

MI - Access

OEAA Fall 2009 Conferences



Welcome!

- General Information & Updates
- Participation and Supported Independence
- Functional Independence
- Reports
- Common Errors

Fall Assessment Window

October 12 – November 20

Grades 3-8

Accessing Print & Mathematics

Grades 4 & 7

Expressing Ideas

Grades 5 & 8

Science

Spring Assessment Window

MI-Access Grade 11

Assessed in Spring 2010

February 15-March 31, 2010

MI -Access Assessments

Populations assessed:

- Participation
- Supported Independence
- Functional Independence

Participation and Supported Independence

Participation and Supported Independence

Student Populations

Assessment Booklets

Content Areas

Item Formats

Scoring Rubrics

Participation and Supported Independence

Participation

Students who have, or function as if they have, severe or profound cognitive impairment

Participation and Supported Independence

Participation

Expected to require extensive ongoing support in adulthood and may have significant cognitive and/or physical impairments that limit their ability to generalize or transfer learning

Participation and Supported Independence

Participation

Dependent on others for most, if not all, daily living needs

Participation and Supported Independence

Participation

The instructional approach for these students targets opportunities for them to integrate into age-appropriate tasks, activities related to daily living skills, and academic content

Participation and Supported Independence

Supported Independence

Students who have, or function as if they have moderate cognitive impairment

Will require ongoing support in major life roles and may have cognitive and/or physical impairments that limit their ability to generalize or transfer learning

Participation and Supported Independence

Supported Independence

Instructional approach is direct, in context, and targeted toward specific, essential independent living and academic skills

Working toward mastering daily living and employment routines and an acceptable level of independent living

P/SI Booklets

Combined booklets for ELA,
mathematics and science

- Participation is right side-up
- Supported Independence is upside down

Item Types and Formats

- Selected Response (multiple choice)

SI: 3 choices-graphics

P: 2 choices-graphics

- Activity-based Observation Item

Paper and pencil tests are not appropriate

MI -Access Assessment Plans

P/SI Assessment Development

Sample Items

Assessment Plan Writing Team
(APWT) members lists

Blueprints

www.michigan.gov/mi-access

Item Development

All items

aligned to EGLCE/EHSCE/EB
coded to adult life contexts

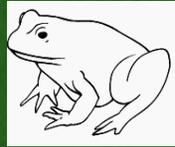
Science

related to key concepts
related to real-world contexts

Sample Participation Item

Which animal lives in water?

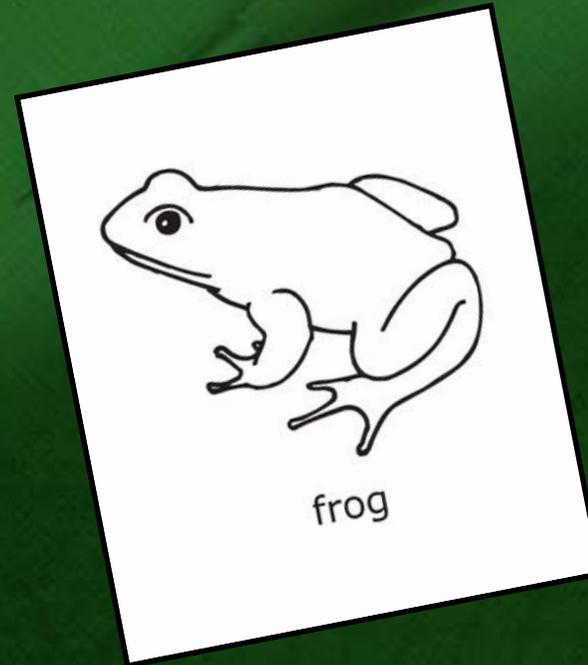
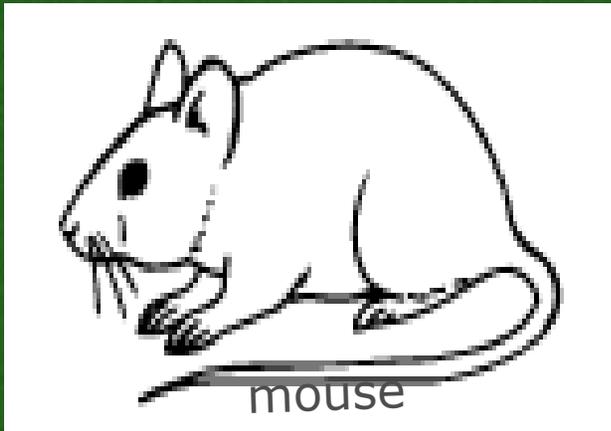
A



B



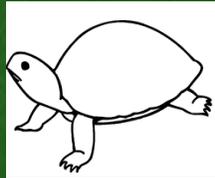
Picture Cards



Sample SI Item

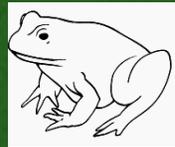
Which animal is a reptile?

