MI Access™
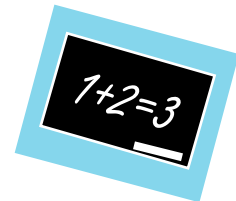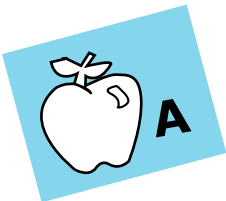Michigan's Alternate Assessment Program

Participation
Assessment Administrator Booklet
Item Samples - Grade 7

English Language Arts and Mathematics

A

1+2=3

Middle School
Grade 7

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

Assessment Administrator Name: _____

Circle one: Primary   Shadow

School Name: _____

MICHIGAN
Department of **Education**

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

Michigan Department of Education, Office of Educational Assessment and Accountability contact information can be found in the General Information section of the 2023 *MI-Access Supported Independence and Participation Test Administration Manual*.

Please note: Each selected-response item has additional instructions at the bottom of the page. These instructions contain important information about how to administer each item. In addition, possible adaptations for students who are blind or visually impaired are provided as suggestions to the Primary Assessment Administrator.

Adaptations for students who are blind and visually impaired must:
- measure the scoring focus that is provided for the item
- resemble the printed item as much as possible
- be determined by the Primary Assessment Administrator and communicated clearly to the Shadow Assessment Administrator

In general, the procedure for students who are blind or have visual impairments is as follows:
- Read the item and allow the student to feel a real or toy object or listen to a sound that represents any graphic presented in the stem (unless specifically instructed NOT to read the graphic in the stem). Then, read the question in the stem. Sometimes, a revised question is suggested to reflect the substituted objects or sounds.
- When giving the options, the assessment administrator takes the student's hand and allows him/her to feel the real or toy objects (or sets of objects) or to listen to a sound representation for each option as the labels are read (unless specifically instructed NOT to read the answer choice labels). Then, the assessment administrator reads the question again, if needed.
- For some items, a placeholder procedure will be suggested through which a communication device, a tactile or braille symbol, or a basic shape can be used for each option to indicate where a student should make a selection. Then, when giving the options, the assessment administrator could take the student's hand and, in sequence, hit the communication switches or touch the symbols/shapes that are being used as the placeholders while the answer choice labels are being presented orally.
- When selecting objects, sounds, or placeholders to use during the assessment, be sure to select ones that are familiar to the student and are easy to discriminate tactilely or auditorily.

Participation General Directions

- **NOTE:** This booklet is an assessment administrator booklet and is not intended for use by students. The assessment items are presented to students per the instructions in the *MI-Access Supported Independence and Participation Test Administration Manual.*

- Prior to administration, review the assessment items. The Participation assessment uses two item formats: selected-response and activity-based observation. All items are scored with the Participation Scoring Rubric. Learning how to apply the rubric correctly is very important to the reliability of the assessment. The *MI-Access Supported Independence and Participation Test Administration Manual* and the *MI-Access Supported Independence and Participation Administration and Scoring Rubrics Tutorial* (**www.mi.gov/mi-access**) both contain examples of how the rubric should be applied. In addition, the "Scoring Rubric Flow Chart" included in the manual explains when to give a student a score point or a condition code.

- All items are designed to assess the English language arts (ELA) and mathematics Essential Elements with Michigan Range of Complexity.

- Most answer choices for selected-response items require graphics. These have been provided as thumbnails on the page containing the item and as separate full-page (8½ x 11) student picture cards coded to the individual items for which they will be used. Prior to administration, review the items and corresponding picture cards to ensure that you have the correct ones for each item. When administering the assessments, these picture cards must be presented to the student two times in a different order, and the student must respond correctly both times in order to receive full credit. Both the *MI-Access Supported Independence and Participation Test Administration Manual* and the scoring rubrics tutorial provide detailed descriptions and examples of how to present items with student picture cards to the student.

- The activity-based observation items are designed to (1) reflect classroom activities with which students should be familiar, and (2) provide a performance context in which specific ELA and mathematics Essential Elements can be assessed. Review the item components, which include the actual activity that will be observed and the scoring focus.

- If possible, plan observation times when the item/activity may typically occur. While some activities will occur naturally in the classroom, others may require more detailed planning in order to observe the specific scoring focus. Prepare to adjust the instructional environment as needed.

- Plan for appropriate materials and any individualized communication or technology devices the student may need, such as augmentative communication devices and/or other specialized equipment. Keep in mind that any aids or materials used must be chronologically age appropriate and reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration).

- Persons involved in the assessment should follow universal health precautions when needed.

- Determine which two people will observe and score the items. A certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) must act as the Primary Assessment Administrator (PAA). Shadow Assessment Administrators (SAA) can also be certified staff or other school personnel (such as highly qualified paraprofessionals). Keep in mind that both PAAs and SAAs must (1) be familiar with the student, and (2) not impede or influence any interaction particular to the item.

