

## Appendix A

### **Audio CD Versions of the MI-Access Functional Independence Assessments**

Audio CDs function somewhat differently from audiotapes. Therefore, assessment administrators may want to walk students through the following steps for effectively using audio CD versions of the Functional Independence assessments.

- CDs must be handled with great care. They will not work properly if they are damaged by fingerprints and scratches.
- If you need to temporarily stop the CD during the assessment, be sure to hit the "Pause" button. When the "Pause" button is hit, the CD will pause and can be restarted at the same place. If you hit the "Stop" button, most CD players will return to the beginning of the CD.
- CD track listings are posted on the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access) under "Assessment Window") and at the MI-Access Information Center ([www.mi-access.info](http://www.mi-access.info) under the "Manuals and Handbook" tab). These listings include a question number and a page number for each CD track. They may be printed out for use during the assessment.
- To avoid confusion, the CD tracks are set up so that the question number always corresponds with the track number on the CD. So, for example, question 11 is located on track 11.
- Please note that CDs may NOT be copied onto a computer hard drive, nor may any copies of the CDs be made.
- All CD versions of the assessments—as well as other accommodated versions—must be returned to the School MI-Access Coordinator along with the other used and unused assessment materials (except manuals and rulers). He or she will pass them along to the District MI-Access Coordinator for ultimate return to the MI-Access contractor.
- Audio versions of the Functional Independence assessments may ONLY be used in one-on-one assessment situations.

# Appendix B

## **General Directions for "Do Not Read Aloud" Items**

Although readers are a standard assessment accommodation on all MI-Access assessments, there are a number of items, or parts of items, that cannot be read aloud because doing so would give the answer away. Therefore, "Do Not Read Aloud" tables have been developed and included at the front of each MI-Access assessment booklet (if needed).

Following are descriptions—organized by content area—of the types of items where reading aloud would be considered a nonstandard accommodation.

### **English Language Arts**

- For all ELA word recognition items, the answer choices cannot be read aloud.
- For items where picture answer choices are NOT accompanied by words or labels, the answer choices cannot be named.

### **Mathematics**

- For all coin/money items, the coin(s) or bill(s) must never be identified by name. The item stem can be read, but the money must not be named.
- For all base 10 block items, only the item stem should be read, never the key or answer choices.
- For items where reading the numeral or corresponding word in either the item stem or answer choices would give the answer away, the answer choices cannot be read aloud. (See the example below.)

*Example:* What numeral represents the number seventeen?

- A) 7
- B) 17
- C) 27<sup>3</sup>

- Numbers in sequencing items (e.g., 8, 10, \_\_, 14, 16) cannot be read aloud.
- For sequencing items with numbers and pictures (e.g., coolers with cans of pop, sequences in charts), only the words can be read aloud.

<sup>3</sup> All examples of items in this appendix come from the sample assessment booklets posted on the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)) under "Functional Independence."

# APPENDIX B

- For sequencing items solely comprised of pictures/symbols (e.g., heart, circle, square, heart, circle, \_\_\_\_\_), only the words in the item stem can be read; pictures/symbols cannot be named. The same holds true for coin items.
- Keys cannot be read aloud.
- For Functional Independence, pictures in answer choices cannot be named aloud.
- For Participation and Supported Independence, the picture answer choices that are NOT accompanied by words or labels cannot be named.

## Science

- For items where picture answer choices are NOT accompanied by words or labels, the answer choices cannot be named.

# Appendix C

## ***Assessment Accommodation Summary Table***

The following information is excerpted from the actual assessment accommodation document approved by the State Board of Education in summer 2005 and revised in winter 2006. The difference is that only the columns and definitions relevant to MI-Access have been included here. The full accommodations table is available at the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access) under "Resources").

### ***Purpose of the Assessment Accommodation Summary Table***

The purpose of the following information is to provide Michigan educators, parents, and other interested parties a summary of the standard (S) and nonstandard (NS) accommodations for each state assessment included in the State Board of Education-adopted Michigan Educational Assessment System (MEAS). The MEAS includes the Michigan Educational Assessment Program (MEAP), MI-Access (Michigan's Alternate Assessment Program), and the English Language Proficiency Assessment (ELPA). In addition to the accommodations for the assessments included in the MEAS, the permitted (P) and not permitted (NP) assessment accommodations for the National Assessment of Educational Progress (NAEP) and the Michigan Merit Exam (MME) are provided. The permitted and not permitted accommodations for the NAEP are determined by the NAEP, and the permitted and not permitted accommodations for the MME are determined by the ACT (for the ACT portions of the assessment) and by the state (for the state portions of the assessment).

The summary table of assessment accommodations is to be used by educators as a reference to determine if an assessment accommodation that has been determined appropriate for the student is a standard or nonstandard accommodation for the MEAS, or is permitted or not permitted for the NAEP, the MME, or for English language learners. It is not to be used as a checklist for determining what assessment accommodations should be used for a student.

### **Assessment Accommodation Consequences – No Child Left Behind and Michigan Merit Award**

It is important to know whether an assessment accommodation is standard or nonstandard since it can have an impact on whether a school or district meets No Child Left Behind Adequate Yearly Progress (AYP). At the school, district, and subgroup (ethnicity, economically disadvantaged, English language learners, and Students with Disabilities) level, a minimum of 95% of the students enrolled in each of the grades being assessed must participate in the state's English language arts and mathematics assessments in order to make AYP. If a student uses a nonstandard assessment accommodation, the student will count as not assessed.