A



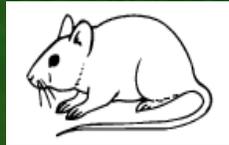
turtle

B



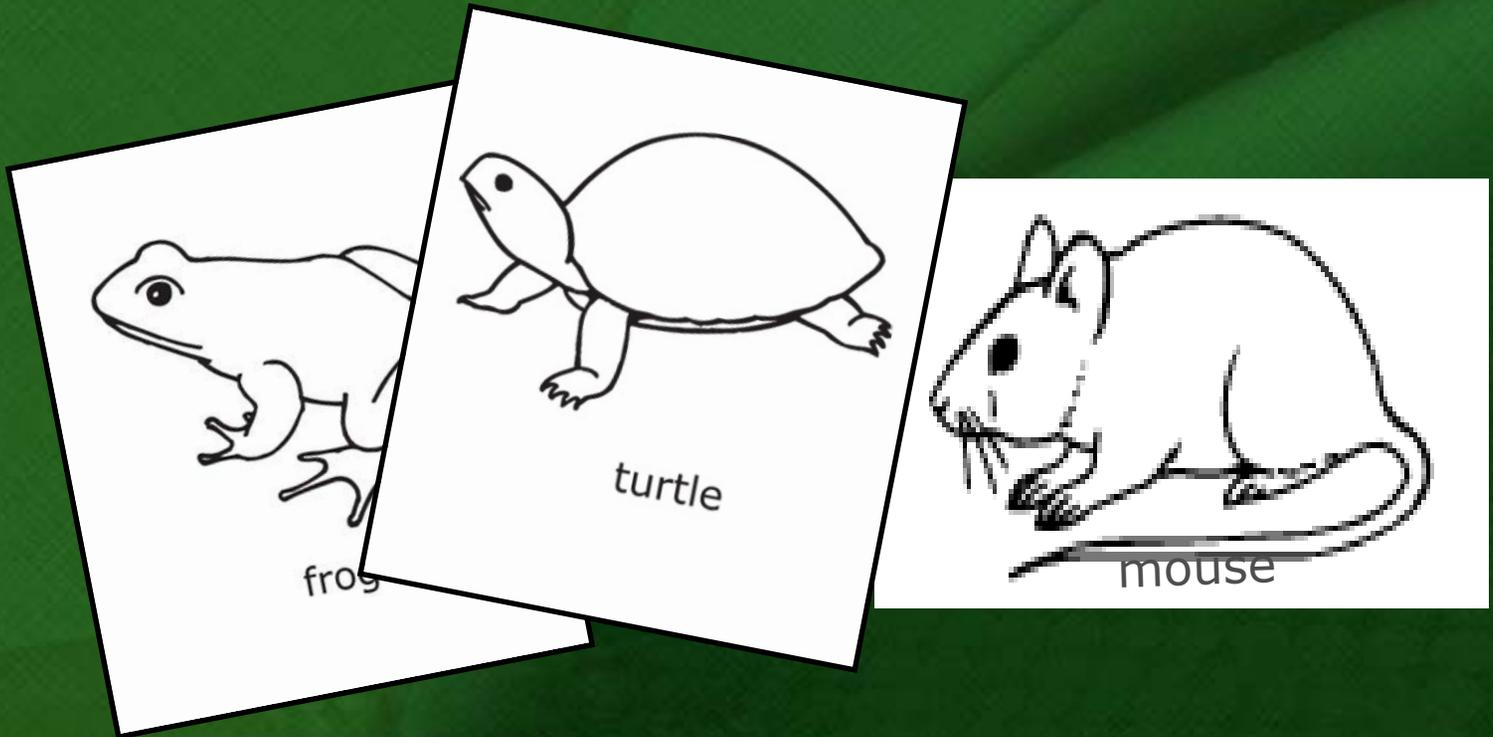
frog

C



mouse

Picture Cards



Selected-response

ONE set of picture cards will be shipped to each Assessment Administrator based on:

- Assessment type
(Participation or Supported Independence)
- Grades being assessed

Selected-response

Two reasons for picture cards:

1. Not practical for students to look at pictures in an assessment booklet.

Selected-response

Two reasons for picture cards:

2. Selected-response items have to be presented twice – each time in a different order.

MI-Access Science Artwork - Updated August 2007

Below you will find the pictures from the MI-Access Science assessments. They are divided first by assessment population, then grade span and finally science strand. Each strand is a .zip file. If you do not have the software to open a .zip file a free trial version is available at www.winzip.com

Functional Independence

Elementary School

- [Using Earth Science Knowledge](#)
- [Using Life Science Knowledge](#)
- [Using Physical Science Knowledge](#)

Middle School

- [Using Earth Science Knowledge](#)
- [Using Life Science Knowledge](#)
- [Using Physical Science Knowledge](#)

High School

- [Using Earth Science Knowledge](#)
- [Using Life Science Knowledge](#)
- [Using Physical Science Knowledge](#)

Activity-based Observation

Assessment administrators need to use whatever they typically use during instruction in the format most familiar to the student

Activity-based Observation Items

Assessment administrators will provide **THEIR OWN** picture cards **IF** they are typically used during the activity or routine where the item is being administered

Sample Participation Item

Activity: The student will correctly identify body parts during a familiar dressing routine and when given directions (e.g., “Show me where mittens are worn”, or “Tell me on which part of the body mittens go”).

Scoring Focus: Identifying body parts

Participation Scoring Rubric

Score Point	Definition
3	Responds correctly with no assessment administrator assistance
2	Responds correctly after assessment administrator provides verbal/physical cues
1	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance

Condition Codes - All condition codes result in no points.

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

SI Scoring Rubric

Score Point	Definition
2	Responds correctly with no assessment administrator assistance
1	Responds correctly after assessment administrator provides verbal/physical cues
<p style="text-align: center;">Condition Codes - All condition codes result in no points.</p> <p>A Incorrect response</p> <p>B Resists/refuses</p> <p>C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions</p>	

Online Learning Program

MI-Access Participation and
Supported Independence
Scoring Rubrics Online
Learning Program

www.mi-access.info

THE MI-ACCESS
PARTICIPATION
AND SUPPORTED
INDEPENDENCE
SCORING RUBRICS
ONLINE LEARNING PROGRAM



MODULE 1

MODULE 2

MODULE 3

MODULE 4

MODULE 5

MODULE 6

MODULE 7

Module 1: How the Online Learning Program Works

LEARNING MODULES

BACK PAUSE FORWARD

MODULE
TIMES



PAGE 1 OF 1

THE MI-ACCESS
PARTICIPATION
AND SUPPORTED
INDEPENDENCE
SCORING RUBRICS
ONLINE LEARNING PROGRAM



MODULE 1

MODULE 2

MODULE 3

MODULE 4

MODULE 5

MODULE 6

MODULE 7

Module 5: Using the MI-Access Participation and Supported Independence Rubrics to Score English Language Arts and Mathematics Assessment Items



