W.GN.e4.P.EG02a

ITEM STEM: Which word rhymes with “new”?



HORSE

SHOE

SCORING FOCUS: Using poetic language

NOTE: The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a horse and a shoe.

Activity-Based Observation Items

1. Examine the Participation or Supported Independence Extended Grade Level Content Expectations/Extended High School Content Expectations (EGLCE/EHSCE) for the appropriate content area (ELA or Mathematics). Each item you write should be coded to one EGLCE/EHSCE. The item should reflect, as clearly as possible, the link between what the student will be observed on and a P/SI EGLCE/EHSCE. This is to ensure that every activity can be designated as Mathematics or ELA.

2. You may find that more than one P/SI EGLCE/EHSCE can be linked to an activity. If so, choose the best EGLCE/EHSCE for the item. Each item will need **one** P/SI EGLCE/EHSCE code indicating the expectation that will be the **scoring focus** for the activity. Each item must contain the following components:

   a. Every item must clearly articulate what the student will be expected to demonstrate and the items should provide a range of diffuculty. Items should be challenging for the student, but reasonable for the population being assessed. Each item should begin with "The student will correctly…" The language of this section should contain a phrase or key words taken directly from the EGLCE/EHSCE. The same phrase or key words should also appear in the scoring focus.
   b. The performance contexts (PCs) the student may be observed in while demonstrating the EGLCE/EHSCE. Example PCs include dressing routines, cleaning and grooming routines, or moving through familiar environments.
   c. Examples of things the student could engage in that lend themselves to helping the assessment administrator determine if they have demonstrated the expectation or benchmark. These could include specific actions such as dressing for art, brushing teeth, or navigating the classroom.
   d. An example of how the student might be engaged in the activity.
   e. The Scoring Focus, which links the item directly to the EGLCE/EHSCE and helps the assessment administrator to know exactly what the student is expected to demonstrate.
   f. The adult life context (Community Experience, Employment, or Daily Living Skills) that is most reflective of the activity. This componenet will not be part of the actual item, but an adult life context will be chosen and designated in the final item bank code (see pages 22-23).

Example (Supported Independence Mathematics):

Supported Independence Mathematics

EGLCE: N.ME.e4.SI.EG01b

ACTIVITY: [a]The student will correctly complete a specified number of repetitions (up to 20) [b]in a familiar cardiovascular fitness activity [c]such as climbing stairs, jumping jacks, or walking on a treadmill. [d]For example, the student could be taken to a familiar staircase and be directed to, "Take twenty steps."

[e]**SCORING FOCUS:** Counting accurately from 1 to 20

As noted above, every item must contain a Performance Context. Below is a list of contexts for Supported Independence and Participation that reflect those used in the operational P/SI assessments.

P/SI PERFORMANCE CONTEXTS:

- personal care and hygiene activities/routines
- physical fitness or therapy activities/routines
- dressing routines
- communication activities/routines

- instructional activities/routines
- food preparation activities/routines
- group situations or activities/routines
- respond effectively to unexpected events
- unstructured time or leisure activities/routines
- cleaning or maintenance activities/routines
- scheduling or planning activities/routines
- classroom jobs
- reaching desired locations safely within familiar environments
- asking for assistance
- conversing about a specified topic
- packaging or collating activities/routines

Scoring Rubrics

As noted in the Michigan guidelines for writing P/SI items, each item will contain what the student is required to demonstrate. To assist with this, the P/SI scoring rubrics have been included to provide information on how the items will be scored. The language used in each item describing what the student is required to demonstrate *must* permit a valid and easy application of the rubric. Each student's performance on the items will be applied to the rubric by two different qualified school personnel. The Primary Assessment Administrator must be a professional school staff person (i.e., classroom teacher, teacher consultant, school psychologist) and the Shadow Assessment Administrator may be another teacher, related service provider (i.e., school psychologist, speech and language pathologist, etc.), or highly qualified paraprofessional. Paraprofessionals who may serve as a Shadow Assessment Administrator must be performing the duties *and* meet the requirements for a non-certified district employee providing instructional support under Title 1, Part A of the No Child Left Behind Act (NCLB). This includes paraprofessionals who do the following:

1. Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.

2. Assist with classroom management, such as organizing instructional and other materials.

3. Conduct parental involvement activities.

4. Provide instructional assistance in a computer laboratory.

5. Provide support in a library or media center.

6. Act as a translator, or provide instructional support services under the direct supervision of a teacher.

Individuals who work in food services, cafeteria or playground supervisors, personal care services, non-instructional computer assistance, and similar positions are not impacted by the legislation. These individuals do not need to become qualified.

As partners in the instructional process, paraprofessionals who work in programs supported with Title I funds must meet one of the following requirements:

- Complete at least two years of study at an institution of higher education (equal to 60 semester hours); **or**

- Obtain an associate's degree (or higher); **or**
- Meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment.
    - Knowledge of, and the ability to assist in, instructing reading, writing, and mathematics; **or**
    - Knowledge of, and the ability to assist in, instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

More information on these requirements and how to become a highly qualified paraprofessional under Title 1, Part A of NCLB can be found at the Michigan Department of Education's Office of Professional Preparation Services Web page at www.michigan.gov/opps.

The idea of having two individuals simultaneously score a student's response on assessment items using a standardized rubric is supported in the literature on scoring performance-based assessments. While inter-rater agreement alone may improve the reliability of what is being measured, the application of a standardized rubric, which both raters are trained to apply, likely results in scoring that is significantly more consistent.[11] Therefore, having two raters (in the case of the P/SI v1.5 assessments a Primary Assessment Administrator and a Shadow Assessment Administrator) *and* ensuring that both are trained on the application of a standardized rubric are methods that work in concert to improve the technical adequacy of the administration and scoring aspects of these assessments. The P/SI v1.5 assessment scoring rubrics are presented below.

MI-Access Participation Scoring Rubric

- Based on student responding correctly
- Level of assistance
- Participation has a 3-point rubric with 3 condition codes

Score Point	Definition
3	Responds correctly with no assessment administrator assistance
2	Responds correctly after assessment administrator provides verbal/physical cues
1	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
Condition Codes - All condition codes result in no points. **A** Incorrect response **B** Resists/refuses **C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions	

[11] Taylor, C. S. (2002). Incorporating classroom-based assessments into large-scale assessment programs. In G. Tindal & T. M. Haladyna (Eds.), *Large-Scale assessment programs for all students: Validity, technical adequacy, and implementation.* New Jersey: Lawrence Erlbaum Associates.

MI-Access Supported Independence Scoring Rubric

- Based on student responding correctly
- Level of assistance
- 2-point rubric with 3 condition codes

Score Point	Definition
2	Responds correctly with no assessment administrator assistance
1	Responds correctly after assessment administrator provides verbal/physical cues
Condition Codes - All condition codes result in no points. **A** Incorrect response **B** Resists/refuses **C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions	

Each item developed for the P/SI assessments is assigned an item code containing several components. Each component serves to distinguish the items from one another in a variety of important ways. By assigning each item a detailed code, the P/SI item bank can be easily updated and new items generated to assess EGLCEs and EHSCEs in different ways and to replace items released to the public on the MI-Access reports and through Released Item Booklets, which are posted on the MI-Access Web page (**www.mi.gov/mi-access**). The coding schematic can be found below.