A standard assessment accommodation is one that does not change what the specific assessment is measuring. The score received by a student using a standard assessment accommodation would count when calculating NCLB participation rates. A nonstandard assessment accommodation does change what the assessment is measuring and, therefore, results in an invalid score. For example,

# APPENDIX C

the MEAP reading assessment is intended to measure how well a student can read through decoding. Therefore, if the reading passages and items are read to a student, it becomes a listening assessment and not a reading assessment. Another example is the use of a calculator on any portion of the MEAP mathematics assessments where calculators are not permitted. If a calculator is used on those portions of the test, it becomes a nonstandard assessment accommodation because it changes what the mathematics assessment is measuring. As a result, a student using a nonstandard assessment accommodation will not count as being assessed when calculating NCLB participation rates. Another consequence of using a nonstandard assessment accommodation is that the student will not be eligible for the Michigan Merit Award.

NOTE: Assessment accommodations not listed in the *Assessment Accommodation Summary Table* are considered nonstandard. State assessment scores accomplished by the use of them will not be eligible for the Michigan Merit Award. Furthermore, the student using them will not count as being assessed when calculating NCLB participation rates. For questions, call (517) 241-4416.

## Assessment Accommodation Summary Table Key\*

Office of Educational Assessment and Accountability (Winter 2006)

Terminology	Explanations
MI-Access	Michigan’s Alternate Assessment Program for Students with Disabilities
ELL	English Language Learners
MI-Access FI	MI-Access Functional Independence Assessment
MI-Access SI	MI-Access Supported Independence Assessment
MI-Access P	MI-Access Participation Assessment
IEP	Individualized Education Program
S	Standard assessment accommodation
NS	Nonstandard assessment accommodation
P	Permitted assessment accommodation
NP	Not permitted assessment accommodation
NA	Not applicable

\* for MI-Access only

# APPENDIX C



## Assessment Accommodation Summary Table\*

Office of Educational Assessment and Accountability (Winter 2006)

Accommodation	MI-Access		
	FI	SI	P
<b>A. Timing/Scheduling</b>			
1. Extended assessment time within reason (approximately 1 ½ times the estimated assessment time)	S	S	S
2. Frequent or appropriate supervised breaks	S	S	S
3. Administration of the assessment at a time most beneficial to the student, with appropriate supervision	S	S	S
4. Clock or method of informing students of remaining time	S	S	S
<b>B. Setting</b>			
5. Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	S	S	S
6. Administration of the assessment in a Bilingual/English as a Second Language (ESL) setting	S	S	S
7. Administration of the assessment in a special education setting	S	S	S
8. Provision for assessment administration at home when student is homebound or in a care facility when medically necessary, with appropriate supervision by a school district professional	S	S	S
9. Administration of assessment in a distraction free space or alternate location (e.g., separate room, or location within the room) with appropriate supervision	S	S	S
10. Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional	S	S	S
11. Administration of the assessment in a small group	S	S	S
12. Administration of the assessment individually	S	S	S
13. Tools to assist with concentration	S	S	S
14. Qualified person familiar to the student administers the assessment	S	S	S
15. Appropriate seating, special lighting, or furniture	S	S	S
16. Able to move, stand or pace during assessment in a manner where others work cannot be seen and is not distracting to others	S	S	S
17. Background music or noise buffers	S	S	S
<b>C. Presentation</b>			
18. Use of bilingual word-for-word nonelectronic translation glossary for English language learners	S	S	S
19. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS

\* for MI-Access only

# APPENDIX C

**Assessment Accommodation Summary Table\***  
Office of Educational Assessment and Accountability (Winter 2006)

Accommodation	MI-Access		
	FI	SI	P
20. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English language arts	NS	NA	NA
21a. Use of screen reader for English language arts reading assessment	S	NA	NA
22. Use of an abacus	S	S	S
23. Use of arithmetic tables	NS	S	S
24. Use of actual objects for English language arts, mathematics and science (e.g., coins, bills, blocks, etc.)	S	S	S
25. Use of manipulatives for mathematics assessments, such as base 10 blocks	S	S	S
26. Use of state-produced video or audio version of assessment, for English language learners, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the content areas of mathematics, science, and social studies. Also the writing section of the MEAP ELA; MI-Access ELA (Expressing Ideas) assessment; or the ELPA Listening, Writing, and Speaking sections	S	S	S
27. Use of state-produced video or audio version of the assessment, for English language learners, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the reading components of the English language arts assessment and ELPA	S	NA	NA
28. Use of state-produced video or audio version, for English language learners, of the mathematics, science, or social studies assessments read in Arabic or Spanish for a student whose dominant language is Arabic or Spanish and who is determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting	S	NA	NA
29. Reading all directions to the student in the student's native language, provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels and provided that the student is receiving bilingual instruction (e.g., transitional, two-way or dual language) using the student's native language in the school setting	S	S	S
30. Provision for student restatement of directions in the student's own words	S	S	S
31. Students asking for clarification of directions	S	S	S
32. Directions provided using sign language	S	S	S
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S

