



Spring 2016

MI-Access 

Guide to Reports

- Functional Independence
- Supported Independence
- Participation

September 2016

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Section 1: Introduction

What's in this Guide?

This guide was developed to assist educators in understanding and using the MI-Access assessment results.

The purpose of MI-Access reports is to provide teachers, parents, and other stakeholders with a point-in-time picture of what students with disabilities know and are able to do in specific content areas. To make the assessments more meaningful to students, all items selected for inclusion:

- were designed with input from classroom teachers, and
- are applicable to real world situations, that is, they reflect the knowledge and skills students need to be successful in school and as adults.

Understanding MI-Access results is important because when they are used in meaningful ways, they translate into better learning, and improved student achievement.

The reports prepared for MI-Access include individual-level reports such as:

- Student Record Labels
- Individual Student Reports
- Parent Reports
- Student Rosters
- Student Overview

The reports also include summary or aggregated level reports:

- Expectation and Scoring Focus Report
- Demographic Reports
- Comprehensive Reports

The individual and aggregate reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In

accordance with these mandates, results are provided for the following three assessment types:

1. Functional Independence (FI)
2. Supported Independence (SI)
3. Participation (P)

As required by federal law, the assessments are based on Michigan's alternate content standards. These standards include:

- The Essential Elements (EEs)¹ with the Michigan defined range of complexity (High, Medium, and Low for ELA and Mathematics),
- Extended Grade Level Content Expectations (EGLCEs for social studies),
- Extended High School Content Expectations (EHSCEs for social studies), and
- Extended Benchmarks (EBs for science)

The EEs, EGLCEs, EHSCEs, and EBs on which the MI-Access assessments are based can be downloaded from the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access).

Family Educational Rights and Privacy Act (FERPA)

Reports that provide student level data include federally protected student data. It is imperative that report users understand the sensitive and confidential nature of the data presented on MI-Access reports and comply with all Federal Education Rights and Privacy Act (FERPA) regulations: www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

¹ Target Essential Elements as developed by the Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements, Lawrence, KS: University of Kansas.

Report Descriptions

Report	Description	Aggregation	Distribution
Student Record Labels	Summarizes individual student achievement in each content area for inclusion in the student's Cumulative Student Record folder.	<ul style="list-style-type: none"> Individual Student 	<ul style="list-style-type: none"> Paper
Individual Student Report (ISR)	Separated by content area, the ISR provides detailed information on individual student achievement, including overall score, performance level, student growth percentile, and summarized expectation/scoring focus data.	<ul style="list-style-type: none"> Individual Student 	<ul style="list-style-type: none"> Online
Parent Report	Summarizes individual student achievement in each content area, including overall score, performance level, and summarized claim, strand, or discipline data.	<ul style="list-style-type: none"> Individual Student 	<ul style="list-style-type: none"> Paper Online
Student Roster	Separated by content area, the roster provides detailed information on student achievement, for groups of students, including overall score, performance level, and summarized claim, strand, or discipline data.	<ul style="list-style-type: none"> Individual Student 	<ul style="list-style-type: none"> Online
Student Overview	Summarizes student achievement for all content areas, including overall score, performance level information, and student growth percentile.	<ul style="list-style-type: none"> Individual Student 	<ul style="list-style-type: none"> Online
Expectation/ Scoring Focus Analysis Report	Provides the percentage of points earned by grade and content area expectation/scoring focus and the number of students scoring in each of four quartiles. This report is intended to provide an overview of performance by content area.	<ul style="list-style-type: none"> School District State 	<ul style="list-style-type: none"> Online
Demographic Report	Provides a comparison of students by grade and content, aggregated across selected demographic groups, showing mean scores and percentages of students in each performance level.	<ul style="list-style-type: none"> School District ISD State 	<ul style="list-style-type: none"> Online
Comprehensive Report	Provides a comparison of students by grade and content by schools within a district or districts within an ISD. Mean scores and percentages of students in each performance level are reported.	<ul style="list-style-type: none"> District ISD 	<ul style="list-style-type: none"> Online

Content Area Assessed

The MI-Access Functional Independence assessment covers five of the content areas assessed at the state level:

- Reading (ELA: Accessing Print),
- Writing (ELA: Expressing Ideas),
- Mathematics,
- Science, and
- Social studies.