BACK

PAUSE

FORWARD

MODULE
TIMES



PAGE 4 OF 8

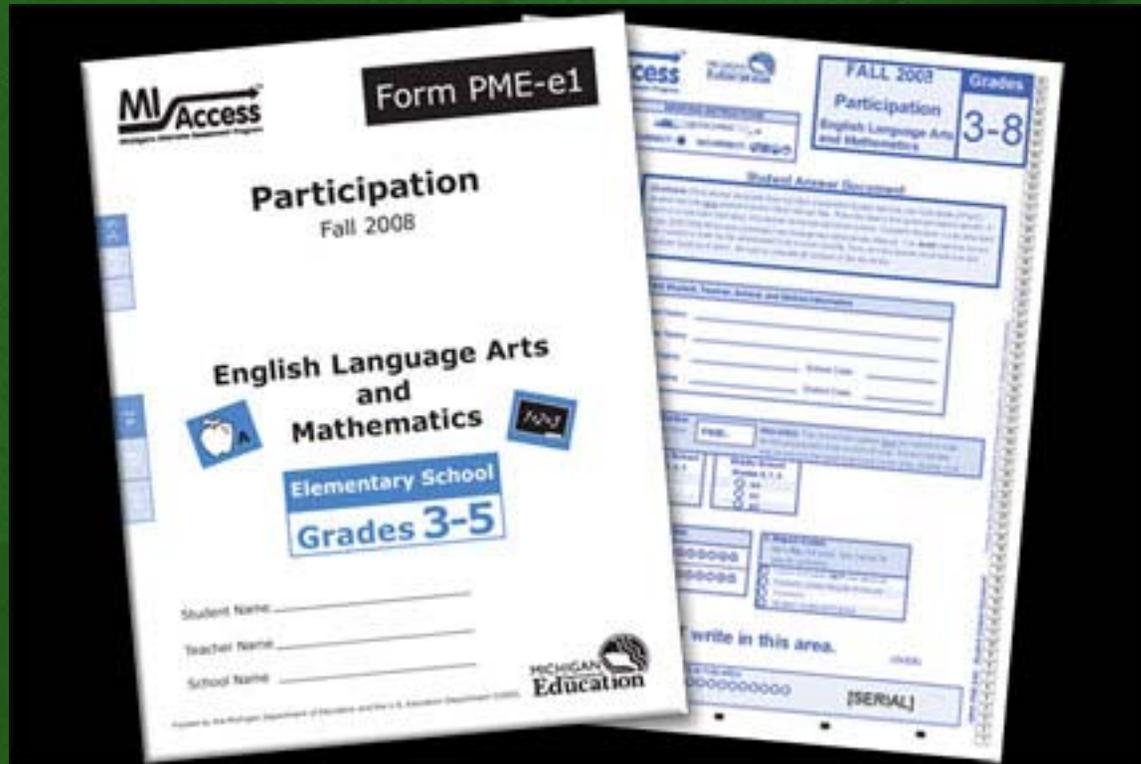
Participation and Supported Independence

Color Coordination by Assessment



Participation

- ELA and mathematics = blue



Participation

- Science = pink

MI Access Form PS-81
Participation
Fall 2008

Science

Student Name _____
Teacher Name _____
School Name _____

Grade 8

Subject Access Document

Item	Item	Item	Item
Item 1	Item 2	Item 3	Item 4
Item 5	Item 6	Item 7	Item 8
Item 9	Item 10	Item 11	Item 12
Item 13	Item 14	Item 15	Item 16
Item 17	Item 18	Item 19	Item 20
Item 21	Item 22	Item 23	Item 24
Item 25	Item 26	Item 27	Item 28
Item 29	Item 30	Item 31	Item 32

Do NOT write in this area

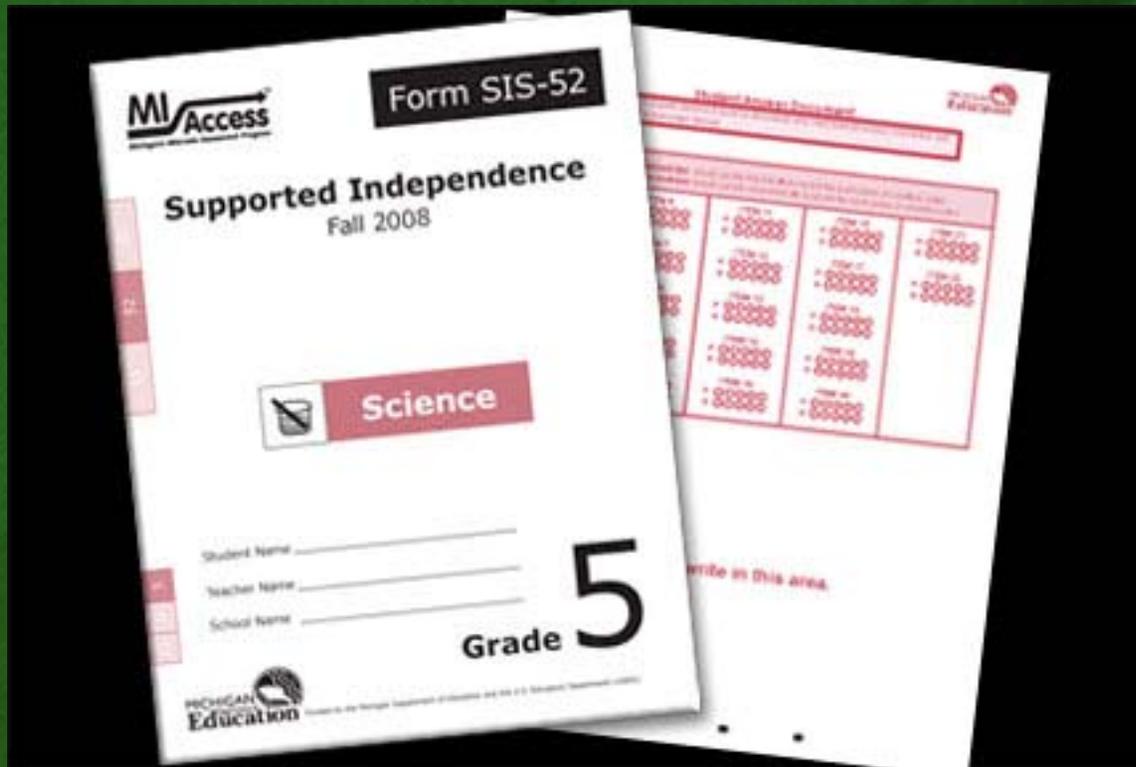
Supported Independence

- ELA and mathematics = green



Supported Independence

- Science = red



Functional Independence

Functional Independence Assessments

- For those students who have, or function as if they have
- Mild Cognitive Impairment