Participation and Supported Independence Item Bank Coding Schematics

Elementary and Middle School

USED FOR REPORTING	CHARACTERS	INFORMATION	EXAMPLE
	1	Content Area	E or M
	2-3	Population Assessed	P or SI
	4	Adult Life Context	C, E, or D
	5-6	Assessment Component (ELA Only)	WS, CP, EI
X	7	GLCE/EGLCE Strand	ELA – L, S Mathematics – N, M
X	8-9	GLCE/EGLCE Domain	ELA – NT, CN Mathematics – UN, LO
X	10	Grade Span Designation & Grade of GLCE linked to EGLCE	e3, m7
x	11-12	Population Assessed	P or SI
x	13-16	EGLCE Number & Letter (Corresponds to the same GLCE number within each Domain)	EG02a
	17-18	Development Year	06
	18-19	Item Bank Number	01, 02, 03

Item Code Abbreviations Key

Content Area
E English Language Arts
M Mathematics

Population Assessed
P Participation
SI Supported Independence

Adult Life Context
C Community Experience
E Employment
D Daily Living Skills

Assessment Component (ELA only)
WS Word Study
CP Comprehension
EI Expressing Ideas

High School

USED FOR REPORTING	CHARACTERS	INFORMATION	EXAMPLE
	1	Content Area	E or M
	2-3	Population Assessed	P or SI
	4	Adult Life Context	C, E, or D
	5-6	Assessment Component (ELA Only)	WS, CP, EI
X	7-11*	Designation as an Extended High School Content Expectation	EHSCE
X	12-13*	Population Assessed	P or SI
X	14-17*	HSCE/EHSCE Strand and Standard	ELA – 1.5, 2.1 Mathematics – L1, G2
X	18*	HSCE Domain (Mathematics Only)	1
x	19*	EHSCE Number (Corresponds to the same HSCE number within each Topic)	1, 2
	20-21	Development Year	06
	22-23	Item Bank Number	01, 02, 03

Item Code Abbreviations Key

Content Area
E English Language Arts
M Mathematics

Population Assessed
P Participation
SI Supported Independence

Adult Life Context
C Community Experience
E Employment
D Daily Living Skills

Assessment Component (ELA only)
WS Word Study
CP Comprehension
EI Expressing Ideas

Administering and Reporting MI-Access Participation and Supported Independence Assessment Results

Assessment Administration

The MI-Access assessment window for grades 3-8 is typically during the fall at the same time as MEAP grades 3-9 assessments are administered. However, for the 2006/2007 school year, the MI-Access Participation and Supported Independence v1.5 assessments in English language arts and mathematics were administered in the spring at the same time students in grade 11 were assessed. The reason for this is that the new Participation and Supported Independence assessments needed to be submitted to the U.S. Department of Education for Peer Review and approval and there was insufficient time between receiving the June 2006 letter from the USED to field test and prepare assessment materials for the fall 2006 assessment window. Starting with the 2007/2008 school year the grades 3-8 MI-Access Participation and Supported Independence English Language Arts and Mathematics assessments will return to the fall assessment window. The assessment window will be open for six weeks to allow for the amount of time it takes to administer these assessments to students individually.

Assessment Results

Each Participation and Supported Independence assessment items are scored by *two* assessment administrators observing each item at the same time. The MI-Access Participation uses a 3-point scoring rubric. The MI-Access Supported Independence uses a 2-point rubric. The OEAA Technical Advisory Committee (TAC) discussed the issue of how to use both assessment administrators' scores when calculating a student's overall score at the July 2006 TAC meeting. However, the TAC requested actual item data before making their final recommendation. At the January 2006 OEAA National Technical Advisory Committee meeting the OEAA and the MI-Access contractor presented the pilot data the TAC requested and recommended that 1) the Primary and Shadow Assessment Administrator scores be added together for each assessment item, 2) if one assessment administrator's score is missing it will count as a "0" when calculating the student's score, and 3) the rule for determining the student attempted to take the assessment would require at least one item scored by *both* the SAA and the PAA.

The Individuals with Disabilities Education Act (IDEA) requires states to report alternate assessment data in the same frequency and manner as the general assessment data. Therefore, the MI-Access results are reported in ways similar to the MEAP results. The reports include 1) individual student reports, 2) student labels, 3) parent reports, 4) class, school, and district rosters, 5) school and district item analysis reports, 6) school and district summary reports, 7) school and district demographic reports, and 8) Intermediate School District comprehensive reports. In addition there are state summary reports, state item analysis reports, and state demographic reports.

In order to provide parents, educators, and other interested stakeholders with assistance on how to apply the results from the P/SI assessments, each year the MDE publishes a section dedicated to them in *MI-Access Handbook for Understanding, Interpreting, and Using MI-Access Results*. Enough copies of the handbook are shipped to each district that had students participate in the P/SI assessments, for each MI-Access Coordinator and assessment administrator. In addition, it is posted on the MI-Access Web page (www.michigan.gov/mi-access). However, due to the fact that the 2006/2007 MI-Access Handbook was completed and printed prior to finalizing all of the P/SI reports, an Addendum to the 2006/2007 Handbook addressing the P/SI reports was produced and disseminated to all districts administering MI-Access. Also, the addendum is posted on the MI-Access Web page (www.mi.gov/mi-access).

Appendix A
Example Participation Items

Spring 2007 Participation English Language Arts and Mathematics Official Released Items and Example Selected Response Items

The following items were released to the public following the spring 2007 administration of the Participation and Supported Independence assessments. Released item booklets containing these items can be found on the MI-Access Web page at www.mi.gov/mi-access.

Elementary Released Items (Grades 3-5)

Participation English Language Arts

EGLCE: R.WS.e4.P.EG01a

ACTIVITY: The student will correctly select 1 picture (that is paired with words) associated with a current instructional topic, such as weather, holidays, or animal life, being presented to the class. The choice will be made from a set of 2 related pictures (paired with words) from the topic/theme and 2 unrelated pictures (paired with words) during an instructional lesson.

SCORING FOCUS: Using visual cues to recognize words

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation English Language Arts

EGLCE: L.CN.e4.P.EG01a

ACTIVITY: The student will correctly follow 2-step verbal or pictorial directions, such as gathering/putting away supplies or assisting with a task, during a familiar personal hygiene/grooming routine.

SCORING FOCUS: Following 2-step directions

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation English Language Arts

EGLCE: S.CN.e4.P.EG02a

ACTIVITY: The student will respond appropriately to a greeting from an unfamiliar person, such as a teacher, support staff, or related service provider, during a leisure time activity.

SCORING FOCUS: Responding and/or communicating with a variety of audiences

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SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation Mathematics

EGLCE: N.ME.e4.P.EG01a

ACTIVITY: After completing a familiar sorting activity involving 2 types of objects of similar size, the student will correctly indicate which group has **more** items. One group should have 5 times as many items as the other following the sorting. For example, after sorting nuts and bolts, the student could be asked, "Which group has **more**?"

SCORING FOCUS: Determining which set of objects has **more**

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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2 Responds correctly after assessment administrator provides verbal/physical cues
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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation Mathematics

EGLCE: G.TR.e4.P.EG05a

ACTIVITY: The student will correctly indicate or demonstrate how to find 1 targeted area within the school building while moving as part of a group to a familiar instructional activity (e.g., library or music). For example, the student could be placed near the door of the classroom and directed, "Take me to the library" and he/she moves to the library or provides directions at each turn through his/her individual response or mobility mode.