\* for MI-Access only

# APPENDIX C

**Assessment Accommodation Summary Table\***  
Office of Educational Assessment and Accountability (Winter 2006)

Accommodation	MI-Access		
	FI	SI	P
34. Administration of the assessment by person familiar to the student	S	S	S
35. Any assessment administration not directly supervised by a school district professional	NS	NS	NS
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NA	NA	NA
37. Administer assessment sections in any order for English language arts, science, and social studies (MEAP only)	S	S	S
38. Administer assessment sections in any order for Mathematics	S	S	S
39. Read/repeat directions to the student exactly as worded in the assessment booklet	S	S	S
40. Emphasis on key words in directions	S	S	S
41. Provide visual, auditory, or physical cues to student to begin, maintain, or finish task	S	S	S
42. Reading aloud the MEAP reading components of the ELA assessment, the MI-Access accessing print/information assessment to the student, or the ELPA reading section	S	S	S
43. Reading aloud the MEAP mathematics, science, and social studies assessments or the MI-Access mathematics or science assessments	S	S	S
44. Reading of mathematics, social studies, and science assessment content and questions to a student in the student's native language, provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting	S	S	S
45. Sign the mathematics, science and social studies assessments	S	S	S
46a. Sign the English language arts assessments	S	S	S
47. Use of a page turner	S	S	S
48. Placement of teacher/proctor near student	S	S	S
49. Use of rulers as provided by the state	S	S	S
50. Use of adapted rulers, protractors, Braille and large print rulers, and protractors	S	S	S
51. Use of list of formulae as provided by the state	NA	NA	NA
52. Use of calculator/talking calculator on the noncalculator sections of the mathematics assessment (MEAP only)	NA	NA	NA
53. Use of calculator/talking calculator on the calculator-permitted sections of the mathematics assessment (MEAP only)	NA	NA	NA

\* for MI-Access only

# APPENDIX C

## Assessment Accommodation Summary Table\*

Office of Educational Assessment and Accountability (Winter 2006)

Accommodation	MI-Access		
	FI	SI	P
54. Use of a calculator on the MI-Access science and mathematics assessments	S	S	S
55. Use of magnification devices	S	S	S
56. Use of auditory amplification devices or special sound systems	S	S	S
57. Use of closed circuit television	S	NA	NA
58. Student's use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides	S	S	S
59. Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)	S	NA	NA
60. State-produced Braille and enlarged print versions of assessment	S	NA	NA
61. State-produced audio versions of the assessments	S	NA	NA
<b>D. Response</b>			
62. Responding in the student's native language to the constructed response items on assessments	NS	NA	NA
63. Oral responses	S	S	S
64. Use of a scribe for constructed response items (student must indicate punctuation, format, and spell all key words) for ELA assessments	S	NA	NA
65. Use of a scribe for constructed response items for mathematics, science, and/or social studies assessments	S	NA	NA
66. Student dictates responses into a tape recorder and teacher transcribes response exactly as dictated for mathematics, science, and social studies assessment constructed response items	NA	NA	NA
67a. Respond in sign language for English language arts	S	S	S
68. Respond in sign language for mathematics, science and social studies assessments	S	S	S
69. Use of augmentative communication devices	S	S	S
70. Use of computer or word processor with spell check, thesaurus, and grammar check disabled for ELA assessment	S	S	S
71. Use of computer or word processor with spell check, thesaurus and grammar check NOT disabled for mathematics, science, and social studies	NA	NA	NA
72. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S
73. Use of Braillewriter	S	S	S
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	S

\* for MI-Access only

# APPENDIX C

## Assessment Accommodation Summary Table\*

Office of Educational Assessment and Accountability (Winter 2006)

Accommodation	MI-Access		
	FI	SI	P
75. Adapted paper, lined, or grid paper for recording answers	S	S	S
76. Use of computers with alternative access for an alternative response mode	S	S	S
77. Use of speech-to-text word processor for responses for English language arts and ELPA with spell check, thesaurus, and grammar check disabled	NS	NS	NS
78. Use of speech-to-text word processing for mathematics, science and social studies	S	S	S
79. Use of alternative writing position	S	S	S
80. Use of special adaptive writing tools such as pencil grip or larger pencil	S	S	S
81. Write directly in assessment booklet	S	NA	NA

\* for MI-Access only

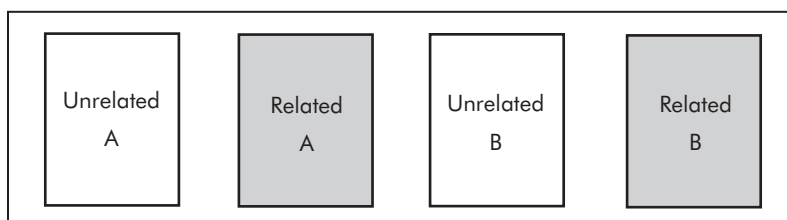
# Appendix D

## **Presentation Methods for English Language Arts Items Using Words Paired With Pictures**

A number of ELA assessment items involve properly selecting 1, 2, or 3 words paired with pictures. There are several different methods that can be used to administer these types of items depending on the number of words the student must identify.

- **Selecting One Word/Picture From a Set of Four:** If the item requires the student to correctly identify 1 word/picture from a set of 4 words/pictures (with 2 related words/pictures and 2 unrelated words/pictures), the PAA must present all 4 words/pictures to the student at the same time. From that set of words/pictures, the student will correctly select 1 related word/picture. (See Figure 9.) This type of item is most common at the elementary level.

Figure 9



If a student is unable to select a word/picture due to physical limitations, this type of item may be presented to the student for "yes/no" selection. With the 4 items visually accessible to the student and presented as shown in Figure 9, the PAA may show the student each card and ask if it is a correct choice (starting with an unrelated word/picture and continuing in an alternating pattern). The student must correctly identify (by indicating "yes" or "no") 1 related word/picture. When the student has correctly identified a related word/picture, the assessment portion of the activity is finished. If the student indicates "yes" for an unrelated word/picture or "no" for a related word/picture, the response is incorrect and should be scored accordingly.

