

2021 Michigan School Testing Conference

Update on MI-Access (Clinic D4)

Michigan School Testing Conference

February 18, 2021

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MI-Access Changes for 2021



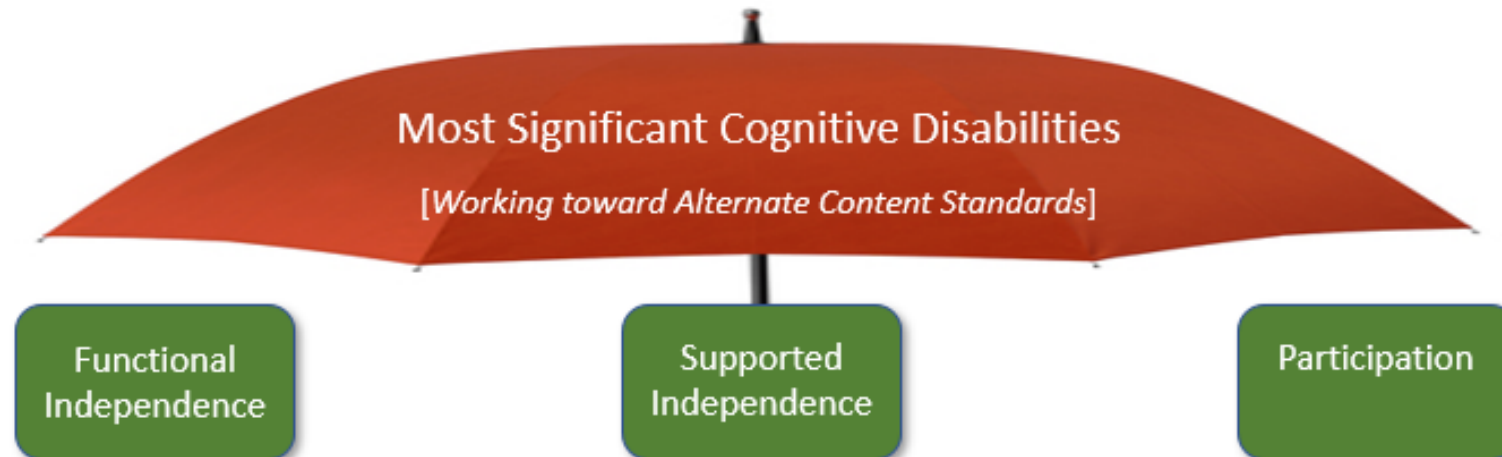
What's New is Still New This Year!!

- Supported Independence Adaptations for Read Aloud and Visually Impaired
- DRC site formerly known as “eDIRECT”, has been changed to "DRC INSIGHT Portal.”
- The "Test Site Manager" (TSM) has been changed to "Central Office System" (COS). The COS helps manage network for FI online testing.

Who Takes MI-Access?



- MI-Access is designed for students with the **most significant** cognitive disabilities, who are working toward **alternate** content expectations.
- Within this population of students, MI-Access is further broken down into three levels by student population:






Assessment Selection Resources



www.Michigan.gov/mi-access

Assessment Training and Resources for Educators

- Supported Independence and Participation Scoring Rubric Training
Access at the Michigan Virtual Learning Platform and enter "MI-Access" in the search box, and select "Training: Participation and Scoring Administration."
- Test Coordinator Resources
 - List of Important Dates, Test Administration Manuals, Student Support and Accommodations, Assessment Security and more Resources for all State Assessments on one page.
- Assessment Security Training Information 
- MI-Access Test Administration Training Video
- Assessment Selection Guidelines Training
- Assessment Selection Interactive Decision-Making Tool
- Assessment Coordinator Training Guide
- Functional Independence (FI) Assessment Administration Flow Chart 
- Participation (P) and Supported Independence (SI) Assessment Administration Flow Chart 

Alternate Content Expectations



English/Language Arts

Essential Elements with Michigan
Range of Complexity

Mathematics

Essential Elements with Michigan
Range of Complexity

Science

Michigan defined Essential
Elements with Range of Complexity
2007 Legacy Extended Benchmarks

Social Studies (FI only)


Extended Grade-Level Content
Expectations and Extended High
School Content Expectations

Where are the alternate content expectations found?