SCORING FOCUS: Finding a targeted area

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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2 Responds correctly after assessment administrator provides verbal/physical cues
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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation Mathematics

EGLCE: M.UN.e4.P.EG03a

ACTIVITY: The student will correctly indicate which item is **cold** when presented with 1 hot and 1 cold item while engaged in a familiar eating routine, such as lunch or snack time. For example, the student could be presented with a cup of ice water and a cup of hot soup and then be asked, "Which one is **cold**?"

SCORING FOCUS: Differentiating between **hot** and **cold**

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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2 Responds correctly after assessment administrator provides verbal/physical cues
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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Middle School Released Items (Grades 6-8)

Participation English Language Arts

EGLCE: R.WS.m7.P.EG04a

ACTIVITY: The student will identify 2 words paired with pictures (from a set of 2 related and 2 unrelated words with pictures) associated with a dressing routine involving going outdoors, such as shoes, hat, or jacket, during the preparation time for dismissal from school.

SCORING FOCUS: Identifying frequently encountered words related to a specific task

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SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation English Language Arts

EGLCE: R.NT.m7.P.EG03a

ACTIVITY: The student will correctly answer 2 questions related to a story's character(s), such as appearance, preferences, or actions, after listening to a simple narrative during a leisure reading activity.

SCORING FOCUS: Answering questions regarding story elements

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation English Language Arts

EGLCE: S.CN.m7.P.EG01a

ACTIVITY: The student will respond appropriately to a greeting from a familiar person, such as a teacher, principal, or related service provider, during lunchtime.

SCORING FOCUS: Responding and/or communicating with a variety of audiences

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SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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2 Responds correctly after assessment administrator provides verbal/physical cues
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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation Mathematics

EGLCE: N.ME.m6.P.EG05c

ACTIVITY: The student will correctly indicate or demonstrate understanding of a request to perform "1 more" repetition when engaged in a familiar exercise or therapy routine. For example, the student would perform 1 more step on a treadmill, push a therapy ball 1 more time, or stretch a therapy band 1 more time when directed to, "Show me 1 more." or "Let's do that one more time."

SCORING FOCUS: Associating value with the number 1

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

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2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

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2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation Mathematics

EGLCE: A.RP.m6.P.EG10a

ACTIVITY: The student will correctly indicate which item is **cold** when presented with 1 hot and 1 cold item while engaged in a familiar eating routine, such as lunch or snack time. For example, the student could be presented with a cup of ice water and a cup of hot soup and then be asked, "Which one is **cold**?"

SCORING FOCUS: Differentiating between **hot** and **cold**

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation Mathematics

EGLCE: G.TR.m6.P.EG03a

ACTIVITY: The student will correctly indicate or demonstrate finding 2 targeted areas or objects within the school building, such as a drinking fountain, lunch table, or doorway. For example, the student could be placed near the door of the classroom and directed, "Show me where we get a drink" and he/she moves to a drinking fountain or provides directions at each turn through his/her individual response mode.

SCORING FOCUS: Locating targeted areas/objects

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
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2 Responds correctly after assessment administrator provides verbal/physical cues
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A Incorrect response
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High School Released Items (Grade 11)

Participation English Language Arts

EHSCE: EHSCE.P.2.1.6b

ACTIVITY: The student will correctly identify 3 words paired with pictures (from a set of 3 related and 3 unrelated words paired with pictures) associated with a leisure time activity, such as television, book, or computer, during the preparation for a classroom or individual leisure activity.

SCORING FOCUS: Identifying frequently encountered words related to a specific task

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SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation English Language Arts

EHSCE: EHSCE.P.2.2.3a

ACTIVITY: The student will correctly answer 3 "yes/no" questions to express understanding of a magazine article (read to him/her by staff) during a reading opportunity, such as leisure time, an instructional lesson, or current events.

SCORING FOCUS: Responding to text to reflect understanding

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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2 Responds correctly after assessment administrator provides verbal/physical cues
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A Incorrect response
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Participation English Language Arts

EHSCE: EHSCE.P.1.3.7a

ACTIVITY: The student will greet another person with at least 1 courtesy word or phrase, such as "hello," "how are you?" or "hi," during a typical morning routine, such as getting off the bus, morning group, or homeroom.

SCORING FOCUS: Responding and/or communicating with a variety of audiences

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SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation Mathematics

EHSCE: EHSCE.P.L.1.1.1c

ACTIVITY: The student will correctly indicate or demonstrate understanding of a request to perform "1 more" repetition when engaged in a familiar exercise or therapy routine. For example, the student would perform 1 more step on a treadmill, push a therapy ball 1 more time, or stretch a therapy band 1 more time when directed to, "Show me 1 more." or "Let's do that one more time."

SCORING FOCUS: Associating value with the number 1

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

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2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation Mathematics

EHSCE: EHSCE.P.A1.1.1a

ACTIVITY: The student will correctly indicate which item is **cold** when presented with 1 hot and 1 cold item while engaged in a familiar eating routine, such as lunch or snack time. For example, the student could be presented with a cup of ice water and a cup of hot soup and then be asked, "Which one is **cold**?"

SCORING FOCUS: Differentiating between **hot** and **cold**

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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A Incorrect response
B Resists/Refuses
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Participation Mathematics

EHSCE: EHSCE.P.G3.1.1b

ACTIVITY: The student will correctly indicate or demonstrate knowledge of 2 directional/positional terms (e.g., between, next to, in, or out) while entering or exiting the school building. For example, the student could be brought to the front of the school and asked, "Where do we go **in**?" and he/she identifies a doorway. Following that, the student could be brought into the classroom and directed to move **next to** a table, and he/she moves to the table or provides directions.

SCORING FOCUS: Demonstrating knowledge of terms such as between, next to, in, and out

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SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

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2 Responds correctly after assessment administrator provides verbal/physical cues
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A Incorrect response
B Resists/Refuses
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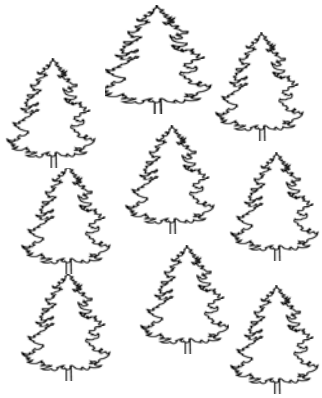
Example Elementary Selected-Response Items (Grades 3-5)

Participation Mathematics - Selected Response

EGLCE: N.ME.e4.P.EG01a

ITEM STEM: Which group has **more**?



SCORING FOCUS: Determining which set of objects has **more**

NOTE: The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a small group of trees and a large group of trees.

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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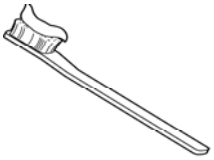
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Example Middle School Selected-Response Items (Grades 6-8)

Participation English Language Arts - Selected Response

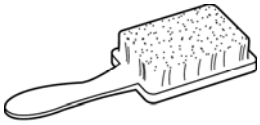
EGLCE: R.WS.m7.P.EG04a

ITEM STEM: Pick the 2 words that describe personal hygiene.

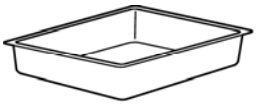


TOOTHBRUSH

FORK



BRUSH



PAN

SCORING FOCUS: Identifying frequently encountered word related to specific tasks.

NOTE: The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a toothbrush, fork, brush, and a pan.