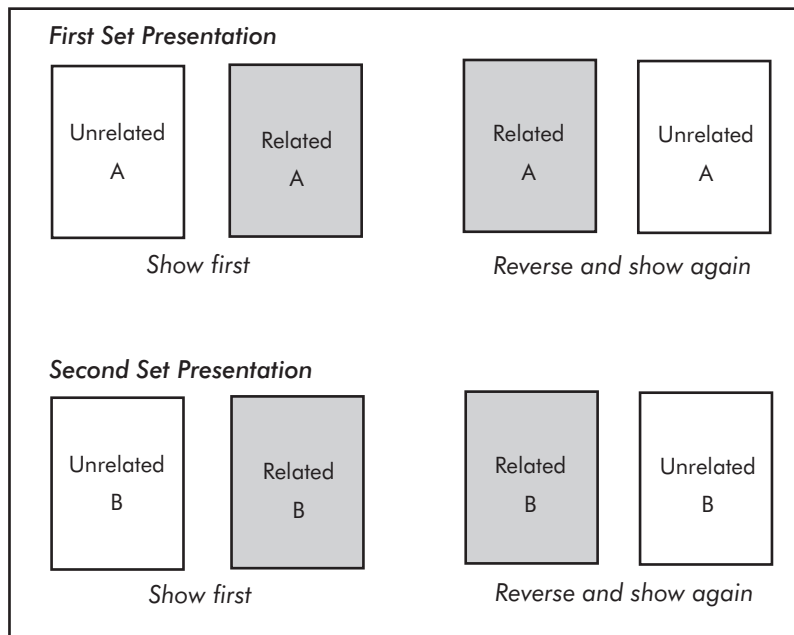
- **Selecting Two Words/Pictures From a Set of Four:** If the item requires the student to correctly identify 2 words/pictures from a set of 4 words/pictures (with 2 related words/pictures and 2 unrelated words/pictures), the PAA may present all 4 words/pictures at the same time or present 2 sets of 2 words/pictures (with 1 related and 1 unrelated word/picture in each set). The different presentation styles, however, have different requirements. If the student is presented with all 4 words/pictures at the same time, he or she will need to select both of the correct words/pictures consecutively without error. (See Figure 9.)

With this presentation style, if a student is unable to select a word/picture due to physical limitations, the item may be presented to the student for "yes/no" selection. With the 4 (2 related

# APPENDIX D

and 2 unrelated) words/pictures visually accessible to the student and presented as shown in Figure 10, the PAA may show the student each card and ask if it is a correct choice (starting with an unrelated word/picture.) The student must correctly identify (by indicating "yes" or "no") 2 related words/pictures. If the student indicates "yes" for an unrelated word/picture or "no" for a related word/picture, the response is incorrect and should be scored accordingly. In this presentation format, the student must answer "yes" or "no" to all 4 cards.

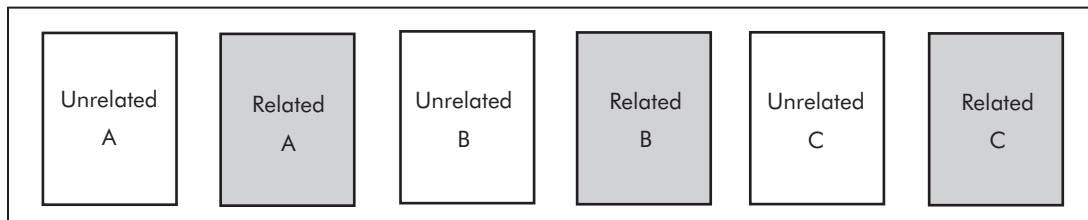
Figure 10



If, however, the student is presented with 2 sets of 2 words/pictures (1 related and 1 unrelated in each set), he or she will need to (1) identify the correct answer from the first set, and (2) identify the correct answer again from the first set but with the position of the words/pictures reversed. (See Figure 10.) If the student answers incorrectly after the first set, the assessment portion of the activity is finished (although the instructional lesson can continue if the activity is taking place in the context of a daily routine). If the student answers correctly, the PAA should continue with the second set, asking the student to (1) identify the correct answer from the second set, and (2) identify the correct answer again from the second set but with the position of the words/pictures reversed. The reason for reversing the positions of the words/pictures is to make sure the student is intentionally selecting the correct word/picture and not merely responding to a dominant side or selecting the word/picture by chance.

- **Selecting Three Words/Pictures From a Set of Six:** If the item requires the student to correctly identify 3 words/pictures from a set of 3 related and 3 unrelated words/pictures, the PAA can present all 6 words/pictures at the same time or present them in 3 sets of 2 words/pictures (1 related and 1 unrelated in each set). The different presentation styles, however, have different requirements. If the student is presented with all 6 words/pictures at the same time, he or she will need to select the 3 correct words consecutively without error. (See Figure 11.)