MI-Access Participation and Supported Independence cover:

- English language arts (which includes reading and writing),
- Mathematics, and
- Science.

Grades and Content Areas Assessed with MI-Access

Content Area	Grade						
	3rd	4th	5th	6th	7th	8th	11th
ELA (P/SI)	X	X	X	X	X	X	X
ELA-Accessing Print (FI)	X	X	X	X	X	X	X
ELA-Expressing Ideas (FI)	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X
Science		X			X		X
Social Studies (FI only)			X			X	X

Notes:

- The samples in this guide are actual images of the reports and some sections of the reports have been blurred in order to protect student information and entity details.
- The aggregated reports for MI-Access have a built in feature that suppresses student data if there is less than 10 students. The purpose is to protect the student's identity from being inadvertently disclosed. The reports will provide a "less than 10" foot note where necessary in this situation.

Section 2: Scoring

All of the processes employed to assess overall student performance, begin with their responses to a variety of item types. There are four types of items: Multiple Choice (MC), Selected Response (SR), Constructed Response (CR), and Activity Based Observations (ABO) items. Item scores are used to create sub-scores for each content area and are used in the Item Response Theory models and transformations that result in scale scores for FI. The P and SI scores will be provided as the sum of Earned Points.

FI Scoring

For the Functional Independence assessments, students earn one point for each correct answer, except on the Expressing Ideas assessment where they can earn up to 4 points for their response to the prompt. The score for each item is added together to determine the student's total earned points for the assessment. In addition to earned points, students receive a scale score and are assigned a performance level.

Explaining FI Scale Scores

Each student who receives the same total earned points in a given year on a particular assessment will have the same scale score and performance level. However, students who have the same total earned points on a particular assessment in consecutive years may not have the same scale score or performance levels since assessments in consecutive years may differ slightly in difficulty. These slight differences in difficulty between assessments are controlled during the process used to create scale scores each year. The scale scores and performance levels are comparable and designed to have the same meaning across years. Scale scores and performance levels are computed for ELA, mathematics, social studies, and science. The ELA

scale score is derived from a combination of the Accessing Print and Expressing Ideas earned points applied to scale score conversion. The minimum and maximum FI scores may also vary from year to year however, the cuts between the performance levels remain the same.

Explaining Participation and Supported Independence (P/SI) – Scoring

During the assessment, each student taking a P- or SI-level assessment is observed by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). The two assessment administrators simultaneously and independently score the student's responses using a standardized scoring rubric that:

- is based on the student responding correctly, and
- takes into consideration the amount of assistance needed to engage the student in the item.

The P/SI scoring rubrics are shown in the table on the following page. The PAA and SAA scores are added together to calculate a score for each item. Then, all of the item scores are added together to determine the student's total earned points for the assessment. (It should be noted that condition codes A, B, and C count as zero points.) In addition to earned points, students are assigned a performance level.

MI-ACCESS P/SI SCORING RUBRICS

P Score Point/ Condition Code	SI Score Point/ Condition Code	Term
3	2	Responds correctly with no assessment administrator assistance
2	1	Responds correctly after assessment administrator provides verbal/physical cues
1	Not Allowed in SI	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A	A	Incorrect response
B	B	Resists/Refuses
C	C	Assessment administrator provides step-by-step directions and/or hand-over-hand assistance

Scoring Focus for P/SI

This is a component of the P/SI assessment items that shows what administrators should look for when observing and scoring a student. It also is linked to the EEs, EGLCEs, EHSCEs, and EBs being measured.

Section 3: How Scores are Reported

Scale Scores and Earned Points

MI-Access FI scale scores are created from the raw score responses by utilizing Item Response Theory scoring models to convert to a scale score. Some of the student level reports will display the actual earned points and the accompanying scale scores.

The P- and SI-level scores display Earned Points as the final scores. The reports will provide the Points Possible so as to provide a comparison point against the students earned points.