Functional Independence Assessments

- English Language Arts is now:
 - Accessing Print
 - Expressing Ideas
- Mathematics
- Science

FI Accessing Print Assessments

The image shows the cover of the MI Access Functional Independence Fall 2009 Accessing Print assessment form. The form is white with a purple vertical bar on the left side containing grade levels from 3rd to 8th. The top left corner features the MI Access logo (Michigan's Alternate Assessment Program) and the form number FORM FIA-81. The title 'Functional Independence' is prominently displayed, followed by 'Fall 2009'. Below this, 'Accessing Print' is written in a large font, accompanied by three icons: a pencil, an open book, and a sign with 'ABC'. There are three lines for 'Student Name', 'Teacher Name', and 'School Name'. A large '8' is positioned next to the word 'Grade'. At the bottom, it states 'Grade 8' and 'Grade 8'. The footer mentions funding by the Michigan Department of Education and the U.S. Education Department (IIEQ).

MI Access
Michigan's Alternate Assessment Program

FORM FIA-81

Functional Independence
Fall 2009

Accessing Print

Student Name _____
Teacher Name _____
School Name _____

Grade 8

Funded by the Michigan Department of Education and the U.S. Education Department (IIEQ).

- Word Recognition
- Text Comprehension

FI Expressing Ideas Assessments

- Expressing Ideas

 **FORM FIAE-41**

Functional Independence
Fall 2009

Accessing Print
and
Expressing Ideas

Student Name _____
Teacher Name _____
School Name _____

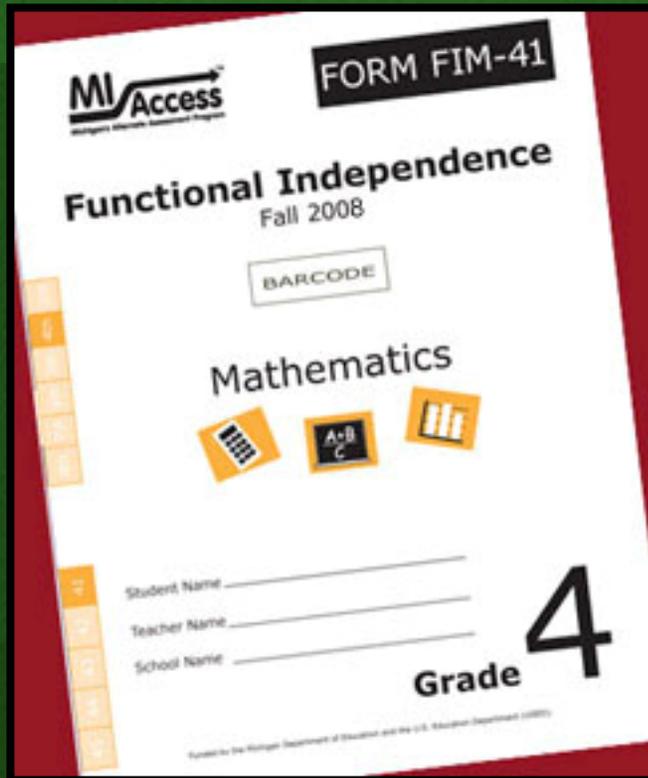
Grade 4

Funded by the Michigan Department of Education and the U.S. Education Department (IIEP).

4th 5th 6th 7th 8th 9th 10th 11th 12th

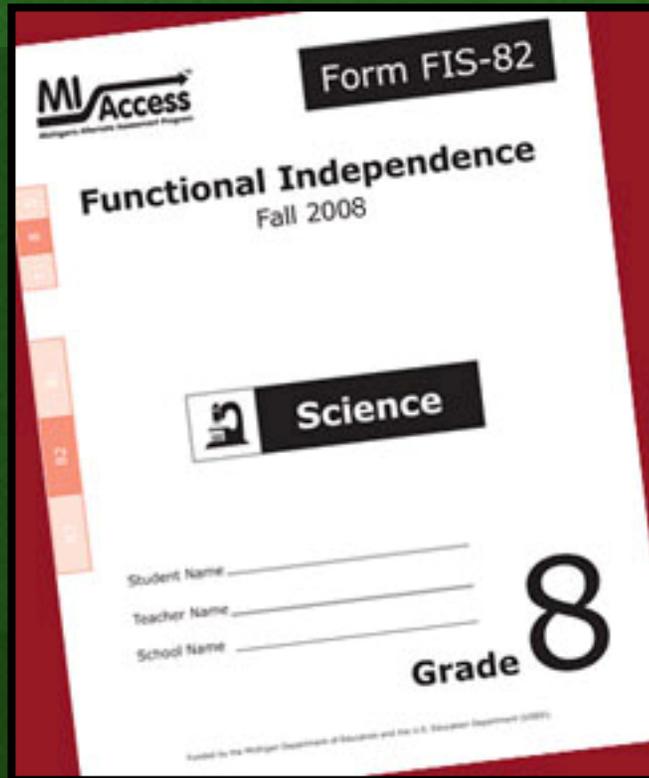
41 42 43 44 45 46

FI Mathematics Assessments



- Data and Probability
- Geometry
- Measurement
- Numbers and Operations
- Algebra

FI Science Assessments



- Constructing New Scientific Knowledge
- Reflecting on Scientific Knowledge
- Using Life Science Knowledge

FI Science Assessments

The image shows the cover of a white assessment form with a red border. In the top left corner is the MI Access logo. In the top right corner, a black box contains the text 'Form FIS-82'. Below this, the title 'Functional Independence' is written in a large, bold font, with 'Fall 2008' underneath it. In the center, there is a black box with a white microscope icon and the word 'Science' in white. Below this, there are three horizontal lines for 'Student Name', 'Teacher Name', and 'School Name'. In the bottom right corner, the word 'Grade' is written in a bold font, followed by a large number '8'. At the very bottom, there is a small line of text: 'Lent to the Michigan Department of Education and the U.S. Education Department (2008)'.