Figure 11

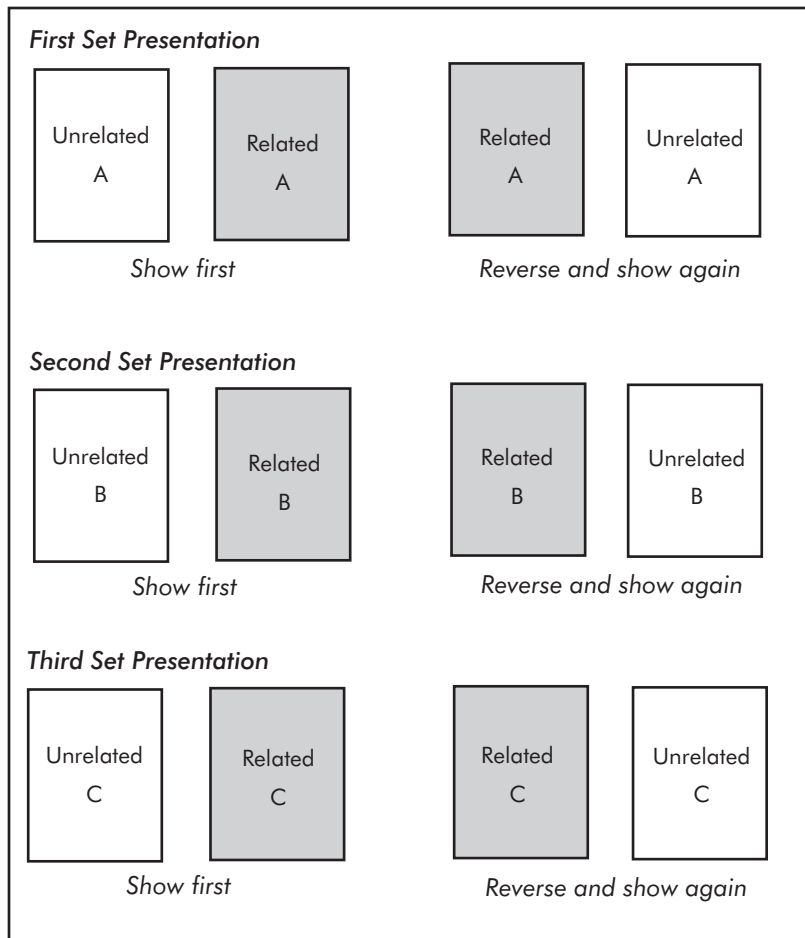


# APPENDIX D

With this presentation style, if a student is unable to select a word/picture due to physical limitations, the item may be presented to the student for "yes/no" selection. With the 6 (3 related and 3 unrelated) items visually accessible to the student and presented as shown in Figure 11, the PAA may show the student each card and ask if it is a correct choice (starting with an unrelated word/picture). The student must correctly identify (by indicating "yes" or "no") 3 related words/pictures. If the student indicates "yes" for an unrelated word/picture or "no" for a related word/picture, the response is incorrect and should be scored accordingly. In this presentation format, the student must answer "yes" or "no" to all 6 cards.

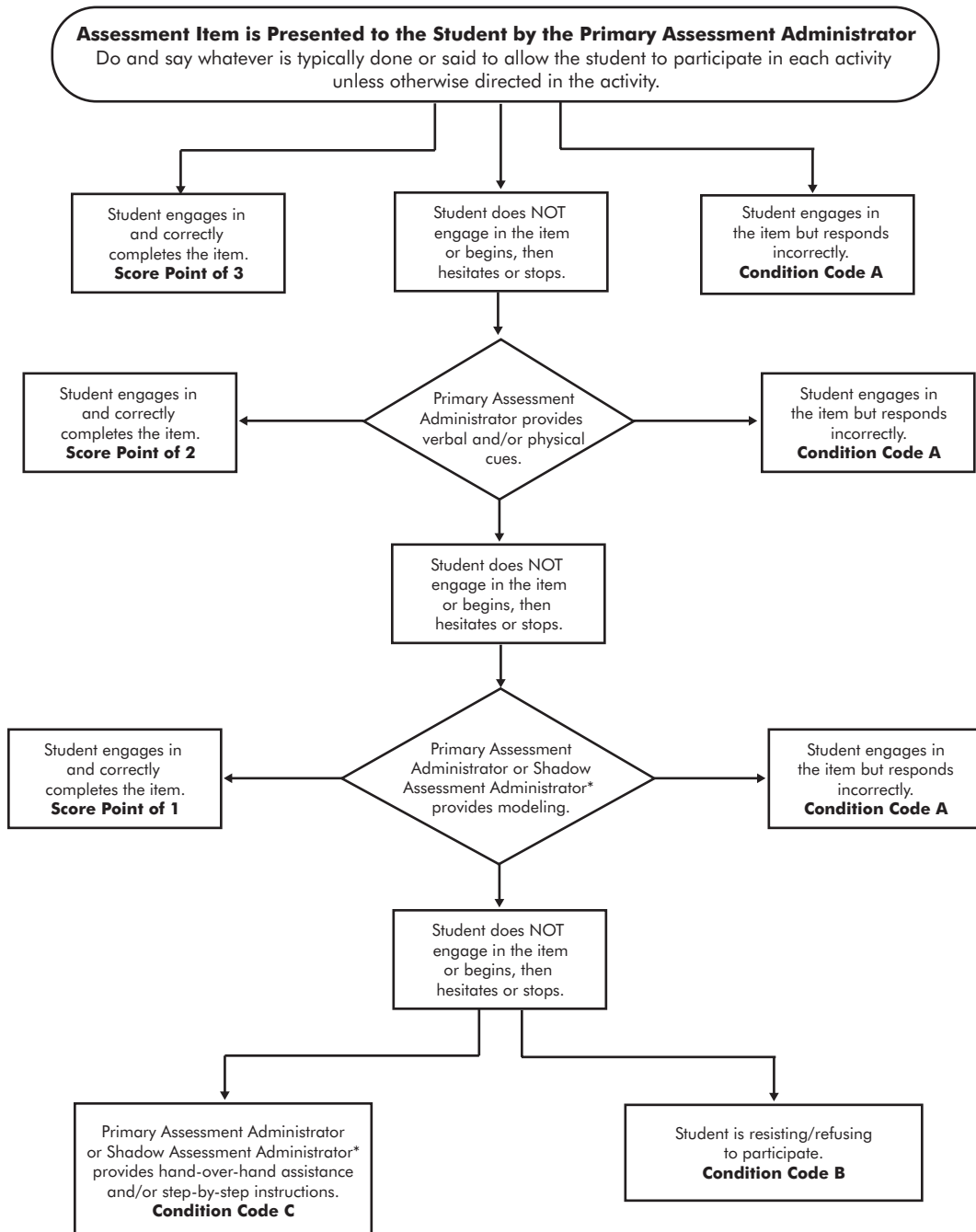
If, however, the student is presented with 3 sets of 2 words/pictures (1 related and 1 unrelated in each set), he or she will need to (1) identify the correct answer from the first set, and (2) identify the correct answer again from the first set but with the position of the words/pictures reversed. (See Figure 12.) If the student answers incorrectly after the first set, the assessment portion of the activity is finished. If the student answers correctly, the PAA should continue with the second set, asking the student to (1) identify the correct answer from the second set, and (2) identify the correct answer again from the second set but with the position of the words/pictures reversed. If the student answers incorrectly after the second set, the assessment portion of the activity is finished. If the student answers correctly, the PAA should continue with the third set, asking the student to (1) identify the correct answer from the third set, and (2) identify the correct answer again from the third set but with the position of the words/pictures reversed.