Claim/Strand and Discipline Sub Scores

Claim scores for ELA and mathematics are generated using item scores and item parameters within a given claim to determine students' achievement within that given claim. For science, the results are reported by strands associated with the standard, and for social studies, the report utilizes disciplines to display results.

Student Growth Percentiles (SGP)

Student growth percentiles represent a way to report and understand student growth better, as opposed to a basic comparison of year to year performances. Values for SGPs in Michigan range from 1-99, and can be interpreted in similar ways to other forms of percentiles. Scores close to 50 represent average growth. Higher SGPs indicate higher growth, while lower SGPs indicate lower growth. These percentiles are relative to students in Michigan, who had comparable achievement scores on prior state-level MI-Access tests. Because of this, only students who received valid scores on the most recent state assessment in a content area and have a valid score on this year's test will receive SGPs. It also follows that SGPs will not be available for students who take a combination M-STEP/MI-Access FI tests in fourth grade science,

fifth grade social studies, and all third grade assessments. SGPs are not utilized for Supported Independence- and Participation-level assessments.

Student Growth Percentiles (SGPs) will appear on the Individual Student Report, Student Overview, and in the school data files accessed through the Secure Site when the data becomes available. SGPs are designed to replace the Performance Level Change (PLC) on prior score reports, which relied on performance level changes from year to year. The assessment transitions in recent years necessitated an accompanying change in the reporting of student growth.

The addition of SGPs to Individual Student Reports, Student Overview Reports, and data files can provide some context to understand the growth of individual students and growth patterns within MI-Access students. It should also be noted that SGP calculations also allow for the uniqueness of the MI-Access assessments and students that participate in them. When combined with achievement scores and proficiency categories, SGPs can help educators understand how student achievement scores compare to their peers in the state who had comparable prior test scores. Teachers and administrators should recognize, however, that SGPs will be less stable in the first few years of any assessment transition; this is particularly true in Michigan, where MI-Access encompassed changing standards, and delivery modes. SGPs generated in future cycles, should generally be considered to be more stable.

Invalid Test Scores

Every year it's possible that students may not receive a valid test score for a variety of reasons. The student level reports do not provide actual scores for invalid tests however, the reports will provide a reason why the tests are invalid. These students do not count toward accountability, and may negatively impact participation rates. Invalid test score are not included on aggregated reports.

INVALID TEST CODES

The following table reflects the invalid reason codes and descriptions that may appear in the student level reports and the student data file. The additional invalid test score conditions listed may also appear based on whether the proper test was given or otherwise marked in eDIRECT or on the student answer document.


Reason Code	Scenario	Report Description
1	Student does not have a match in the Michigan Student Data System (MSDS) so the enrolled grade cannot be determined	Missing MSDS Data
2	Special Education flag not set in MSDS	Not Enrolled in Special Ed Program
3	Missing either the PAA or SAA scores on the student answer document	Missing either the PAA or SAA scores
4	Student administered more than one test type For example: the student is assessed with FI in ELA and SI math	No Valid Test Scores
5	Multiple answer documents are returned for the same student/test and the first test taken cannot be determined	No Valid Test Scores
7	Assessment misadministrations that are documented by an incident report	No Valid Test Scores
8	Student did not attempt to test For example: the student was assessed with Accessing Print but not with the Expressing Ideas test as well, or failed to respond enough to score the test	No Valid Test Scores
Additional Invalid Test Score Conditions		
	Bubbled on answer document or coded in eDIRECT as Prohibitive Behavior	Prohibitive Behavior
	Bubbled on answer document or coded in eDIRECT as using a Non Standard Accommodation	Non Standard Accommodation
	Student has a match in MSDS where the enrolled grade does not match the grade the student tested in	Out of Level

Section 4: Performance Level Descriptors and Score Categories


Performance Levels

MI-Access FI scale scores and P/SI Earned Points within each subject area can be described in ranges. The labels applied to these ranges are known as Performance Levels. The MI-Access performance levels are: (1) Emerging, (2) Attained, and (3) Surpassed. The divisions between each levels are often referred to as cut scores. Scale score and performance level range tables are listed below and on the following pages.