Step 1: www.Michigan.gov/mi-access

MDE / STUDENT ASSESSMENT / MI-ACCESS



MI-Access is Michigan's alternate assessment system and is designed for students who have, or function as if they have, significant cognitive impairments, and whose IEP (Individualized Education Program) Team has determined that **General Assessments**, even with accommodations, are not appropriate. MI-Access satisfies the federal requirement that all students with disabilities be assessed at the state level.

MI-Access is based on **Michigan's alternate content standards** for English language arts, mathematics, science and social studies.

IEP teams must follow the **guidelines for participation in MI-Access**. When any level of MI-Access is selected as the state level assessment for any student, schools must provide the parents/guardians of that student: 1) information regarding the academic achievement standards on which their performance will be measured, and 2) how participation in this assessment may delay or otherwise affect (or prevent) the student from completing the requirements for a regular high school diploma.

Where are the alternate content expectations found?



Step 2:

The screenshot shows the Michigan Department of Education website. The header includes the logo and a search bar. A left sidebar contains navigation links: State Board of Education & Superintendent, Top 10 in 10, Academic Standards, Career and Technical Education, and Early Learners and... The main content area shows the breadcrumb path: MDE / STUDENT ASSESSMENT / MI-ACCESS. Below this is the title: Michigan's Alternate Content Standards for English Language Arts (ELA), Mathematics, Social Studies, and Science. Two links are highlighted with purple arrows: 'English Language Arts and Mathematics' with the text 'click here' above it, and 'Science and Social Studies' with the text 'or here' above it.

Where are the alternate content expectations found?



Step 3: Explore the page for the standards you are looking for

Essential Elements with Michigan Range of Complexity

The following documents are Michigan's alternate content standards for English language arts (ELA) and Mathematics.

The documents:

- Assist educators in understanding the links between the general assessment content standards and the Essential Elements.
- Provide the Michigan Range of Complexity, which outlines how the skills associated with each target Essential Element (that will be measured as "state accessible") is to be assessed using the three levels of MI-Access.
 - High Range of Complexity will be measured using MI-Access Functional Independence
 - Medium Range of Complexity will be measured using MI-Access Supported Independence
 - Low Range of Complexity will be measured using MI-Access Participation
 - Note: Target Essential Elements without a range are not assessed at the state level and it is up to local agencies to determine the path students will take toward the target Essential Element
- Provide educators:
 - a full scope of the Essential Elements and Range of Complexity for both short and long term planning
 - a resource in planning for instruction

Alternate Standards for English Language Arts

[Kindergarten ELA Essential Elements](#)

[Grade 1 ELA Essential Elements](#)

[Grade 3 ELA Essential Elements](#)

[Grade 4 ELA Essential Elements](#)

[Grade 5 ELA Essential Elements](#)

[Grade 2 ELA Essential Elements](#)

[Grade 7 ELA Essential Elements](#)

[Grade 8 ELA Essential Elements](#)

[Grade 9-10 ELA Essential Elements](#)



FI ELA: Expressing Ideas

- Paper version for ALL students (regardless of mode for “Accessing Print and Using Language)
- Student should respond to both prompts
- Student may answer with writing, drawing or a combination of the two
- Scribe and other supports and accommodations available, please refer to the Supports and Accommodations Table for more information and specifications for each

FI Administration Reminders



Online

- Students interact directly with online platform
- Answers indicated by clicking on correct answer on screen
- 2 “parts” for every subject area (student should take **both** parts). There will be 2 test tickets per subject area

Paper

- Students interact directly with test booklet
- Answers indicated by circling answer in booklet (assessment administrator transfers to answer document)
- Flexibility to break administration into more than one session.