**Figure 12**



## Appendix E

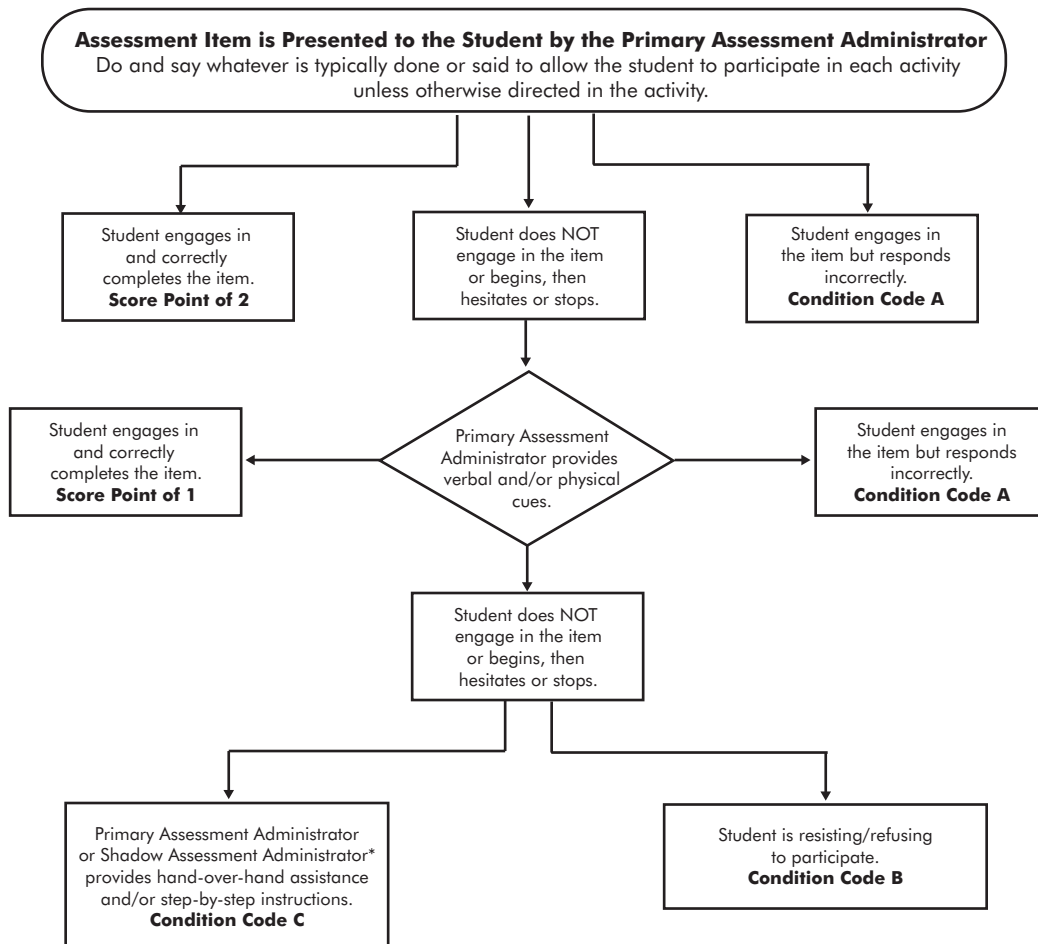
### Participation Scoring Rubric Flow Chart



\* If directed to do so by the Primary Assessment Administrator.

## Appendix F

### Supported Independence Scoring Rubric Flow Chart



\* If directed to do so by the Primary Assessment Administrator.

# Appendix G

## **Participation Scoring Rubric Score Point and Condition Code Definitions**

Following are definitions for the terms used in the score points and condition codes that comprise the MI-Access Participation scoring rubric. Some definitions are accompanied by examples of how to apply them, using sample assessment items that are available for public use.

**NOTE:** There may be assessment items in which students with physical limitations and or sensory impairment know how to complete an assessment item correctly, but cannot do so—because of their disability—without physical help from another individual. Providing physical assistance in these cases should NOT adversely affect a student's score if he/she is capable of directing and then receiving the requested assistance. For example, if a student in a wheelchair is cognitively able to demonstrate his or her understanding of maps and directions by navigating through the school building to designated locations but he or she needs help to move the wheelchair or open and close doors, the student should not be penalized (or given a lower score) if he or she can direct another person on where to go and when to open and close the doors.