The cut scores are typically developed by panels of educators and other stakeholders throughout the state in a process known as standard setting. To set these standards, the panels use detailed descriptions of what students in each of the performance levels should know and be able to do. Based upon these detailed descriptions and actual assessment items, the panel recommends the cuts that best separate each performance level from the next.

		2016 MI-Access Functional Independence (FI) Performance Level Scale Score Ranges		
Subject	Grade	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
ELA	3	2200-2299	2300-2314	2315-2411
	4	2300-2399	2400-2412	2413-2495
	5	2400-2499	2500-2514	2515-2598
	6	2500-2599	2600-2615	2616-2696
	7	2600-2699	2700-2714	2715-2792
	8	2700-2799	2800-2815	2816-2903
	11	3000-3099	3100-31112	3113-3195

The Michigan State Board of Education is the authority who approves the final cut scores and performance level ranges.

		2016 MI-Access Functional Independence (FI) Performance Level Scale Score Ranges (continued)		
Subject	Grade	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
Mathematics	3	2200-2299	2300-2311	2312-2381
	4	2300-2399	2400-2414	2415-2482
	5	2400-2499	2500-2515	2516-2577
	6	2500-2599	2600-2616	2617-2690
	7	2600-2699	2700-2717	2718-2795
	8	2700-2799	2800-2814	2815-2899
	11	3000-3099	3100-3120	3121-3213
Science	4	2300-2399	2400-2411	2412-2478
	7	2600-2699	2700-2715	2716-2778
	11	3000-3099	3100-3117	3118-3185
Social Studies	5	2400-2499	2500-2510	2511-2573
	8	2700-2799	2800-2809	2810-2886
	11	3000-3099	3100-3112	3113-3182



2016 MI-Access Supported Independence (SI) Performance Level Points Possible Ranges

Subject	Grade(s)	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
ELA	3-5	0-28	29-46	47-60
	6-8	0-33	34-46	47-60
	11	0-27	28-42	43-60
Mathematics	3-5	0-31	32-48	49-60
	6-8	0-28	29-49	50-60
	11	0-23	24-42	43-60
Science	4	0-31	32-54	55-68
	7	0-32	33-54	55-68
	11	0-44	45-56	57-68



2016 MI-Access Participation (P) Performance Level Points Possible Ranges

Subject	Grade(s)	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
ELA	3-5	0-26	27-43	44-60
	6-8	0-28	29-44	45-60
	11	0-25	26-42	43-60
Mathematics	3-5	0-32	33-45	46-60
	6-8	0-25	26-46	47-60
	11	0-26	27-46	47-60
Science	4	0-45	46-71	72-90
	7	0-43	44-71	72-90
	11	0-47	48-74	75-90

Section 5: The Dynamic Score Reporting System

The MI-Access reports are located on the Secure Site (<https://baa.state.mi.us/BAA Secure>) in the Dynamic Reporting in the "Reports" dropdown section. This Dynamic Reporting System provides detailed information about student performance by content area at the student, school, and district levels. The reports will display based on your role as either school/district user.

The Secure Site

Michigan.gov Home

Secure Site
Michigan Department of Education



Home Admin Security Assessment Registration Student Assessments Reports Accountability Review Requests

Secure Site

Check the home page often for updated information and announcements.

General Announcements Calendar

Search Filter

Due Date  

Test Period

Test Cycle

Filter

Secure Site access is only available to district and school employees with authorized user roles and permissions granted by their district. You must have a MEIS login in order to access the Secure Site. For instructions on how to obtain a MEIS login, go to the [Secure Site Training web page](http://michigan.gov/seuresitetraining) (<http://michigan.gov/seuresitetraining>) and click [How do I get access to the Secure Site?](#)

Functionality

Michigan's Dynamic Score Reporting site provides data for a variety of reports.

1. **Welcome Page:** (below) The Welcome Page provides detailed directions for accessing the reports based on user role.

Welcome to Michigan's Dynamic Score Reporting Site!