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation English Language Arts – Selected Response

EGLCE: R.NT.m7.P.EG03a

ITEM PASSAGE: Tom took his dog to the park. They played ball and went on a walk. Tom was happy. He liked being outside with his dog.

In this story, where was Tom?

OUTSIDE

INSIDE

SCORING FOCUS: Answering questions related to story elements.

NOTE: The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a park and a room.

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Participation Mathematics - Selected Response

EGLCE: A.RP.m6.P.EG10a

ITEM STEM: Which one is **cold**?

ICE CUBES

BOILING WATER

SCORING FOCUS: Differentiating between **hot** and **cold**

NOTE: The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a glass with ice cubes and a pot of boiling water.

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

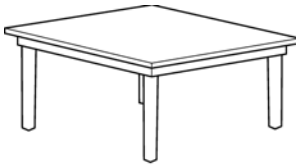
3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Example High School Selected-Response Items (Grade 11)

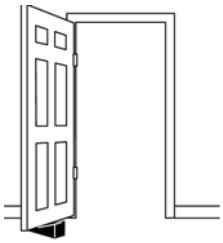
Participation Mathematics - Selected Response

EHSCE: EHSCE.P.G3.1.1b

ITEM STEM: Where do you go **in**?



TABLE



DOOR

SCORING FOCUS: Demonstrating knowledge of terms such as between, next to, in, and out.

Note: The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a door and a table.

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

3 Responds correctly with no assessment administrator assistance
2 Responds correctly after assessment administrator provides verbal/physical cues
1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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Appendix B
Example Supported Independence Items

Spring 2007 Supported Independence English Language Arts and Mathematics Official Released Items and Sample Selected Response Items

The following items were released to the public following the spring 2007 administration of the Participation and Supported Independence assessments. Released item booklets containing these items can be found on the MI-Access Web page at www.mi.gov/mi-access.

Elementary Released Items (Grades 3-5)

Supported Independence English Language Arts

EGLCE: R.WS.e.SI.EG07

ACTIVITY: The student will correctly identify 3 words paired with pictures (from a set of 3 related and 3 unrelated words paired with pictures) associated with a leisure time activity, such as television, book, or computer, during the preparation for a classroom or individual leisure activity.

SCORING FOCUS: Identifying frequently encountered words related to a specific task

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence English Language Arts

EGLCE: S.CN.e4.SI.EG02a

ACTIVITY: The student will communicate with effective body language by providing an acceptable amount of personal space (at least 18 inches) while communicating with another individual during group work on an instructional activity.

SCORING FOCUS: Using language to communicate effectively for different purposes

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence English Language Arts

EGLCE: L.CN.e4.SI.EG01a

ACTIVITY: The student will correctly follow 2-step directions, while working with a small group, during an art or leisure activity. Directions related to tasks, such as collecting supplies, cleaning the work space, or returning supplies after the project, may be included.

SCORING FOCUS: Following 2-step directions

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence English Language Arts

EGLCE: S.DS.e4.SI.EG01a

ACTIVITY: The student will promote self-advocacy by asking for assistance when a needed item is not available, such as a particular food choice, utensils, or napkins, during school lunchtime.

SCORING FOCUS: Promoting self-advocacy

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence Mathematics

EGLCE: N.ME.e4.SI.EG01a

ACTIVITY: The student will correctly indicate or demonstrate knowledge of the term **same** while completing a familiar fitness routine such as bending, lifting, or jumping. For example the student could complete 10 jumping jacks and then be asked to, "Do the **same** amount of jumping jacks again," and the student correctly completes 10.

SCORING FOCUS: Demonstrating understanding of the term **same**

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence Mathematics

EGLCE: G.TR.e4.SI.EG05a

ACTIVITY: The student will correctly deliver familiar objects or materials to 2 specified locations within the school. For example, the student could be given 2 messages for other teachers and be directed to, "Take one to Mrs. O'Brien and the other to Mr. Jones."

SCORING FOCUS: Demonstrating knowledge of routes used to navigate the school

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence Mathematics

EGLCE: G.SR.e4.SI.EG03a

ACTIVITY: The student will correctly match 3 pictorial or outline representations of objects to actual items necessary to complete a familiar food preparation task, such as getting ready for snack or lunchtime. For example, 3 pictures of eating utensils could be placed on a table, then the student could be handed actual utensils and directed to, "Place each one of these on the matching picture."

SCORING FOCUS: Matching objects to their outlines

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence Mathematics

EGLCE: M.UN.e4.SI.EG01a

ACTIVITY: The student will correctly associate the time of day with a familiar maintenance activity by indicating which of 3 sets of equipment is appropriate for the task. For example, if the student routinely cleans a table after snack time, he/she could be presented with the materials for table cleaning, the materials for sweeping the floor, and the materials for washing dishes and then asked, "What materials is it time to use?"

SCORING FOCUS: Associating time with common events of the day

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
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Shadow Assessment Administrator

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A Incorrect response
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Middle School Released Items (Grades 6-8)

Supported Independence English Language Arts

EGLCE: R.WS.m7.SI.EG07a

ACTIVITY: The student will contribute 3 relevant items to a word family list (sets of related words) associated with travel, such as train, car, or school bus, during an instructional writing assignment.

SCORING FOCUS: Creating word family lists

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence English Language Arts

EGLCE: S.CN.m7.SI.EG01a

ACTIVITY: The student will communicate with effective body language by providing an acceptable amount of personal space (at least 18 inches) while communicating with another individual during group work on an instructional activity.

SCORING FOCUS: Using language to communicate effectively for different purposes

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence English Language Arts

EGLCE: S.CN.m7.SI.EG01a

ACTIVITY: The student will identify an animal of interest and use language to collect 2 pieces of information about that animal, such as where it lives, what it eats, or its size, during a research/instructional activity.

SCORING FOCUS: Using language to communicate effectively for different purposes

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

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1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence English Language Arts

EGLCE: S.DS.m7.SI.EG01a

ACTIVITY: The student will promote self-advocacy by asking for assistance when a needed item is not available, such as his/her backpack, jacket, or assignment book, during the preparation time for dismissal.

SCORING FOCUS: Promoting self-advocacy

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

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1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

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Supported Independence Mathematics

EGLCE: A.FO.m6.SI.EGO6a

ACTIVITY: The student will correctly identify a missing component and the quantity necessary to complete a familiar art, craft, or vocational activity after being provided with all but one component. For example, the assessment administrator could provide the student with everything needed to complete a beaded necklace, except for string, and then ask, "What else do we need?" This activity requires the student to 1) recognize what item (string) is missing and 2) tell or show approximately how much is needed to complete the necklace.

SCORING FOCUS: Identifying the unknown component and quantity in an applied activity

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence Mathematics

EGLCE: M.UN.m6.SI.EG01a

ACTIVITY: The student will correctly associate the time of day with a familiar cleaning activity by indicating which of 3 sets of equipment is appropriate for the task. For example, if the student routinely sweeps the floor after snack time, he/she could be presented with the materials for table cleaning, the materials for sweeping the floor, and the materials for washing dishes and then be asked, "What materials is it time to use?"

SCORING FOCUS: Associating time with common events of the day

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

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B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence Mathematics

EGLCE: D.RE.m7.SI.EG01c

ACTIVITY: The student will correctly identify the location of a person to whom he/she will deliver a message or object. For example, the student could be directed, "Please take this note to Mrs. Smith. Where is her classroom?" The student may provide verbal directions or indicate the location on a map of the school.