- Both the PAA and the SAA will use the *MI-Access Assessment Administrator Scoring Documents* that were provided with the assessment materials. This is where the PAA and SAA will record the score point or condition code for each selected-response or activity-based observation item. Using a separate scoring document allows the PAA and SAA to **independently** and **simultaneously** score the student's response to each item. Once all of the items have been administered, the score points or condition codes recorded by the PAA and SAA must be transferred to the student's **online answer document** by the PAA. The scoring paper documents may be duplicated should additional copies be required (however, nothing within the assessment administrator booklet may be copied). These scoring documents, once completed, should be signed by the assessment administrator and kept on file in the district in the same location as the *Office of Educational Assessment and Accountability Security Compliance Form*. Please do **not** return the scoring documents with the assessment administrator booklets or student picture cards.
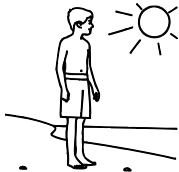
Section 1

English Language Arts

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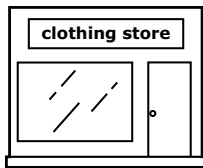
GO ON ▷

1   Before going to the beach, Steven makes a list of things to bring with him.

```
○ | Things to bring to the beach:
  | hat
  | sunscreen
  | towel
○ |
```

Where is Steven going?

the beach

the store

SCORING FOCUS: Use details to answer who, what, where, or when questions about narrative text

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	Use objects: Use a hat, sunscreen or sandals, and a towel, if available. Otherwise, just read the list to the student.
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use Placeholder: Use a placeholder object or a communication device/switch for each option. When the placeholder/switch is touched, the label is read to the student. If the student is familiar with braille, braille labels may be used.

GO ON ▷

2   Which one is a question?

This is my new hat.

Do you want some water?

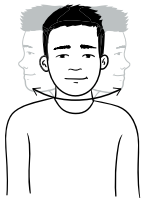**SCORING FOCUS:** Differentiate if a sentence is a statement or a question

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: Alternate adaptation: A. Use a hat. B. Use a cup of water. Use Placeholder: Use a placeholder object or a communication device/switch for each option. When the placeholder/switch is touched, the label is read to the student. If the student is familiar with braille, braille labels may be used.

GO ON ▷

3   A friend wants to give Mike some chips to eat.

What should Mike say to show he does not want the chips?
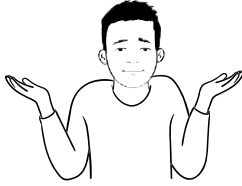
"I don't know."

"No, thank you."

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

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use Placeholder: Use a placeholder object or a communication device/switch for each option. When the placeholder/switch is touched, the label is read to the student. If the student is familiar with braille, braille labels may be used.

GO ON

4   Lana is very excited. Her cousins are coming to her house for a visit.

In this story, how does Lana probably feel?

happy

sad

SCORING FOCUS: Identify word/phrase that describes the feelings of a person/character

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use Placeholder: Use a placeholder object or a communication device/switch for each option. When the placeholder/switch is touched, the label is read to the student. If the student is familiar with braille, braille labels may be used.

GO ON ▷

Activity-Based Items:
General Instructions and Specialized Instructions for Students Who Are Blind or Visually Impaired

The "for example" section of each activity-based observation item is provided to help guide the assessment administrator to develop his or her own activity for the item that best matches the experiences of the student being assessed. This activity should follow what the first part of the item indicates the student will do, and the item should measure the scoring focus.

Please note that presenting the options twice for an activity-based observation item (as is required with selected-response items) may not always be appropriate. While it would be appropriate for a student to do so when presented with choices of pictures or objects, it may not be appropriate when testing a routine, a greeting, or when giving an opinion.

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

Item 5

ACTIVITY: During a social studies lesson, the student will correctly identify what is the same between two individuals within a short informational text. For example, after reading excerpts about George Washington and Abraham Lincoln from *President's Day* by Helen Frost, the assessment administrator could read aloud two sentence strips (such as "Both were United States presidents." and "Both became famous doctors.") and then say, "Please show (or tell) me which sentence tells how these two men are the same." [The student may respond verbally or select from the two sentence strips.]

SCORING FOCUS: Identify what is the same between two individuals

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Item 6

ACTIVITY: While preparing for a familiar daily routine, the student will appropriately communicate a simple request to complete the routine. For example, the assessment administrator could place an item required to complete a daily routine out of the student's reach, then model making a polite request (such as "Please help me get a pencil.") and then say, "Now, how would you ask me to help you get a tablet?". [The student may communicate the request for the needed supply verbally, via a communication system, or through gestures or sign language.]

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

GO ON ▷

Item 7

ACTIVITY: During an art activity, the student will select one detail that relates to a given topic. For example, the assessment administrator could indicate the given topic for making a collage (such as sports), then provide the student with two pictures (one related and one unrelated) and then say, "Which picture is about sports and can be used in your collage?"