### **Score Point 3**

**Correct with No Assessment Administrator Assistance:** The student correctly answers/engages in the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

### **Score Point 2**

**Verbal and/or Physical Cues:** The student does not answer/engage in the item or begins then hesitates or stops, necessitating prompting—or cues—from the PAA to encourage the student to start, continue effort, or get back on track. Verbal and/or physical cues include prompting to continue (e.g., saying "good," "keep going," "what's next," or "show me your answer;" pointing to the area where picture cards are located or where a task is to be completed; or touching the student's arm to bring him/her back on task). The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal AND physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (e.g., saying "keep going" while touching the student's arm to bring him/her back on task). Verbal/physical cues, however, must not give the answer away, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

### **Score Point 1**

**Modeling:** The student does not answer/engage in the assessment item after being provided verbal and/or physical cues, necessitating the PAA, or the SAA if asked, to demonstrate the correct completion of the assessment item in a manner that permits the student to observe what he or she is being asked to accomplish, short of hand-over-hand assistance.

# APPENDIX G

## **Examples of Modeling**

- **English Language Arts**

The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student appears not to understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated, or modeled, by having the PAA and the SAA complete the communication exchange, thereby showing the correct process. Following modeling, the PAA would once again attempt to complete the item with the student.

- **Mathematics**

The student might be asked to complete a sequence by passing a therapy ball back and forth with the PAA. If the student appears not to understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated, or modeled, by having the PAA and the SAA pass the ball back and forth, thereby showing the correct sequence. Following modeling, the PAA would once again attempt to complete the item with the student.

- **Science**

In a selected-response item, the student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA could ask the SAA the question and the SAA would point to the correct answer, thereby modeling what the student is being asked to do. Following modeling, the PAA would once again attempt to complete the item with the student.

### **Condition Code A**

**Incorrect Response:** The student provides a response that is incorrect after he or she has engaged in the assessment item.

### **Condition Code B**

**Resists/Refuses:** The student resists and/or refuses to answer/engage in the item.

### **Condition Code C**

**Step-by-Step Directions:** Specific step-by-step verbal/signed/pictorial instructions provided to the student in order to inform him/her how to complete the task. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his or her response.

# APPENDIX G

## **Examples of Step-by-Step Directions**

- **English Language Arts**

The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the verbal exchange (i.e., telling the student what needs to be said next).

- **Mathematics**

If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the activity. For example, an assessment item might call for a student to perform a specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (i.e., if the student is being observed performing 20 sit-ups, he or she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," etc.).

- **Science Selected Response**

The student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is frog, so point to the frog."

- **Science Activity-Based Observation**

The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (e.g., "Show me where your hand is," or "Point to your hand"). If the student has not responded to verbal and/or physical cues or modeling, the PAA might touch the student's hand and say, "This is your hand. Point to your hand."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

**Hand-over-Hand Assistance:** Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when a student requires an assessment administrator to physically guide him or her through each step of the item or activity. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his or her response.

# APPENDIX G

## **Examples of Hand-over-Hand Assistance**

- **English Language Arts**

An assessment item might require a student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through the process of selecting the correct word or picture.

- **Mathematics**

An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through each portion of the sequence.

- **Science Selected Response**

The student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is frog." He/she would then pick up the student's hand and use it to point to the frog.

- **Science Activity-Based Observation**

The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (e.g., "Show me where your hand is," or "Point to your hand"). If the student has not responded to verbal and/or physical cues or modeling, the PAA might pick up the student's right hand and say, "This is your hand." Then, he/she might use the student's left hand to point to the right hand, or wave the student's right hand to indicate it is the answer.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

# Appendix H

---

## ***Supported Independence Scoring Rubric Score Point and Condition Code Definitions***

Following are definitions for the terms used in the score points and condition codes that comprise the MI-Access Supported Independence scoring rubric. Some definitions are accompanied by examples of how to apply them, using sample assessment items that are available for public use.

### **Score Point 2**

**Correct with No Assessment Administrator Assistance:** The student correctly answers the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

### **Score Point 1**

**Verbal and/or Physical Cues:** The student does not attempt to answer the item or begins then hesitates or stops, necessitating prompting—or cues—from the PAA to encourage the student to start, continue effort, or get back on track. Verbal and/or physical cues include prompting to continue (e.g., saying "good," "keep going," "what's next," or "show me your answer;" pointing to the area where the task is to be completed; or touching the student's arm to bring him/her back on task). The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal AND physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (e.g., saying "keep going" while touching the student's arm to bring him/her back on task). Verbal/physical cues, however, must not give away the answer, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

### **Condition Code A**

**Incorrect Response:** The student provides an incorrect response after he/she has engaged in the assessment item.

### **Condition Code B**

**Resists/Refuses:** The student resists and/or refuses to respond to the item.

### **Condition Code C**

**Step-by-Step Directions:** Specific step-by-step verbal/signed/pictorial instructions provided to the student in order to inform him/her how to answer the question. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

# APPENDIX H

## **Examples of Step-by-Step Directions**

- **English Language Arts**

The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the verbal exchange (i.e., telling the student what needs to be said next).

- **Mathematics**

If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the activity. For example, an assessment item might call for a student to perform a specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (i.e., if the student is being observed performing 20 sit-ups, he or she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," etc.).

- **Science**

The student might be asked to indicate which animal is a reptile (a turtle, a frog, or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is turtle, so point to the turtle."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

**Hand-over-Hand Assistance:** Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when a student requires an assessment administrator to physically help him/her answer the item. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

## **Examples of Hand-over-Hand Assistance**

- **English Language Arts**

An assessment item might require a student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through the process of selecting the correct word or picture.