SCORING FOCUS: Identifying what data are needed to solve a problem

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
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C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

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1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence Mathematics

EGLCE: M.UN.m6.SI.EG01a

ACTIVITY: The student will correctly associate the time of day with a familiar maintenance activity by indicating which of 3 sets of equipment is appropriate for the task. For example, if the student routinely cleans a table after snack time, he/she could be presented with the materials for table cleaning, the materials for sweeping the floor, and the materials for washing dishes and then asked, "What materials is it time to use?"

SCORING FOCUS: Associating time with common events of the day

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

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Shadow Assessment Administrator

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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

High School Released Items (Grade 11)

Supported Independence English Language Arts

EHSCE: EHSCE.SI.2.3.1a

ACTIVITY: The student will identify/read 4 common vocabulary words associated with a selected vocational/employment goal, such as working in a restaurant, daycare, or grocery store, during an instructional activity focusing on occupations.

SCORING FOCUS: Identifying common vocabulary associated with occupations

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence English Language Arts

EHSCE: EHSCE.SI.2.1.11a

ACTIVITY: The student will use effective listening and viewing behaviors for at least 10 minutes by demonstrating actions, such as orientation to the speaker/presenter, staying seated, or not interrupting, during a school assembly or program.

SCORING FOCUS: Using effective listening and viewing behaviors

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence English Language Arts

EHSCE: EHSCE.SI.1.3.7a

ACTIVITY: The student will identify an animal of interest and use language to collect 3 pieces of information about that animal, such as where it lives, what it eats, or its size, during a research/instructional activity.

SCORING FOCUS: Using language to communicate effectively for different purposes

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence English Language Arts

EHSCE: EHSCE.SI.2.1.10a

ACTIVITY: The student will promote self-advocacy by asking for assistance when a needed item is not available, such as his/her backpack, jacket, or assignment book, during the preparation time for dismissal.

SCORING FOCUS: Promoting self-advocacy

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence Mathematics

EHSCE: EHSCE.SI.A1.1.1a

ACTIVITY: The student will correctly complete a series of familiar range-of-motion exercises containing the same number of repetitions. For example, the assessment administrator could start the student on the first two range-of-motion exercises then direct the student to, "Complete a third exercise." The student is required to engage in an appropriate range-of-motion exercise *and* complete the correct number of repetitions.

SCORING FOCUS: Identifying the unknown component and quantity in an applied activity

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence Mathematics

EHSCE: EHSCE.SI.L3.1.1e

ACTIVITY: The student will correctly identify which of tools, such as a scale, tape measure, and measuring cup, is the correct device to measure the volume of an ingredient necessary to complete a recipe during a familiar food preparation activity. For example, if the student is engaged in mixing batter for pancakes, he/she could be shown a measuring cup, scale, and tape measure and then asked, "Which one do we use for measuring how much water we need?"

SCORING FOCUS: Identifying which tool is used for different types of measurement

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence Mathematics

EHSCE: EHSCE.SI.G3.1.1a

ACTIVITY: The student will correctly indicate or demonstrate knowledge of the directional/positional terms **left** and **right** while completing a familiar dressing routine, such as putting on clothing to go outside for recess or home at the end of the day. For example, the student could be handed his/her coat and directed to, "Put your **left** arm in the coat first" and he/she inserts the left arm into the coat. Following that, the student could be given the directions to "Put your **right** arm into the coat."

SCORING FOCUS: Identifying the positions of objects in space using directional/positional terms

---

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence Mathematics

EHSCE: EHSCE.SI.L1.1.1a

ACTIVITY: The student will correctly demonstrate knowledge of the term **greater than** while completing 2 familiar fitness exercises, such as bending, lifting, or jumping. For example, the student could complete 10 sit-ups then be asked to, "Do a number of arm raises that is **greater than** the number of sit-ups," and the student correctly completes more than 10.

SCORING FOCUS: Demonstrating an understanding of the term **greater than**

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

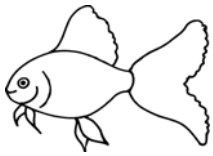
2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Example Elementary Selected-Response Items (Grades 3-5)

Supported Independence English Language Arts - Selected Response

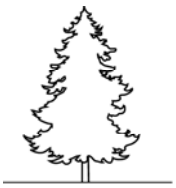
EGLCE: R.WS.e4.SI.EG01a

ITEM STEM: Billy took his ____ to the park for a walk.



FISH

DOG



TREE

SCORING FOCUS: Using context cues to recognize words

NOTE: The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a fish, dog, and a tree.

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

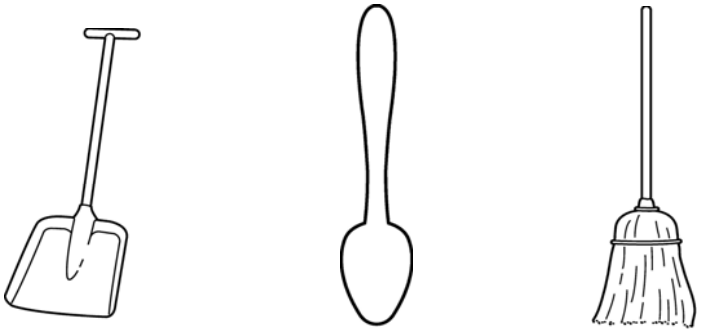
Shadow Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence Mathematics - Selected Response

EGLCE: G.SR.e4.SI.EG03a

ITEM STEM: Hand or show the student a spoon and then ask, "Place this on the matching picture."



SHOVEL **SPOON** **BROOM**

SCORING FOCUS: Matching objects to their outlines

Note: The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a shovel, spoon, and broom.

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

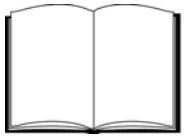
2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Example Middle School Selected-Response Items (Grades 6-8)

Supported Independence English Language Arts – Selected Response

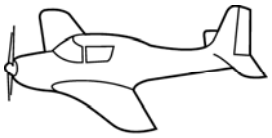
EGLCE: R.WS.m7.SI.EG01a

ITEM STEM: Pick the 2 words that relate to school.



BOOK

SHOVEL



AIRPLANE

BUS

SCORING FOCUS: Using context cues to recognize words

NOTE: The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a book, shovel, airplane, and a bus.

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

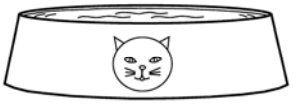
2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Supported Independence Mathematics - Selected Response

EGLCE: D.RE.m7.SI.EG01c

ITEM STEM: Which shows the best place to plant a flower?

CLAY POT



PET DISH

DRINKING FOUNTAIN

SCORING FOCUS: Identifying what data are needed to solve a problem

NOTE: The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a clay pot, pet dish, and drinking fountain.

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

2 Responds correctly with no assessment administrator assistance
1 Responds correctly after assessment administrator provides verbal/physical cues
A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Shadow Assessment Administrator

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A Incorrect response
B Resists/Refuses
C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

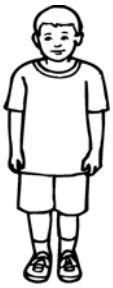
Example High School Selected-Response Items (Grade 11)

Supported Independence English Language Arts – Selected Response

EHSCE: EHSCE.SI.3.1.5a

Passage: It was the last day of school. Ben Thought, "Gee, I will not be able to spend as much time with my friends now that school is over". Alice thought, "Yeah! I will be able to ride my bike and go swimming every day this summer!"