To access your reports:

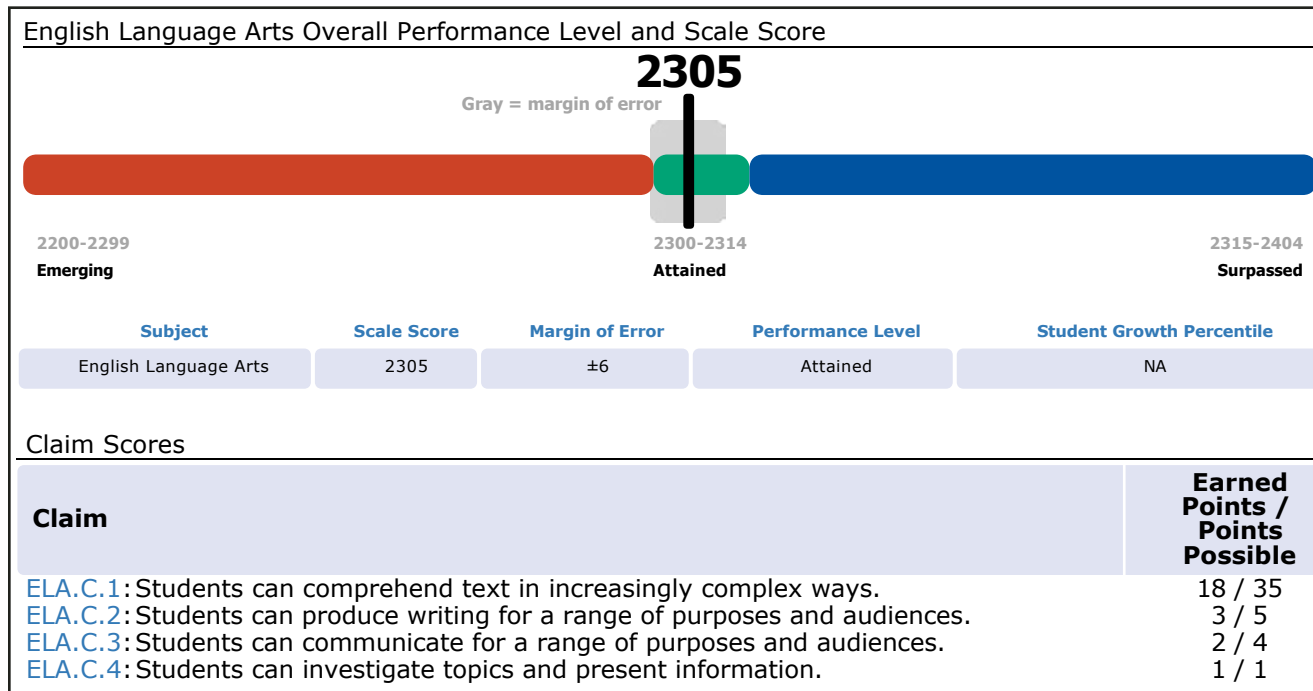
District Users:

- a) Select the desired report from the **Report** dropdown at the top of the page.
- b) Select desired school from the **School** dropdown (not applicable to District, ISD, or State level reports)
- c) The page will refresh with available filters.
- d) Select the desired criteria from the filters on the left side of the page.
- e) Select the **Generate Reports** button to open your report.

School Users:

- a) Select the desired report from the **Report** dropdown at the top of the page.
- b) The page will refresh with available filters.
- c) Select the desired criteria from the filters on the left side of the page.
- d) Select the **Generate Reports** button to open your report.

2. **Report Body:** (below) The report body contains the selected report with the results of the filtered input.



3. **Filter Pane:** (below) This section allows the user to filter by assessment type, grade, content area, reporting code, and individual students. This pane also allows the user to generate reports. The options available in the Filter Pane vary depending on the report.

Expand All | Collapse All | Reset All

Generate Reports

Showing 1-47 of 47 Students

☐ Grade - 1 selected

☐ 03

☒ 04

☐ 05

☐ 06

☐ Content Area - All

☐ English Language Arts

☐ Mathematics

☐ Science

☐ Social Studies

☐ Reporting Code - All

☐ Homeschooled

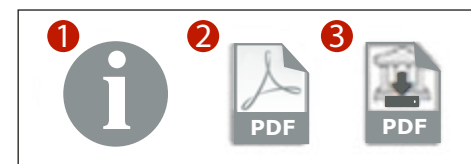
☒ 1 Selected

☐ No

☐ Performance Level - All

4. **Go to Student Link:** (below) This student level report feature allows users to select an individual student in the Filter Pane. Note: if there are multiple pages you will have to scroll to that page in order to select.
5. **Information, PDF, and Bulk PDF buttons:** (below) These allow the user to view detailed information about each report and to generate a printable PDF file of the selected report. You may select a bulk PDF generation button which allows users to capture all students listed in the report.