- Using Earth Science Knowledge
- Using Physical Science Knowledge

Functional Independence Assessments

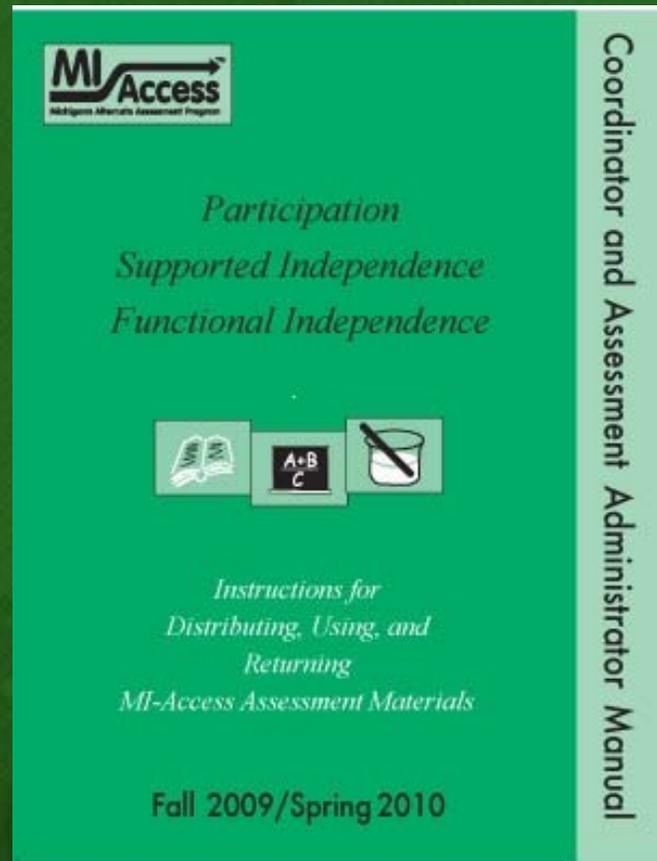
- Core items count towards the student's score
- Embedded items are for field testing ONLY

Functional Independence Assessments

- Use multiple-choice item format **ONLY**, except for Expressing Ideas at grades 4, 7, and 11

Administering the MI -Access Functional Independence Assessments

Coordinator and Assessment Administrator Manual



- Read the manual so students have every opportunity to participate fully in MI-Access.

- Assessment administrators have scripts in the manual for each content area that **MUST** be followed during assessment administration.

- Should become familiar with scripts ahead of time
- Will need to fill in assessment booklet page numbers in the script

- Decide on a student-by-student basis if assessments will be administered individually or in a group.

- Be familiar with each student's IEP to make sure necessary assessment accommodations are available.

Read sections:

- “MI-Access assessment accommodations” in the manual
- “Assessment Accommodation Summary Table” on the MI-Access web site

Accommodated Versions

Must be documented in a student's IEP and routinely used during classroom instruction.

- Braille
- Enlarged Print
- Audio versions (CD only)

- Inform IEP Teams where they can go to get more information about accommodations for MI-Access.

- Readers currently can **ONLY** be used in one-on-one assessment situations; currently considering small group administration.

- NO time limit – Use own judgment on time allowed and how much to administer in one sitting.

Optional Materials

- Mathematics: coins, bills, clocks, calendars, meters, etc.
- Science: sand, water, flashlight, musical instruments, etc.

Do Not Read Aloud Items

Do Not Read Aloud Items

- Accessing Print Word Recognition answer choices
- Pictures/graphics not accompanied by words or labels

Do Not Read Aloud Items

Mathematics items include:

- Money items – where coins or bill can't be named
- Base 10 block items – can't read keys and answer choices

Do Not Read Aloud Items

Science

- Some picture answer choices can't be named because it would give answer away

Do Not Read Aloud Items

Continuing this year...

- “Do NOT Read Aloud” table included in front of EVERY assessment booklet
- Use table to mark booklets

Do Not Read Aloud Items

- Review Appendix B in manual describing types of items that shouldn't be read aloud

Assessment Accommodations

ALL MI-Access assessments designed using universal design principles to be as accessible as possible to ALL students with disabilities.

Participation and Supported Independence

- Selected-response items use PICTURE answer choices or PICTURES PAIRED WITH WORDS to improve access

Functional Independence

- Accessing Print passages designed to be appropriate for age/interest levels of students being assessed

Functional Independence

- Most students should be able to read passages
- If a student accesses print through a reader, it is considered a standard accommodation

Functional Independence

- If accommodations are still needed, review the following:
 - Section on MI-Access assessment accommodations in the manual
 - Assessment Accommodations Summary Table on MI-Access Web page under “IEP Team Information” section.