ITEM STEM: Which character seems happy about school being over for the summer?



BEN

ALICE

SCORING FOCUS: Identifying characteristics between text

NOTE: The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a boy and a girl.

SCORING RUBRIC *(Must have two people observing.)*

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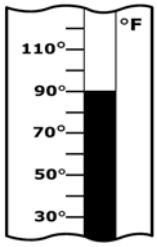
Supported Independence Mathematics - Selected Response

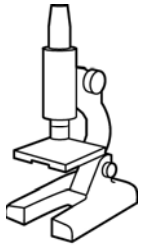
EHSCE: EHSCE.SI.L3.1.1e

ITEM STEM: Which one tells you the temperature?

RULER



THERMOMETER



MICROSCOPE

SCORING FOCUS: Identifying which tool is used for different types of measurement

NOTE: The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a ruler, thermometer, and microscope.

SCORING RUBRIC *(Must have two people observing.)*

Primary Assessment Administrator

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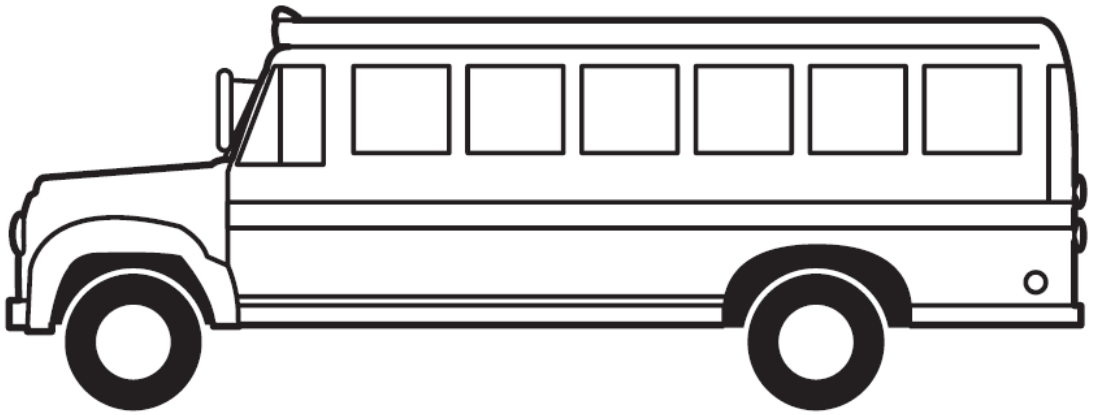
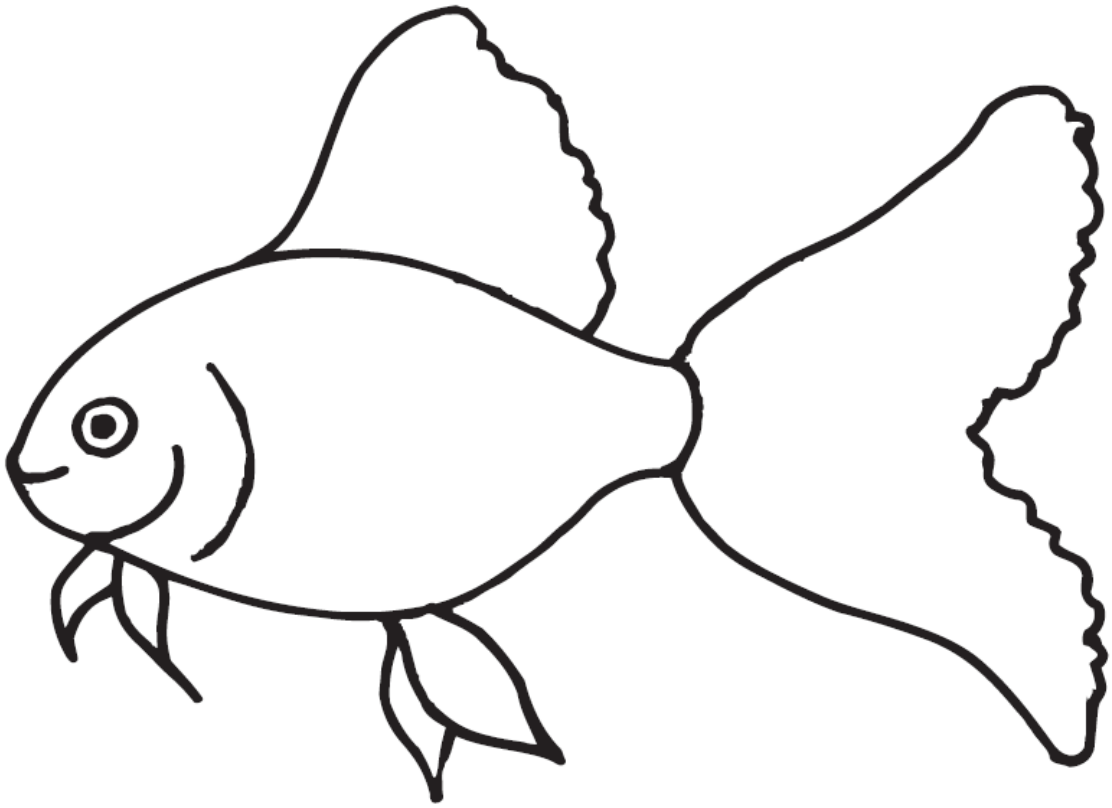
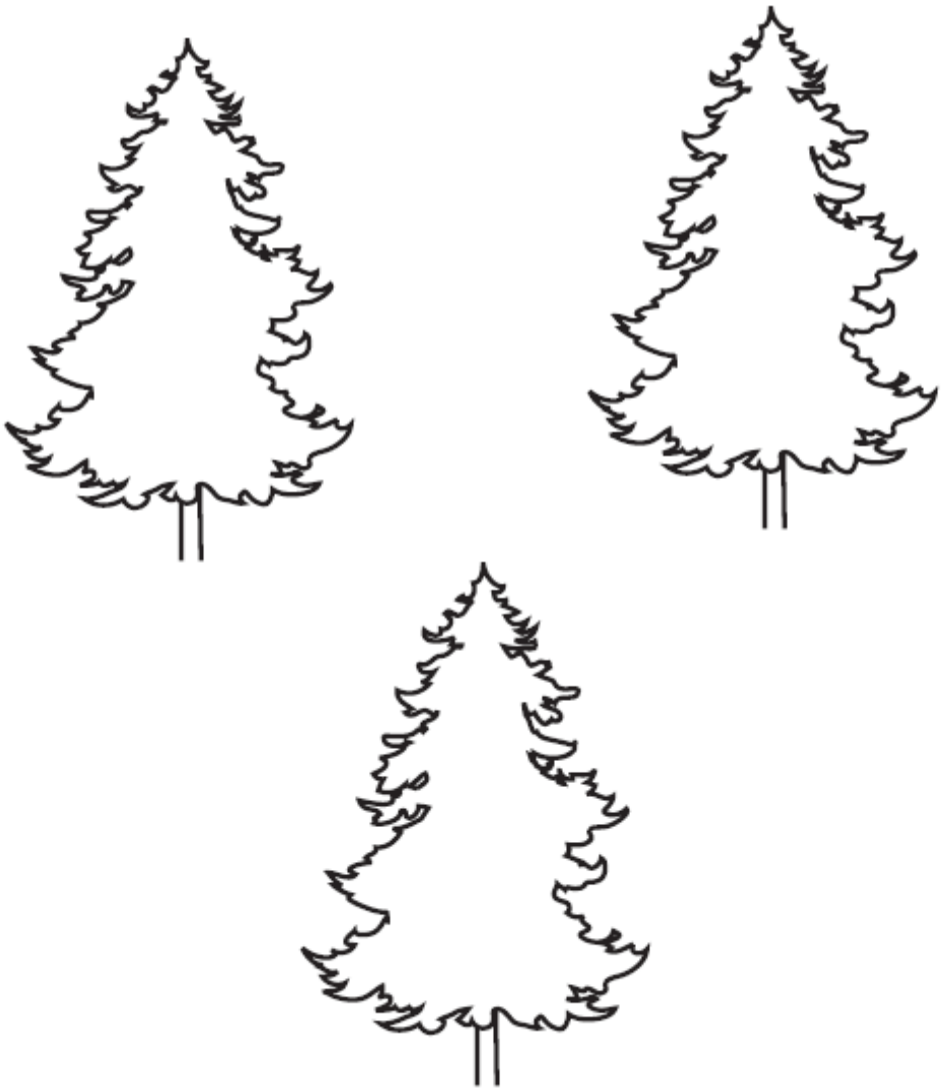
Appendix C
Example Picture Cards