# APPENDIX H

- **Mathematics**

An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through each portion of the sequence.

- **Science**

The student might be asked to indicate which animal is a reptile (a turtle, a frog, or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is turtle." He/she would then pick up the student's hand and use it to point to the turtle.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

# Appendix I

## **Passage Readability: English Language Arts Accessing Print—Text Comprehension**

The readability target for all narrative, expository, and functional reading passages has been determined by the professional judgment of the MI-Access Functional Independence Assessment Plan Writing Team, item writers, content editors, and item-review committees composed of Michigan educators.

In addition, the Degrees of Reading Power® (DRP®) software has been used to analyze the difficulty levels of passages. All Text Comprehension passages are written to approximate the following word count and DRP ranges:

<b>Grades</b>	<b>Difficulty Level</b>	<b>Narrative Length (number of words)</b>	<b>Informational/Functional Length (number of words)</b>
3	35-45 DRP units	200-275	100-175
4/5	40-50 DRP units	225-300	150-225
6/7/8	45-55 DRP units	250-325	200-275
11	50-60 DRP units	275-350	250-325

Readability is a systematic method—typically embodied in one formula or another—of quantifying the differences that educators intuitively know exist in written materials. While there are many different formulas for measuring readability (e.g., Dale-Chall, Fleisch-Kincaid), all, or nearly all, include the following features of text: word length, sentence length, and the frequency of word use in the language as a whole. This last feature, referred to as word frequency, can be known from the many counts of words in English that have been made over the years. While many of these features are related to one another—for example, the tendency of shorter words to also be words that occur with higher frequency—each feature makes its own contribution to the various formulas and, therefore, to the measures that each formula provides of readability. While the many formulas share features in common, each has been developed to serve slightly different purposes.

The DRP approach to readability makes use of many of the surface, countable features of text mentioned above to measure readability. DRP readability values reflect the important features of text that will interact with a student’s reading ability to determine the likelihood of success in reading comprehension. Because DRP values are based upon such things as word length, word frequency, and sentence length, they also reflect the semantic (i.e., vocabulary) and syntactic challenges that students will confront and will need to master if they are to become successful readers.

# APPENDIX I

## Passage Readability: English Language Arts Accessing Print— Text Comprehension (cont'd)

In order to illustrate the DRP readability scale, the table below provides selected titles that might be used at various MI-Access Functional Independence grade levels, along with their DRP readability values. The selections are mostly award winners, popular titles, and newer copyrights.

Grades	Difficulty Levels	Selections
<b>3</b>	<b>33 DRP units</b>	<i>One Fish, Two Fish, Red Fish, Blue Fish</i> , Dr. Seuss
	<b>37 DRP units</b>	<i>Clifford, the Big Red Dog</i> , Bridwell
	<b>41 DRP units</b>	<i>Frog and Toad Together</i> , Lobel (Newbery Honor) <i>Strong to the Hoop</i> , Coy (32 pgs)
<b>4/5</b>	<b>42 DRP units</b>	<i>What a Trip</i> , Amber Brown, Danziger <i>Teach Us</i> , Amelia Bedelia, Parish
	<b>45 DRP units</b>	<i>Tales of a Fourth Grade Nothing</i> , Blume <i>Train to Somewhere</i> , Bunting (Children’s Notable—Middle Readers) <i>Superfudge</i> , Blume
	<b>48 DRP units</b>	<i>Because of Winn-Dixie</i> , DiCamillo <i>The Middle Moffat</i> , Estes (Newbery Honor)
<b>6/7/8</b>	<b>47 DRP units</b>	<i>Toning the Sweep</i> , Johnson (Coretta Scott King Award) <i>Somewhere in the Darkness</i> , Myers (Boston Globe-Horn Honor, Coretta Scott King Honor, Newbery Honor)
	<b>49 DRP units</b>	<i>Holes</i> , Sachar (Boston Globe-Horn Award, National Book Award, Newbery Medal) <i>My Louisiana Sky</i> , Holt (Boston Globe-Horn Honor, Children’s Notable-Older Readers, Josette Frank Award)
	<b>53 DRP units</b>	<i>A Girl Named Disaster</i> , Farmer (Newbery Honor) <i>Postcards from No Man’s Land</i> , Chambers (Michael L. Printz Award)
	<b>48 DRP units</b>	<i>The Cuckoo’s Child</i> , Freeman (Children’s Book Award) <i>Miracle’s Boy</i> , Woodson
<b>11</b>	<b>52 DRP units</b>	<i>Before We Were Free</i> , Freeman (Children’s Notable-Older Readers) <i>Hope Was Here</i> , Bauer (National Book Award)
	<b>55 DRP units</b>	<i>The Amber Spyglass</i> , Pullman (Children’s Notable-Older Readers) <i>Kit’s Law</i> , Morrissey (Alex Award)

Degrees of Reading Power and DRP are registered trademarks of Questar Assessment, Inc.

## Appendix J

### English Language Arts Expressing Ideas Scoring Rubric

#### Scoring Rubric - Grade 3-8 and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student’s prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student’s prior knowledge and experience are (1) clearly present in the drawing, (2) present in the drawing and enhanced through written explanation by the student and/or oral explanation transcribed by the assessment administrator, or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing, (2) mostly present in the drawing and supported through written and/or transcribed oral explanation, or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing, (2) present in the drawing and supported through minimal written and/or transcribed oral explanation, or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

**Not ratable if:**

**A** — off topic, **B** — illegible, **C** — written in a language other than English, **D** — blank/refused to respond