Resources

- MI-Access information and materials
 - www.michigan.gov/mi-access
 - (P/SI Section)
 - www.mi-access.info
- Administration manuals
- Handbooks
- Extended Grade Level Content Expectations/Benchmarks
- Science Artwork



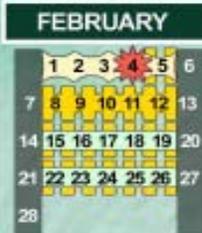
In Michigan All Kids Count 2009/2010



MI-Access Contact:
Linda Howley
Interim Assessment Consultant for
Students with Disabilities
Office of Educational Assessment
and Accountability
howleyl@michigan.gov

www.mi.gov/mi-access
www.mi-access.info

MI-Access Hotline:
(888) 382 - 4246



- | | | | |
|--|---|--|--|
| | AUG 20 (Margarita)
SEPT 21 (Grand Rapids)
SEPT 28 (Nov)
Fall OEAA Conferences | | DEC 2
Start of Spring 2010 Pre-ID |
| | SEPT 15
Fall 2009 MI-Access
Webcast | | DEC 4 (NO LATER)
Return All Fall 2009
MI-Access Assessment
Materials to Quester |
| | SEPT 17
End of Fall 2009 Teacher/
Student/Manual Counts | | JAN 16
Spring 2010 Pre-ID
Return All Spring 2010
MI-Access Assessment
Materials to Quester |
| | SEPT 17
Fall 2009 Pre-ID Deadline
to receive pre-printed
labels from contractor | | FEB 7 (week of)
Spring 2010 MI-Access
Assessment Materials
Start Arriving in Districts |
| | SEPT 28 (week of)
Fall 2009 MI-Access
Assessment Materials
Start Arriving in Districts | | FEB 4
Spring 2010 MI-Access
Webcast |
| | OCT 8 - NOV 13
Fall 2009 Additional
Materials Orders | | FEB 8 - MAR 24
Spring 2010 Additional
Materials Orders |
| | OCT 13 - NOV 20
Fall 2009 MI-Access
Assessment Window | | FEB 15 - MAR 31
Spring 2010 MI-Access
Assessment Window |
| | OCT 22
Start of Spring 2010
Teacher / Student /
Manual Counts | | MAR 24 (NO LATER)
Early Return of Spring
2010 MI-Access
Assessment Materials
to Quester |
| | NOV 5
End of Spring 2010
Teacher / Student /
Manual Counts | | APR 14 (NO LATER)
Return All Spring 2010
MI-Access Assessment
Materials to Quester |
| | NOV 13 (NO LATER)
Early Return of Fall 2009
MI-Access Assessment
Materials to Quester | | Holidays |

Funded by the Michigan Department of Education and the U.S. Education Department (IDEA).

Reports

- Green Option (default)
 - Parent reports
 - Individual Student Reports
 - Student Labels
 - Expressing Ideas CDs

Reports

- School Item Analysis Report
- Class Roster
- School Roster
- District Roster
- School Summary Report
- School Demographic Report
- District Summary Report
- District Demographic
- District Item Analysis
- District Comprehensive

Individual Student Reports



INDIVIDUAL STUDENT REPORT Functional Independence - English Language Arts Grade 5 Fall 2007



Teacher Name: B
School Name: M
School Code: C

Student demographic information

Student performance summary

Student ID:
SpecEd: N

STUDENT PERFORMANCE SUMMARY

Earned/Points Possible: 0/45
Scale Score: 2391
Performance Level 2007: Emerging Toward the Performance Level 2006
Performance Level 2006: No matching student
Performance Level Change: N/A

Accommodations: Enlarged Print, Scribe

Student Performance by Assessment Component	
Component	Earned/Points Possible
ACCESSING PRINT (AP)	0/41
PART 1 - WORD RECOGNITION	0/20
PART 2 - TEXT COMPREHENSION	0/21
Informational Passage	0/7
Narrative Passage	0/7
Functional Passage	0/7
Score (out of 4) or Condition Code	/4
	0/45

Individual Item Analysis for Released Items			
EGLCE Code	ASSESSMENT COMPONENT or Abbreviated EGLCE Descriptor	Released Item Number	Response
ACCESSING PRINT			
PART 1 - WORD RECOGNITION			
R.WS.04.F.LEG03	Recognize frequently encountered words	R1	
R.WS.04.F.LEG03	Recognize frequently encountered words	R2	M
R.WS.04.F.LEG03	Recognize frequently encountered words	R3	B
R.WS.04.F.LEG03	Recognize frequently encountered words	R4	M
PART 2 - TEXT COMPREHENSION			
Functional Passage			
R.CM.04.F.LEG01	Make inferences, predictions, and conclusions	R5	M
R.CM.04.F.LEG01	Make inferences, predictions, and conclusions		
R.IT.04.FI.EG02	Identify Informational text patterns		
R.IT.04.FI.EG02	Identify Informational text patterns		
R.IT.04.FI.EG02	Identify Informational text patterns		
R.CM.04.F.LEG01	Make inferences, predictions, and conclusions		
R.CM.04.F.LEG02	Identify main ideas and details		
EXPRESSING IDEAS			
W.GN.04.F.LEG01	Write/draw personal narrative	R12	(If applicable)

Earned/points possible by component or strand

Individual item analysis for released items

Accessing Print Key:
Correct = +; Response = A, B, C; Multiple marks = M; Omitted = Blank

Expressing Ideas Key:
Score = 1, 2, 3, 4; Condition Code = A, B, C, D; Comment Code = 1 - 16

Note: See reverse for additional information

Page 1 of 1



FI Science ISR Report



INDIVIDUAL STUDENT REPORT Functional Independence - Science Grade 5 Fall 2007



District Name: **Computer Generated District**
District Code: **99997**

Teacher Name: **Science All Possible Scores**
School Name: **MI-Access Functional Independence School**
School Code: **09999**

Student Name: **FIS51, SCORE 00**

State UIC: 2000055327 Date of Birth: 1/20/1996 District Student ID:
Gender: F Ethnicity: Other
English Language Learner: Y Formerly LEP: N SpecEd: N
Accommodations: Audio, Calculator, Other

STUDENT PERFORMANCE SUMMARY

Earned/Points Possible: 0/35
Scale Score: 2397
Performance Level: Emerging Toward the Performance Standard (Low)

Student Performance by Assessment Strand	
Strand	Earned/Points Possible
CONSTRUCTING NEW SCIENTIFIC KNOWLEDGE	0/2
REFLECTING ON SCIENTIFIC KNOWLEDGE	0/2
USING LIFE SCIENCE KNOWLEDGE	0/13
USING PHYSICAL SCIENCE KNOWLEDGE	0/12
USING EARTH SCIENCE KNOWLEDGE	0/6
TOTAL	0/35