Online Administration Preparation



- Students must be moved from M-STEP to MI-Access on the OEAA Secure Site by content area and type (FI, SI, or P).
- Students will then automatically be pulled into the DRC INSIGHT Portal through **Feb 23** and assigned to MI-Access test sessions.
- Schools may continue to pre-identify students on the OEAA Secure Site which will be uploaded to the DRC INSIGHT Portal 3 times a day.
- Students pre-identified after **Feb 23** must be added to a session directly in DRC INSIGHT Portal starting March 5.

Online Administration Preparation



- Also, it is important to remove them from any M-STEP test sessions in the DRC INSIGHT Portal. If not, this could lead to confusion and students being tested in both MI-Access and M-STEP unnecessarily.
- Accommodations for the student must be entered in the DRC INSIGHT Portal prior to printing any test tickets.
- Students will have test tickets generated and appear on test rosters with documents accommodations.
- DRC INSIGHT Portal will open on **March 5** to create/manage online sessions.

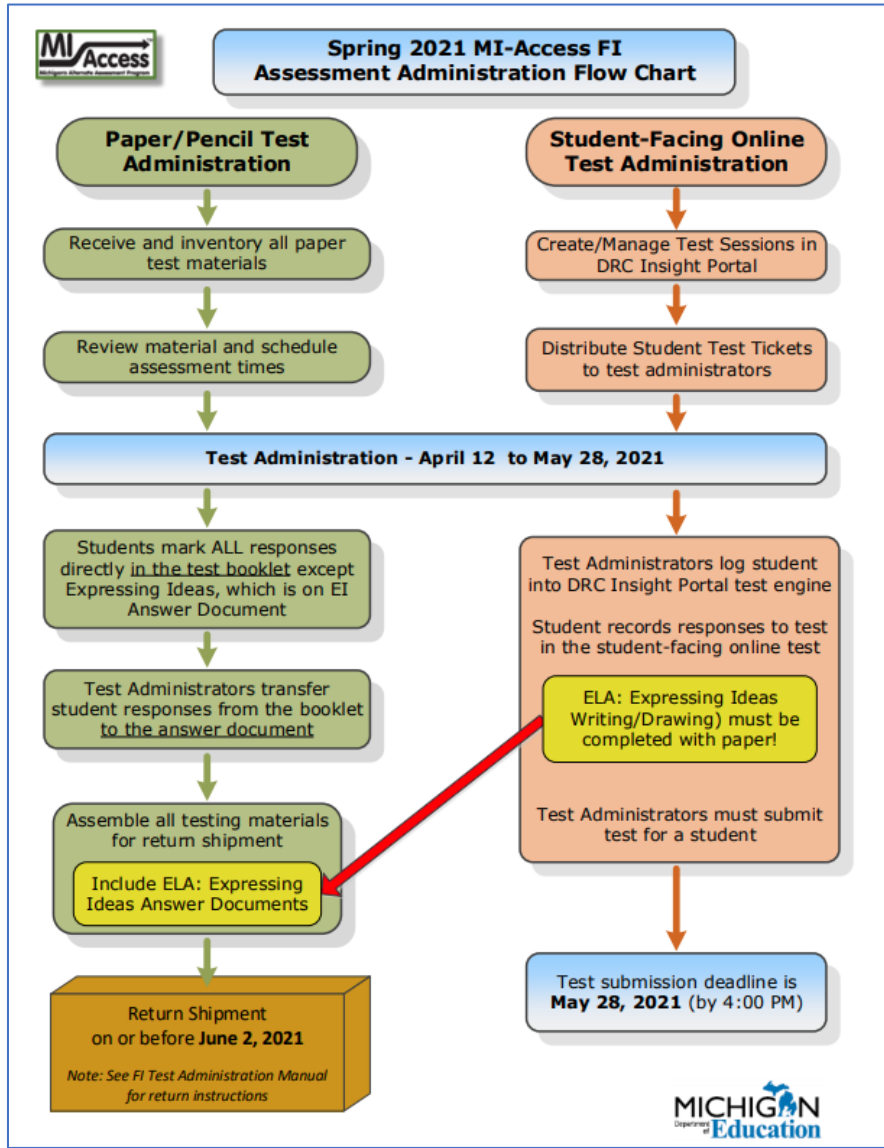


Online Testing

- Test Tickets and Rosters
- Headphones – all tests use TTS by default in any content area and include directions
- Scratch paper (optional)
- ELA: Expressing Ideas is paper/pencil only
- Administrators must log in for Students and submit test when completed