SCORING FOCUS: Select a fact, detail, or other information related to a given topic

Section 2

Mathematics

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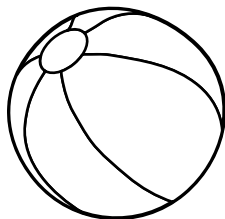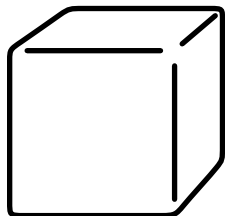
1 Which is a bill?

SCORING FOCUS: Differentiate coins and bills from each other and from other similar objects

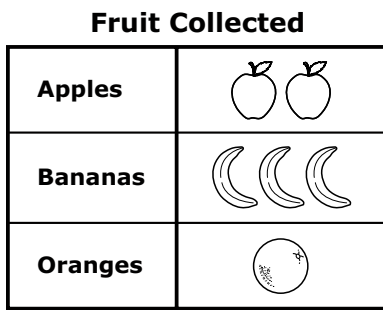| Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	Do not read/ describe graphics/ labels.	Use objects: A. Use a real quarter. B. Use a real bill of any denomination. Do not identify or describe the money used in the answer choices.

GO ON ▷

2   Which one is a cube?

SCORING FOCUS: Differentiate between round/circle and square or sphere and cube

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	Do not read/ describe graphics/ labels.	Use objects: A. Use a cube object, such as a block. B. Use a ball. Do not identify or describe the objects used in the answer choices.

GO ON ▷

3   Use this graph to answer the question.

Fruit Collected

Apples	🍎🍎
Bananas	🍌🍌🍌
Oranges	🍊

How many apples were collected?

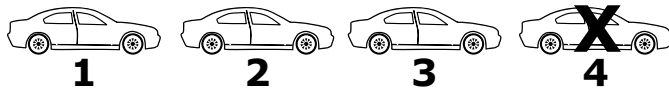| **3** |
|---|

2

SCORING FOCUS: Identify the quantity of data on a simple pictograph

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	Other: May read the title and text in the pictograph, but do not count or identify the quantity of fruits.	Use objects: Create a tactile array with 3 rows of familiar objects that are tactilely different in each row/category, such as 3 different fruits or 3 differently shaped blocks. First row: Use 2 objects, such as apples or circle-shaped blocks. Second row: Use 3 objects, such as bananas or square-shaped blocks. Third row: Use 1 object, such as an orange or a triangle-shaped block. Do not count or identify the quantity of objects in the array. Revise wording of stem: Revise the title of the graph and the stem question to match the objects being used.
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: Alternate adaptation: Use braille or tactile print numerals for each answer choice, if the student is familiar with these adaptations. Use Placeholder: Use a placeholder object or a communication device/switch for each option. When the placeholder/switch is touched, the label is read to the student. If the student is familiar with braille, braille labels may be used. Use other: The student may respond verbally or by using a communication device to answer the question.

GO ON ▷

4   Use this picture to answer the question.

Tony has four toy cars.

He gives one toy car to his friend.

How many toy cars does Tony have left?

SCORING FOCUS: Identify how much is "one more" or when one is "taken away"

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	Use objects: Use a set of 4 toy cars and demonstrate the action of subtracting 1 toy car from the set as the stem is read to the student.
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: A. Use 3 toy cars B. Use 1 toy car

GO ON ▷

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General Instructions and Specialized Instructions for Students Who Are Blind or Visually Impaired

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GO ON

Item 5

ACTIVITY: During an art activity, the student will correctly identify a shape that has no corners. For example, while making an abstract paint picture by stamping with differently shaped blocks or other objects, the assessment administrator could show the student a bottle cap, and say, "This bottle cap is round and has no corners." Then the assessment administrator could show the student a large button and a rectangular block, and say, "Which one has no corners?"

SCORING FOCUS: Differentiate between a shape that has corners and one that does not

Item 6

ACTIVITY: While preparing a daily schedule, the student will correctly identify when an activity is most likely to happen. For example, the assessment administrator could show the student a picture schedule with the morning and afternoon clearly marked, and say, "Where should we put breakfast on our schedule, in the morning or in the afternoon?"

SCORING FOCUS: Identify when activities are likely to happen

GO ON ▷

Item 7

ACTIVITY: During a mathematics lesson, the student will correctly recognize the next number in a sequence, limited to the numbers from "1" to "10". For example, the assessment administrator could write the numbers "1" through "4" in sequence on the whiteboard, saying the names of the numbers as they are written. Then the administrator could show the student two numbers ("5" and "7") written on the whiteboard or on individual cards and say, "Which number comes next—5 or 7?"

SCORING FOCUS: Recognize the number that comes next in a sequence

3rd

4th

5th

6th

7th

8th

11th

71

72

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