



Participation

Spring 2009

English Language Arts and Mathematics

High School

Grade 11

Official Released Items

MICHIGAN STATE BOARD OF EDUCATION
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The Grade 11 *Participation English Language Arts and Mathematics* assessment was administered for the first time in Spring 2007. The Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Spring 2009 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended High School Content Expectations (EHSCes), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Spring 2009 Grade 11 *Participation English Language Arts and Mathematics* assessment. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

English Language Arts Assessment Component	Number of Core Items	Number of Released Items	Number of Embedded Items
Accessing Information			5 (varies by assessment component)
Word Study	3	1	
Comprehension	3	1	
Expressing Ideas	4	1	
English Language Arts Item Subtotal	10	3	
English Language Arts Possible Points Subtotal*	60		
Mathematics Strand	Number of Core Items	Number of Released Items	Number of Embedded Items
Quantitative Literacy and Logic	8	2	5 (varies by strand)
Algebra and Functions			
Geometry and Trigonometry	2	1	
Statistics and Probability			
Mathematics Item Subtotal	10	3	
Mathematics Possible Points Subtotal*	60		
Total ELA and Mathematics Items	20	6	10
Total Possible Points	120		

*3 points/item Primary Assessment Administrator/item Shadow Assessment Administrator = 6 points possible/item

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Participation General Directions

- 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 *2008/2009 MI-Access Coordinator and Assessment Administrator Manual* and the *MI-Access Participation and Supported Independence (P/SI) Scoring Rubrics Online Learning Program* (www.mi-access.info) both contain examples on how the rubric should be applied. In addition, the "Scoring Rubric Flow Chart" included in the manual explains when to give a student a score point or a condition code.
- All items are designed to assess the English language arts (ELA) and mathematics Extended High School Content Expectations (EHSCEs), which link the assessments to the Michigan Curriculum Frameworks' Content Standards.
- All 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) picture cards coded to the individual items for which they will be used. Prior to administration, review the items and corresponding picture cards to ensure that you have the correct one for each item. When administering the assessments, these picture cards must be presented to the student two times in a different order, and the student must respond correctly both times. Both the MI-Access manual and the scoring rubrics online learning program provide detailed descriptions and examples of how to present items with 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 Michigan ELA and mathematics EHSCEs can be assessed. Review the item components, which include the actual activity that will be observed and the scoring focus.
- 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).
- 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.
- 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 SAA will need to tear or cut out their respective MI-Access Assessment Administrator Scoring Documents, which are located in the assessment booklet following the assessment items. 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 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 answer document using a Number 2 pencil.

Section 1

English Language Arts

STUDENT 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.

Item R1

ACTIVITY: The student will identify 3 words paired with pictures (from a set of 3 related and 3 unrelated words paired with pictures) associated with an instructional routine, such as book, pencil, or computer, during the preparation time for a class lesson.

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

Item R2

ACTIVITY: The student will correctly answer 3 questions related to a familiar personal hygiene/grooming task during the preparation time for daily grooming activities. Questions, such as where supplies are located, where the student completes the task, or what needs to be completed before/after the activity, may be used.

SCORING FOCUS: Responding to questions related to an assigned task

Item R3

ACTIVITY: The student will end the day with at least 1 polite expression to another person, such as “goodbye,” “see you later,” or “have a good night,” during the preparation time for dismissal.

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



Do Not Continue.

Section 2

Mathematics

STUDENT 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.

Item R1

ACTIVITY: The student will correctly choose which 1 of 2 options is needed to complete a familiar table setting routine. For example, the student could be shown a spoon and a fork and then asked, "Which one do we need?" to complete a table setting missing a spoon.

SCORING FOCUS: Identifying which of 2 choices is needed to solve a problem

Item R2

ACTIVITY: The student will correctly indicate which of 2 like objects is **bigger** when engaged in a familiar dressing routine. For example, the student could be shown a shoe for an adult and a shoe for a child, or a shirt for a person and a shirt for a doll and then asked, "Which one is **bigger**?"

SCORING FOCUS: Comparing size between 2 like objects

Item R3

ACTIVITY: At the conclusion of free time, play, or indoor recess, the student will demonstrate knowledge of two terms describing relative position (e.g., between, in, and out) by moving objects to their appropriate location as part of a clean-up activity, such as picking up or putting away materials, toys, or equipment, to specific locations using his/her individualized mobility mode or eye gaze.

SCORING FOCUS: Demonstrating knowledge of terms describing relative position such as between, in, and out



Do Not Continue.

Both the Primary Assessment Administrator (PAA) and the Shadow Assessment Administrator (SAA) will need to tear or cut out their respective MI-Access Assessment Administrator Scoring Documents. 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 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 answer document using a Number 2 pencil.

Student Name: _____

MI-Access Primary Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student answer document. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student answer document.

English Language Arts

Item R1

- 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

Item R2

- 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

Item R3

- 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

Mathematics

Item R1

- 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

Item R2

- 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

Item R3

- 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



Student Name: _____

MI-Access Shadow Assessment Administrator Scoring Document

Directions: *Tear or cut this document out of the assessment booklet.* Circle your scores for the student on this document, then transfer them to the student answer document. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student answer document.

English Language Arts**Item R1**

- 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

Item R2

- 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

Item R3

- 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

Mathematics**Item R1**

- 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

Item R2

- 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

Item R3

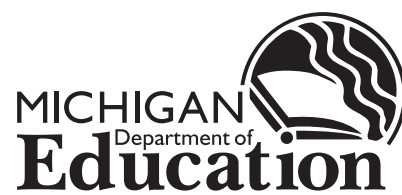
- 3 Responds correctly with no assessment administrator assistance
- 2 Responds correctly after assessment administrator provides verbal/physical cues
- 1 Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
- A Incorrect response
- B Resists/Refuses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



Below is a list of the Extended High School Content Expectations (EHSCE) for each released item found in this booklet. The chart contains the EHSCE code and a brief description of what is measured.

Full descriptions of the EHSCE contained in the chart below are available for review and download at www.mi.gov/mi-access.

English Language Arts		
Released Item Number	EHSCE Code	ASSESSMENT COMPONENT or Abbreviated Descriptor/Scoring Focus
		Word Study
R1	EHSCE.P.2.1.6b	Identifying frequently encountered words related to a specific task
		Comprehension
R2	EHSCE.P.2.2.3b	Responding to questions related to an assigned task
		Expressing Ideas
R3	EHSCE.P.1.3.7a	Responding to and/or communicating with a variety of audiences
Mathematics		
Released Item Number	EHSCE Code	STRAND or Abbreviated Descriptor/Scoring Focus
		Quantitative Literacy and Logic
R1	EHSCE.P.L1.2.4c	Identifying which of 2 choices is needed to solve a problem
R2	EHSCE.P.L3.1.1b	Comparing size between 2 like objects
		Geometry and Trigonometry
R3	EHSCE.P.G3.1.1b	Demonstrating knowledge of terms describing relative position



Michigan Department of Education
Office of Educational Assessment and Accountability
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909
877-560-8378
www.mi.gov/mi-access