Paper/Pencil Testing

- Test Directions (in TAM)
- Students mark answers in Test Booklet (except Expressing Ideas)
- Administrator transfers responses from booklet to answer document
- Scratch paper (may use booklet)
- Calculators — not necessary but not prohibited
- Sharpened No. 2 pencils



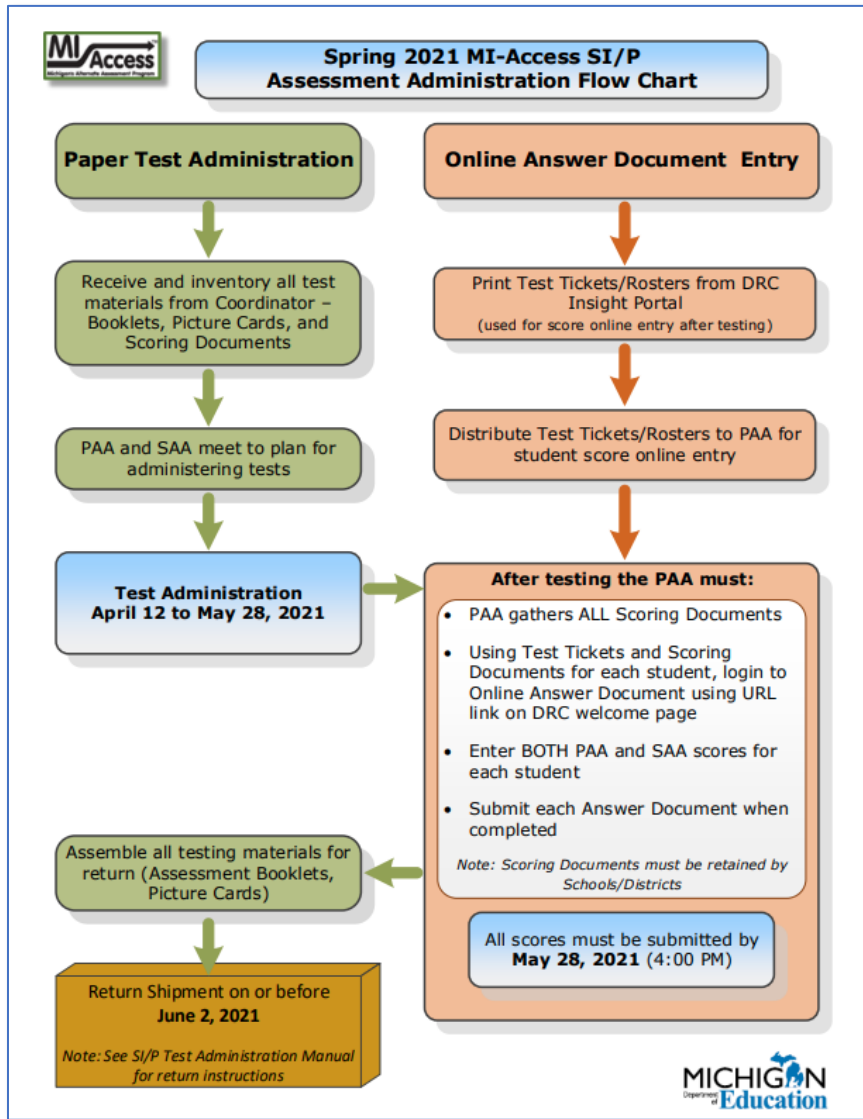
Administration Flowchart - FI

- Provides side-by-side visual of the Online and Paper/Pencil activities of the entire administration.
- Includes activities before, during, and after testing.
- Includes important dates for end-to-end assessment activities.
- Available on the MI-Access web page



- Requires two administrators — Primary administrator (PAA) and Shadow (SAA)
- Paper booklets and picture cards are used for administration.
- The PAA and SAA observe and score the student responses to the questions, independently and simultaneously, with a rubric found on the Scoring Documents.
- Tests include activity-based observations and selected-response items (Picture Cards and/or classroom items).
- The PAA may choose to adapt classroom items to help engage the students.
- After testing, the PAA will use the printed Test Tickets to log into each student's online Answer Document to enter the student scores.