Individual Item Analysis for Released Items			
EB Code	STRAND or Abbreviated EB Descriptor	Released Item Number	Response
USING LIFE SCIENCE KNOWLEDGE			
L.EC.FI.EB.III.5.e.4a	Identify positive and negative effects of humans on the environment	R2	M
L.OR.FI.EB.III.2.e.3a	Identify life cycles of familiar organisms	R1	
USING PHYSICAL SCIENCE KNOWLEDGE			
P.MO.FI.EB.IV.3.e.4a	Identify and/or use simple machines to change effort	R3	B
P.WV.FI.EB.IV.4.e.1a	Describe sounds in terms of their properties	R4	
USING EARTH SCIENCE KNOWLEDGE			
E.AW.FI.EB.V.3.e.1a	Identify and/or describe weather conditions	R6	M
E.GE.FI.EB.V.1.e.3a	Identify and/or describe changes in the earth's surface	R5	

Key:
Correct = +; Response = A, B, C; Multiple marks = M; Omitted = Blank

Note: See reverse for additional information

P/SI Parent Reports



PARENT REPORT Supported Independence Grade 5 Fall 2007



Student Name: **SCORE 00 SIMEE1**
District Student ID:
State UTC: **2000057738**

Teacher Name: **ELA/Math All Possible Scores**
School Name: **MI-Access Supported Independence School**
District Name: **Computer Generated District**

Dear Parent or Guardian:

In fall 2007, your daughter took part in the MI-Access Supported Independence assessments. They are the assessments that the Individualized Education Program (IEP) Team, of which you are a member, decided were most appropriate for her. The MI-Access Supported Independence assessments are used, along with other information, to determine what students know and are able to do in certain grades and in certain content areas (English language arts, mathematics, and/or science). These assessments are based on the Supported Independence Extended Grade Level Content Expectations (EGLCEs) and/or Extended Benchmarks (EBs), which reflect a level of complexity that is appropriate for the students being assessed. (For more details on the EGLCEs and EBs, go to - www.mi.gov/mi-access.)

The fall 2007 results for Score 00 are shown in the table below. We encourage you to discuss these results with your daughter's teacher and other school professionals who have the benefit of knowing her personally. Teachers are able to use the results, together with other assessment and classroom performance information, to provide a more complete picture of your daughter's achievement and plan for her future learning.

Content Area	Earned/Possible Points	Fall 2007 Performance Level
ELA	0/60	Emerging Toward the Performance Standard
Mathematics	0/60	Emerging Toward the Performance Standard
Science	--	Science Not Assessed

Parents and teachers have a greater chance of helping children succeed when they work together to encourage student learning. For that reason, the following questions have been included to help spur meaningful discussion.

- How can we use this report to determine my daughter's strengths?
- What can we do at school and at home to reinforce those strengths?
- In what areas does my daughter need additional work?
- What can we do at school and at home to provide opportunities and experiences for her to improve?
- What opportunities does my daughter receive as part of her daily instruction that relate to what was assessed?

The following pages of this report describe the ELA, mathematics, and science assessments; provide details on your daughter's performance on those assessments; and show your daughter's responses to the assessment questions that are being released to the public. (You may obtain the released questions at www.mi.gov/mi-access.) We hope you find this information helpful and informative.

Sincerely,

Mike Flanagan
Superintendent of Public Instruction
State of Michigan



Page 1 shows student's earned points and performance level for current year.

Rosters

Show number assessed and mean scale score or mean earned points

CLASS ROSTER Functional Independence - Mathematics Grade 5 Fall 2007



Teacher Name: Math All Possible Scores
School Name: MI-Access Functional Independence School
School Code: 09999

District Name: Computer Generated District
District Code: 09007

Number of Students Assessed: 155 Mean Scale Score: 2492

Student Information	2007 Scale Score	2007 Performance Level	2008 Performance Level	Performance Level Change	Data and Probability		Geometry		Measurement					Numbers and Operations						Numbers and Operations Total (out of 16)	Earned Points Total (out of 30)													
					D.RE.04.FLEG02	D.RE.04.FLEG03	Data and Probability Total (out of 2)	G.GS.04.FLEG01	G.LO.04.FLEG02	Geometry Total (out of 2)	M.PS.04.FLEG04	M.PS.04.FLEG06	M.PS.04.FLEG09	M.PS.04.FLEG10	M.UR.04.FLEG02	M.UR.04.FLEG07	M.UR.04.FLEG08	Measurement Total (out of 10)	N.FL.04.FLEG11			N.FL.04.FLEG12	N.FL.04.FLEG15	N.IE.04.FLEG01	N.IE.04.FLEG02	N.IE.04.FLEG03	N.IE.04.FLEG04	N.IE.04.FLEG05	N.IE.04.FLEG08	N.IR.04.FLEG09	N.IR.04.FLEG13	N.IR.04.FLEG14	N.IR.04.FLEG16	
(No. of Items per EIGLCE)					(1)	(1)	(1)	(1)	(1)	(2)	(1)	(1)	(3)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)							
FIMS1, SCORE 00 UIC: 2000054384 DOB: 1/20/1996	2397	E-L	NM	NM																														
FIMS1, SCORE 01 UIC: 2000054385 DOB: 1/20/1996	2421	E-L	NM	NM																														
FIMS1, SCORE 02 UIC: 2000054386 DOB: 1/20/1996	2436	E-L	NM	NM																														
FIMS1, SCORE 03 UIC: 2000054387 DOB: 1/20/1996	2445	E-L	S-L	N																														
FIMS1, SCORE 04 UIC: 2000054388 DOB: 1/20/1996	2452	E-L	S-L	N																														
FIMS1, SCORE 05 UIC: 2000054389 DOB: 1/20/1996	2457	E-L	S-L	SD																														
FIMS1, SCORE 06 UIC: 2000054390 DOB: 1/20/1996	2462	E-L	S-L	SD																														
FIMS1, SCORE 07 UIC: 2000054391 DOB: 1/20/1996	2466	E-L	S-M	SD																														
FIMS1, SCORE 08 UIC: 2000054392 DOB: 1/20/1996	2470	E-L																																
FIMS1, SCORE 09 UIC: 2000054393 DOB: 1/20/1996	2473	E-L																																
FIMS1, SCORE 10 UIC: 2000054394 DOB: 1/20/1996	2477	E-M	S-H	SD																														
FIMS1, SCORE 11 UIC: 2000054399 DOB: 1/20/1996	2480	E-M	A-L	D																														