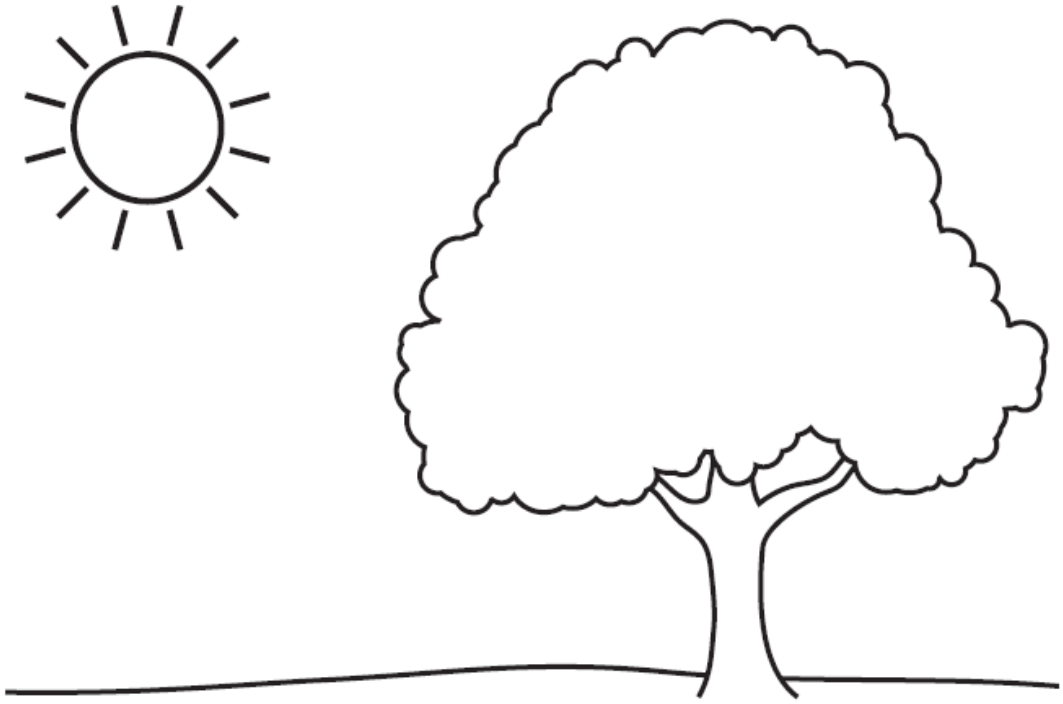


bus

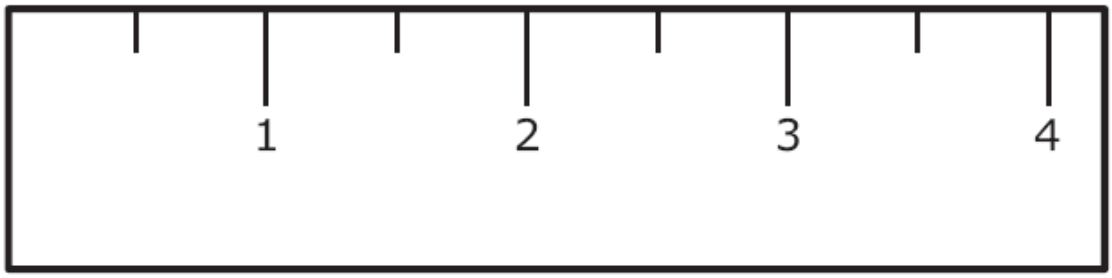


fish

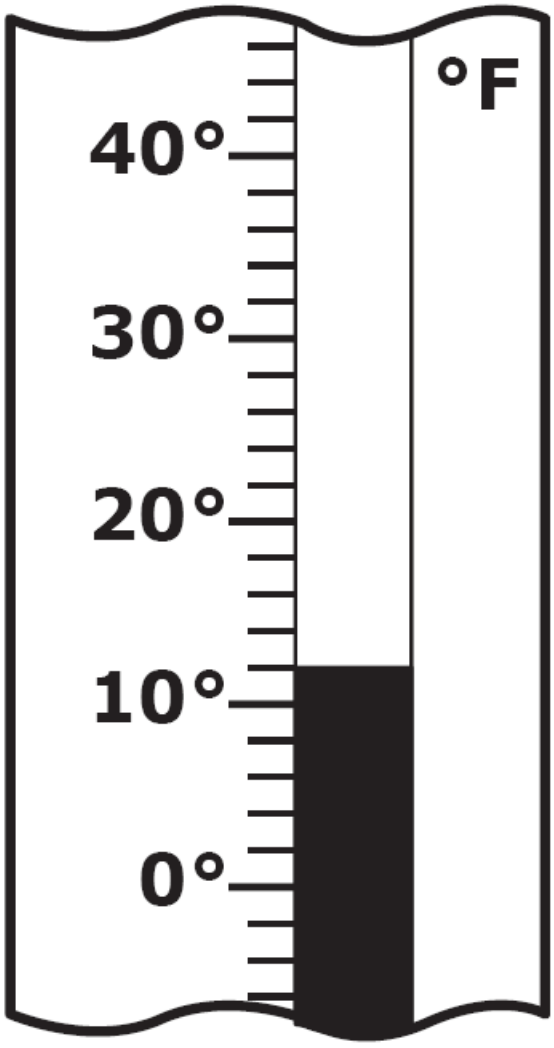




outside



ruler



thermometer

APPENDIX D

Participation and Supported Independence English Language Arts and Mathematics Assessment Plan Writing Team Members

Tina Atkins
Special Education Administrator
Hearing and Visual Impairment
English Language Learners
Kalamazoo RESA

Sherry Bacon
Principal
Beekman Center
Lansing School District

Brent Barker
Classroom Teacher
General Education
Holt Public Schools

Shannon Barker
Classroom Teacher
General Education
English Language Learners
Holt Public Schools

Carlene Birchmeier
Classroom Teacher
Special Education
Hearing and Visual Impairment
Wayne-Westland Schools

Roberta Bonetti
Parent Advocate
Hearing Impairment
English Language Learners
Crystal Falls