See the SI/P TAM and web page for online answer document entry instructions.



Administration Flowchart – SI/P

- Provides side-by-side visual of the Paper/Pencil administration and Online answer document score entry.
- Includes activities before, during, and after testing
- Includes important dates for end-to-end assessment activities
- Available on the MI-Access web page



Booklets are for Assessment Administrators, NOT for students

Selected Response Items:

- Students will be presented with Student Picture Cards
 - Option to use actual objects or comparable picture cards is allowable, provided these are objects or picture cards the student is used to seeing during instruction.

Activity Based Observation Items:

- Assessment administrator is given an activity and scoring focus, and in most cases, an example of what they can do with the student to assess the scoring focus.

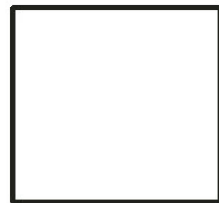
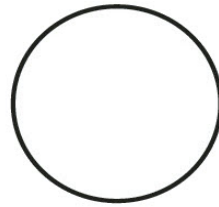
SI/P Example of Selected Response



Item presented to student with picture cards

Participation Sample Item (assessment administrator sees):

Q: Which one is a circle?



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



Test configuration for Supported Independence and Participation is the same for 2021

- ELA, Mathematics, Science – Single Booklet for administrator
- Selected Response items (New for SI in 2021)
 - ✓ Each item will include “Read Aloud” instructions
 - ✓ Each item included adaptations for Visually Impaired
- Activity Based Observation items (New for SI in 2021)
 - ✓ General/Specialized Instructions for students who are blind or visually impaired


Example of Selected Response - Booklet




This SI example includes a chart with:

- Specialized instructions for administrators
- Sample adaptations that administrators may use for students who are blind or have visual impairments


Which one of these contains mostly gas?



balloon



bottled water



ice tray

SCORING FOCUS: Identifying attributes/properties of common 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	May read/describe answer choice text, and graphics/labels.	Use objects: A. Use a blown up balloon B. Use a water bottle containing water C. Use an ice tray with ice


Example of Selected Response - Booklet



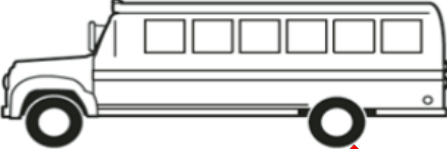
This Participation example includes a chart with:

- Specialized instructions for administrators
- Sample adaptations that administrators may use for students who are blind or have visual impairments

Which one is longer?



car



bus

SCORING FOCUS: Identify object that is longer or shorter

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 Alter answer choice names if using pencil or objects different than what appears in the booklet.
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: A. Use a toy car B. Use a toy bus that is longer than the toy car OR A. Use a short pencil B. Use a long pencil

SI/P Instructions for Activity-Based Observations (ABO)



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

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

Please note that 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 to do so when presenting 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.

SI/P Example ABO



This example starts with student directions for ABOs. The ABO includes:

- Activity to be observed
- An example of how the activity can be adapted for the students needs
- Scoring Focus that outlines what the item is intended to assess

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 R3

ACTIVITY: The student will correctly indicate, by manipulating or observing, how to conserve water, during a familiar personal hygiene routine, by turning off the source. For example, the assessment administrator could complete a hand washing routine with the student, leave the water running, and ask, "Show me what we turn off to save water," or "What do we need to do to save water?"