List results by student

Note: See reverse for additional information
NA=Not applicable NM=No matching student

Performance Level Key: S - Surpassed H - High
A - Attained M - Middle
E - Emerging L - Low



Supported Independence District Summary Report: ELA



DISTRICT SUMMARY REPORT Supported Independence - English Grade 5 Fall 2007

District Name: Computer Generated District
District Code: 99997

ACHIEVEMENT

Number of Students Assessed	Mean Earned Points	Number and Percent of Students					
		Emerging		Attained		Surpassed	
#	%	#	%	#	%	#	%
183	30	99	54.1	48	26.2	36	19.7

Shows # and % of students that earned each earned points total

FREQUENCY DISTRIBUTION

Earned Points	Number and Percent of Students	
	#	%
60	3	1.6
59	3	1.6
58	3	1.6
57	3	1.6
56	3	1.6
55	3	1.6
54	3	1.6
53	3	1.6
52	3	1.6
51	3	1.6
50	3	1.6
49	3	1.6
48	3	1.6
47	3	1.6
46	3	1.6
45	3	1.6

Earned Points	Number and Percent of Students	
	#	%
44	3	1.6
43	3	1.6
42	3	1.6
41	3	1.6
40	3	1.6
39	3	1.6
38	3	1.6
37	3	1.6
36	3	1.6
35	3	1.6
34	3	1.6
33	3	1.6
32	3	1.6
31	3	1.6
30	3	1.6
29	3	1.6

Earned Points	Number and Percent of Students	
	#	%
28	3	1.6
27	3	1.6
26	3	1.6
25	3	1.6
24	3	1.6
23	3	1.6
22	3	1.6
21	3	1.6
20	3	1.6
19	3	1.6
18	3	1.6
17	3	1.6
16	3	1.6
15	3	1.6
14	3	1.6
13	3	1.6

Earned Points	Number and Percent of Students	
	#	%
12	3	1.6
11	3	1.6
10	3	1.6
9	3	1.6
8	3	1.6
7	3	1.6
6	3	1.6
5	3	1.6
4	3	1.6
3	3	1.6
2	3	1.6
1	3	1.6
0	3	1.6

* < 10 students assessed
Note: See reverse for additional information

District Item Analysis



DISTRICT ITEM ANALYSIS REPORT Functional Independence - English Language Arts Grade 5 Fall 2007 Released Items Only



District Name: **Computer Generated District**
District Code: **99997**

Number of Students Assessed: **368**

ACCESSING PRINT

EGLCE Code	ASSESSMENT COMPONENT or Abbreviated EGLCE Descriptor	Released Item Number	Number and Percent of Students Responding									
			A		B		C		Omit		Multi	
			#	%	#	%	#	%	#	%	#	%
PART 1 - WORD RECOGNITION												
R.WS.04.FI.EG03	Recognize frequently encountered words	R1	328	89.1 ⁺	13	3.5	8	2.2	9	2.4	10	2.7
R.WS.04.FI.EG03	Recognize frequently encountered words	R2	312	84.8 ⁺	17	4.6	10	2.7	15	4.1	14	3.8
R.WS.04.FI.EG03	Recognize frequently encountered words	R3	24	6.5	17	4.6	272	73.9 ⁺	25	6.8	30	8.2
R.WS.04.FI.EG03	Recognize frequently encountered words	R4	240	65.2 ⁺	30	8.2	30	8.2	36	9.8	32	8.7
PART 2 - TEXT COMPREHENSION												
Functional Passage												
R.CM.04.FI.EG01	Make inferences, predictions, and conclusions	R5	88	23.9 ⁺	67	18.2	80	21.7	70	19.0	63	17.1
R.CM.04.FI.EG01	Make inferences, predictions, and conclusions	R6	69	18.8	80	21.7 ⁺	69	18.8	70	19.0	80	21.7
R.IT.04.FI.EG02	Identify Informational text patterns	R7	74	20.1	72	19.6 ⁺	72	19.6	66	17.9	84	22.8
R.IT.04.FI.EG02	Identify Informational text patterns	R8	64	17.4 ⁺	67	18.2	79	21.5	67	18.2	91	24.7
R.IT.04.FI.EG02	Identify Informational text patterns	R9	73	19.8	91	24.7	56	15.2 ⁺	63	17.1	85	23.1
R.CM.04.FI.EG01	Make inferences, predictions, and conclusions	R10	74	20.1	84	22.8	48	13.0 ⁺	88	23.9	74	20.1
R.CM.04.FI.EG02	Identify main ideas and details	R11	40	10.9 ⁺	80	21.7	84	22.8	85	23.1	79	21.5

Shows # and % of students who selected each answer choice for each released Word Recognition and Text Comprehension item

Note: See reverse for additional information

Page 1 of 1

Correct Response: +

Reminders

- Read the Coordinator and Administrator Manual
- Verify information in the Educational Entity Master (EEM)
- Be familiar with accommodations
- FI students answer in test booklets; assessment administrators bubble in

Reminders

- Apply Pre-ID Labels to answer docs
- Inventory Materials when received
- Consider early returns (by 11-13-09)
- Security Compliance forms stay in district
- Tested Roster!

Contact Information

- Hotline: 888-382-4246
- MI-Access@questarai.com
- Linda Howley (517) 241-2525
 - HowleyL@michigan.gov
- Dan Evans (517) 335-1165
 - EvansD2@michigan.gov

Thank You!

- MI-Access survey following assessment window
- Good Luck!