Lisa Brehmer
Classroom Teacher
Special Education and General Education
Portland Public School District

Terry Brown
Principal
Huron Learning Center
Huron ISD

Robert Buckley
Classroom Teacher
General Education
Holt Public Schools

Virginia Buckley
Classroom Teacher
General Education
Holt Public Schools

Donna Burger
Classroom Teacher
Special Education
COOR ISD

Jeanette Carney
Southfield Public Schools

Leslie Christian
Classroom Teacher
Special Education
Wing Lake Developmental Center

Laura Colligan
Classroom Teacher
Special Education and General Education
Holt Public Schools

Kris Colthorp
Classroom Teacher
General Education
Alma Public Schools

Kim Cotter
Classroom Teacher
Special Education and General Education
Portland Public Schools

Courtney Craig
Classroom Teacher
Special Education
Midland Public Schools

Delores Dolan (Retired)
Classroom Teacher
Special Education
Ishpeming Public Schools

Sandra Elling
Classroom Teacher
Special Education
Farmington Public Schools

Robert Fall
Principal
Millet Learning Center
Saginaw ISD

Art Fischer
Principal
Special Education
Old Village School
Northville Schools

Denise Fitzpatrick
Classroom Teacher
Special Education
Beekman Center
Lansing School District

Carrie Florey
Classroom Teacher
Special Education
Midland Public Schools

Thomai Gersh
Special Education Supervisor
Wing Lake Developmental Center
Bloomfield Hills School District

Cheryl Gilbert
Classroom Teacher
Special Education
Birch Run Area Schools

Kathleen Goeckel
Classroom Teacher
Special Education
English Language Learners
Portland Public Schools

Michelle Grifka
Teacher Consultant
Genesee ISD

Kelly Guthrie
School Psychologist
Special Education
Holt Public Schools

Pamela Harper
Principal
Berrien County ISD

Michelle Hazen
Classroom Teacher
Special Education
Allegan County ISD

Sandy Henry
Classroom Teacher
Special Education
Beekman Center
Lansing School District

Carol Hodson
Teacher Consultant
Special Education
Branch ISD

Bonnie Jackson
Classroom Teacher
Heartwood School
Ingham ISD

Deanna Jacot
Para-Professional
Special Education
Millington Community Schools

Jann Jansen
Classroom Teacher
Special Education
Eaton ISD

Lynette Johnson-Timm
Classroom Teacher
Special Education
Midland Public Schools

Donna Jones
Special Education Supervisor
COP ESD

Linda Jurczyszyn
Teacher Consultant
Special Education and General Education
Landmark Academy

Steve Kadan
Special Education Supervisor
Lincoln School
Grand Rapids Public Schools

Andy Kalahar
Classroom Teacher
Special Education
Jackson Public Schools

Alice Kamps
Classroom Teacher
Special Education
Ottawa Area ISD

Sue Kellner
Classroom Teacher
Special Education
Lamphere Center
Lamphere School District

Christine Kleimola
Special Education Curriculum Consultant
Webster School
Livonia Public Schools

Mickie Kujat
Classroom Teacher
Special Education
Millington County Schools

Eric Lynch
Classroom Teacher
Special Education
Heartwood School
Ingham ISD

Jennifer Mallory
Classroom Teacher
Special Education
Saginaw ISD

Sandra McClennen
Psychologist (Retired)
Visual Impairment
Eastern Michigan University

Lisa Mclain-Monk
Classroom Teacher
Special Education and General Education
Napoleon Community Schools

Sherryl McLaughlin
Assistant Director of Special Education
Clarkston Public Schools

Robin Melvin
Principal
Allegan ISD

Heather Moore
Classroom Teacher
Special Education
Portage Public Schools

Cheryl Morand
Special Services Coordinator
Midland Public Schools

Deletha Motley
Special Education Director (Retired)
Detroit Public Schools

Deborah Norton
Curriculum Coordinator
Special Education and General Education
Rochester Community Schools

Marcia O'Brien
Principal
Heartwood School
Ingham ISD

Susan Ochs
Special Education Supervisor
Muskegon Area ISD

Sharon Packard
Classroom Teacher
Special Education
Ottawa Area ISD

Brian Pianosi
Principal
Special Education
Meadowview School
Charlotte School District

John Potter
Classroom Teacher (Retired)
General Education
East Lansing Public Schools

Jenay Prytula
Classroom Teacher
Special Education
Warren Woods Public Schools

Jeanne Quinlan
Assistant Principal
Special Education
Genesee ISD

Karen Rashewsky
Classroom Teacher
Special Education
Grand Rapids Public Schools

Marsha Reid
Classroom Teacher
Special Education and General Education
Novi Public Schools

Cindy Roessleer
Lewis Cass ISD

Melinda Sheldon
Classroom Teacher
Special Education and General Education
Tri-County Middle School

Jennifer Shelton
Assistant Principal
Special Education
Macomb ISD

Marti Sorvari
Assistant Principal (Retired)
Grand Rapids Public Schools

Bridgit Sova
Classroom Teacher
Special Education
Midland Public Schools

Maria Standal
Classroom Teacher
Special Education
Comstock Park Public Schools

Peg Steeh
Classroom Teacher
Special Education
Bloomfield Hills Public Schools

Sandra Steele
Transition Specialist
Special Education
Clare-Gladwin RESD

Robin Tensley-Wright
Assessment Specialist
Special Education and General Education
Detroit Public Schools

Maureen Thurlow
Principal
Special Education
Clare-Gladwin Day School

Janet Timbs
Transition Center Building Administrator
Special Education
Saginaw ISD

Larry Timm
Classroom Teacher
Special Education
Midland Public Schools

Vitas Underys
Classroom Teacher
Special Education
Farmington Public Schools

Diana VanDam
Classroom Teacher
Special Education
Comstock Park Public Schools

Brenda Vaughan
Classroom Teacher
Special Education and General Education
English Language Learners
Crawford AuSable School District

Michelle Wagner
Classroom Teacher
Special Education
Oak Park Public Schools

Barbara Whitman
MI-Access Coordinator
Special Education
Flint Public Schools

Joseph Yankee
Classroom Teacher
Special Education
Wing Lake Developmental Center

Peggy Yates
Classroom Teacher
Special Education
Alma Public Schools

Jennifer Zantow
Classroom Teacher
Special Education and General Education
Coleman Community School District

MDE

Peggy Dutcher
Manager, Assessment for Students with Disabilities
Office of Educational Assessment and Accountability

Vincent Dean
Assessment Consultant for Students with Disabilities
Office of Educational Assessment and Accountability

Ruth Anne Hodges
Mathematics Consultant
Office of School Improvement

Kevin Richards
Science Consultant
Office of School Improvement

Gale Sharpe
Language Arts Consultant
Office of School Improvement

Questar Assessment, Inc.

Jill Garnett
Special Project Coordinator

Sheila Potter
Vice President
Curriculum Services

Alison Peterson
MI-Access Contract Project Manager

Desiree Spikings
Mathematics Consultant

Consultants

Charles Allan
Mathematics Specialist
(Retired MDE mathematics consultant)

Linda Headley
President
Headley Pratt Consulting

Gerri Newnum
Assistant Superintendent
Independent Consultant (Retired)

Deb Rakas
Multimedia Specialist
Deb Rakas Production

Wayne Scott
Mathematics Consultant
(Retired MDE mathematics consultant)