SCORING FOCUS: Identifying routines related to conservation of natural resources

SI/P Scoring Rubrics



The Supported Independence scoring relies on a 2-point rubric (green)

2 Responds correctly; no assistance	1 Responds correctly; verbal/physical cues	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
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3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	1 Responds correctly; modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
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The Participation scoring relies on a 3-point rubric (blue)

SI/P Online Answer Document



- The Participation answer document features a blue grid to enter the Primary administrator
- The SI answer document features a green grid for the primary entries
- The gray grid is designed for the shadow administrator score entries

MI-Access Participation Online Answer Document - SPRING

Student name: _____
 Grade: 7
 Content Area: MATH
 * Form: P-Math-71

* Reminder: Use the form number that appears on the front of the Assessment Administrator Test Booklet.

ENTER PAA SCORES IN BLUE AREA

Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	1 Responds correctly; modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step- by-step directions
1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MI-Access Supported Independence Online Answer Document - SPRING

Student name: _____
 Grade: 4
 Content Area: ELA
 * Form: SI-ELA-41

* Reminder: Use the form number that appears on the front of the Assessment Administrator Test Booklet.

ENTER PAA SCORES IN GREEN AREA

Item number	2 Responds correctly; no assistance	1 Responds correctly; verbal/physical cues	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ENTER SAA SCORES IN GRAY AREA

Item number	2 Responds correctly; no assistance	1 Responds correctly; verbal/physical cues	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Submit Clear Responses Save and Return Later

SI/P Online Answer Document



The photograph shows a physical answer document with a grid of bubbles. The top section has three columns: 'Responds correctly; no assistance', 'Responds correctly; verbal/physical cues', and 'Responds correctly; modeling, short of hand-over-hand assistance'. Rows are numbered 8, 9, 10, and 11. The bottom section is titled 'ENTER SAA SCORES IN GRAY AREA' and has three columns: '3 Responds correctly; no assistance', '2 Responds correctly; verbal/physical cues', and '1 Responds correctly; modeling, short of hand-over-hand assistance'. Rows are numbered 1, 2, 3, and 4. A yellow stylus is pointing to the bubble in row 3, column 2.

Helpful Hint
The score entry to the Online Answer Document is made easier with a touch screen device and stylus!!

Michigan's approach to the 1% rule



- Michigan received a waiver from all state assessments in 2019-2020.
- Michigan rescinded the 1% Cap waiver for 2019-2020 (as it was in conflict with the overall waiver for testing)
- Waiver for 2020-2021 was submitted on January 11, 2021
- Michigan will be pursuing additional waivers from testing overall in 2020-2021 and may need to rescind the 1% Cap waiver again
- Justification activity only asked for projected participation rates for
 - Aggregate state participation rate for 2020-2021 is: **1.87%**

Michigan's approach to the 1% rule



- Planned activities for 2020-2021 related to participation rates for 2020-2021:
 - Continued use of the Alternate Assessment Participation Guidelines Training
 - Continued use of the Interactive Decision-making tool
 - Data mining for schools with patterns or disproportionality identified
 - A focus on targeting instruction for students with the most significant cognitive disabilities
 - First efforts will surround students working toward the high range of complexity and building bridges to the general content standards



Supported Independence and Participation Assessments Rubrics Training Updated!!

- Updated to reflect recent revisions to MI-Access policies and assessment selection
- Scoring Rubrics remain unchanged
- Delivered via Michigan Virtual
- Earn 2 SCHECHs
- Printable certificate still available



Supported Independence and Participation Assessments Rubrics Training Updated!!

- www.Michigan.gov/mi-access
- Supported Independence and Participation Scoring Rubric Training: Access at the [Michigan Virtual Learning Platform](#) and enter “MI-Access” in the search box and select “Training: Participation and Scoring Administration.”



MI-Access FI test configuration is **not** changing for 2021

FI ELA: Accessing Print and Using Language

- Vocabulary, Language, Research/Inquiry, Listening, Understanding Text
- 2 parts for online

FI ELA: Expressing Ideas

- Expressing Ideas (Constructed Response) Paper/Pencil ONLY
- BOTH are required to get a valid ELA Score

FI Mathematics and FI Science

- 2 parts for online for each content area

FI Social Studies

- 2 parts for online
- Part 1: Independent Items; Part 2: context –based items

2021 Assessment Science Update



MI-Access Grade Levels are **not** changing this year

MI-Access Science is assessed at grades 4, 7, and 11 in **2021**

In 2022: Large Scale Field Test in grades 5, 8, and 11



New Alternate Content Expectations in Science



New Alternate Science Content Expectations (Essential Elements) are based of Michigan's K-12 Science Standards

Alternate Content standards were developed to encourage participation in quality instruction.

Whenever possible, alternate standards keep three-dimensionality (Disciplinary Core Idea, Cross Cutting Concepts and Science and Engineering Practices)

- Assessment will measure one concept at a time (most likely the Disciplinary Core Idea or Science and Engineering Practice), not multiple ideas at once as is measured by M-STEP
- Arranged by Topic Bundle

Where are the Alternate Content Expectations found?



New Alternate Content Expectations in Science – Where are They?

Expectations may be found at the MI-Access web page at www.michigan.gov/mi-access



Click here!

MI-Access is Michigan's alternate assessment system, and is designed for students who have, or function as if they have, significant cognitive impairments, and whose IEP (Individualized Educational Program) Team has determined that **General Assessments**, even with accommodations, are not appropriate. MI-Access satisfies the federal requirement that all students with disabilities be assessed at the state level.

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Subscribe to Assessments for Students with Disabilities and other MDE Email ...





New Alternate Content Expectations in Science – Where are they?

MICHIGAN
Department of **Education**

Search

State Board of Education & Superintendent

Strategic Plan

Academic Standards

Career and Technical Education

Early Learners and Care

Educator Services

MDE / STUDENT ASSESSMENT / MI-ACCESS

Michigan's Alternate Content Standards for English Language Arts (ELA), Mathematics, Social Studies, and Science

English Language Arts and Mathematics

Science and Social Studies

New Alternate Content Expectations in Science



MICHIGAN
Department of Education

Search

State Board of Education & Superintendent
Strategic Plan
Academic Standards
Career and Technical Education
Early Learners and Care
Educator Services
Family Engagement
Flexible Learning Options
Food & Nutrition Programs
Grants
Health & Safety
MDE Operations
School Performance & Supports
Special Education

MDE / STUDENT ASSESSMENT / MI-ACCESS

Michigan's Alternate Content Expectations for Social Studies and Science

Final Functional Independence Social Studies EGLCE/EHSCEs/Alternate Content Expectations	
Grade 5 Social Studies EGLCEs	Grade 11 Economics EHSCEs
Grade 8 Social Studies EGLCEs	Grade 11 World History and Geography EHSCEs
Grade 11 Civics EHSCEs	Grade 11 US History and Geography EHSCEs

The files below are the alternate content expectations for science for the State of Michigan. These alternate content expectations align with the general K-12 Michigan science performance standards. These alternate content expectations serve as the foundation for science instruction for students with the most significant cognitive disabilities and will be the expectations to which Michigan's alternate assessment (MI-Access) in science will be based starting in Spring 2022. It is important to note that there are files that outline expectations with a Michigan Range of Complexity for Kindergarten, Grades 1, 2, 3, 4, 5, middle school, and high school. However, MI-Access science will be administered at grades 5, 8, and 11 beginning in Spring 2022.

To learn how these alternate content expectations were developed and how they are structured, please read "Michigan's Alternate Content Expectations for Science: Development Process and Structure" before opening any of the alternate content expectation files.

Science - Alternate Content Expectations for Elementary School	
Grade K - Alternate Content Standards for Science	Grade 1 - Alternate Content Standards for Science
Grade 2 - Alternate Content Standards for Science	Grade 3 - Alternate Content Standards for Science
Grade 4 - Alternate Content Standards for Science	Grade 5 - Alternate Content Standards for Science

New Alternate Content Expectations in Science



Sample from Grade 3 Physical Science

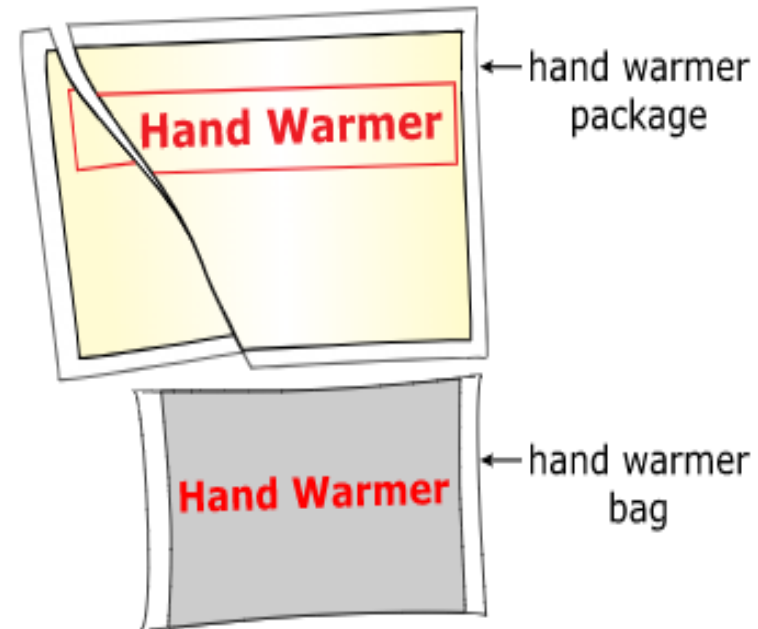
Topic Bundle 1: Forces and Interactions			
Target Alternate Content Expectation	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan K-12 Science Content Standard: 3-PS2-2: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.			
EE.3-PS2-2: Use observations and/or measurements of an object's repeated motion to identify the pattern and use the pattern to predict the future motion of the object.	EE.3-PS2-H.2: Use observations and/or measurements of an object's repeated motion to identify the pattern and use the pattern to predict the future motion of the object.	EE.3-PS2-M.2: Use observations and/or measurements of an object's repeated motion to identify the pattern of the object's motion.	EE.3-PS2-L.2: Use observations of a repeated motion of an object to match the pattern of motion to an object in motion or one that is not.



How Do Hand Warmers Work?

Two Students were out in the cold. One student had a package of hand warmers. They decided to use them to keep warm. They opened the package and each student put a hand warmer bag into a glove.

After a few minutes, the students noticed the bag felt warm. The students wanted to know how the bags got warm. They asked their science teacher how to test the materials inside the bag. After reading the ingredients, the students found that iron was the most common material. They decided to create a test for the iron.





MI-Access FI Sample Item

The students designed the following test:

1. Open a new hand warmer package
2. Cut open the hand warmer bag
3. Separate the materials by using a magnet to pull out all the iron
4. Place the Iron on a dish
5. Observe and record properties of the iron
6. Leave the iron in the dish overnight
7. Observe and record properties of the iron the next day

Hand Warmer Investigation Table		
Property/ Calculation	Right After Iron Was Put on Plate	After Iron Was Left on Plate Overnight
Color	Gray	Red
Texture	Powder	Powder
Mass (in grams)	21	30
Volume (in cm ³)	2.67	5.73



MI-Access FI Sample Item

**Context will appear
on the left side – on
whichever page the
student was last
reading.**

1 Which properties were **different** after the iron sat on the plate overnight?

- A. color, texture, and volume
- B. color, mass, and volume
- C. color, texture, and mass



MI-Access FI Sample Item

Context will appear on the left side – on whichever page the student was last reading.

- 2** Based on the table, what is the **best** conclusion about what happened to the iron when it was left on the plate overnight?
- A. A chemical reaction occurred between the iron and the oxygen in the air.
 - B. A chemical reaction occurred between the iron and the bottom of the plate.
 - C. A chemical reaction occurred between the iron and the shape of the magnet.



MI-Access FI Sample Item

**Context will appear
on the left side – on
whichever page the
student was last
reading.**

3 Which **best** explains why the bags felt warm after the students put them into their gloves?

- A. A chemical reaction released heat.
- B. A chemical reaction absorbed heat.
- C. A chemical reaction did not affect heat.



Questions