Student: [Go to Student](#)



Section 6: Reports

Student Level Data Reports

STUDENT RECORD LABELS

The Student Labels (below) provide summary student performance levels for individual students. The labels are assembled by type (FI, SI and P), and include school information, student demographic information, MI-Access administration cycle information, and overall student performance level for tested content areas. The student record labels are shipped to schools for inclusion in the student folder.

ISD		SCHOOL	
UIC#	STU#		
DOB:		Subject	SS
Gender: M		ELA	3115
Grade: 11		Mathematics	3106
		Science	3103
		Social Studies	3080
Spring 2016		Performance Level	
MI Access		Functional Independence	

ISD		SCHOOL	
UIC#	STU#		
DOB:		Subject	Earned/ Possible Points
Gender: F		ELA	38/60
Grade: 11		Mathematics	44/60
		Science	48/68
Spring 2016		Performance Level	
MI Access		Supported Independence	

ISD		SCHOOL	
UIC#	STU#		
DOB:		Subject	Earned/ Possible Points
Gender: M		ELA	8/60
Grade: 11		Mathematics	9/60
		Science	4/90
Spring 2016		Performance Level	
MI Access		Participation	

Student Demographic Information

This section provides identifying information about the student including name, grade, gender, date of birth, race/ethnicity, Unique Identification Code (UIC), assessment taken, and the district student ID, if provided by the school. The report will indicate if the student has been identified as an English learner, or formerly limited English proficiency in the Michigan Student Data System (MSDS). Additionally, any designated supports or accommodations the student received are displayed.

Overall Content Performance

Overall content area Scale Scores, including margin of error (FI only), Earned Points (for P/SI), and the associated performance level, are provided as a graphic and as a table. Ranges for each performance level are also shown on the graphic.

Claims, Strands, and Disciplines

- English language arts and mathematics report claim data
- Science reports strand data
- Social studies content standards are organized by disciplines

Raw scores, that is points earned out of total points possible, are reported for each claim, strand, and discipline.

Filters

Users may choose from several filters prior to report generation:

- Grade
- Content Area
- Reporting Code (formerly known as Class/Group Code)
- Home-schooled
- Performance Level
- Students (one, multiple, or all students may be selected)

PARENT REPORT

Parent Reports (right and on the following page—front and back) are printed and shipped to schools for distribution to parents and guardians. Parent Reports are also available electronically through the Secure Site.

The Parent Report provides information for parents about student performance in tested content areas. This report includes four main sections:

- 1 Superintendent Letter
- 2 Overall Content Performance
- 3 Content Area Explanation
- 4 Definitions for Parents
- 5 Performance Level Descriptors

Superintendent Letter

The Superintendent Letter to parents describes the MI-Access test administration, provides a brief overview of the data contained in the report, and a list of resources for the parent or guardian.

DOE, JANE K | Grade 4 | Functional Independence

UIC: 9999999999

District: 00000 ABC, School District of the City of
School: 00000 Sample School

2016
Parent
Report



Dear Parent or Guardian:

This spring, your student took part in the MI-Access Functional Independence assessments. These assessments are used, along with other information, to determine what students know and are able to do in English language arts (ELA), mathematics, social studies, and science in grades 3 through 8 and 11. The MI-Access Functional Independence assessments are based on the new Essential Elements (Standards) with the Michigan range of complexity for ELA and mathematics, Extended Grade Level Content Expectations/Extended High School Content Expectations for social studies and Extended Benchmarks (EBs) for science. These reflect the level of assessment your student's Individualized Education Program Team determined is appropriate.

This report will provide an overview of your student's performance on the Spring 2016 assessments. Please remember that these assessments are only a snapshot of achievement. We encourage you to discuss these results with your child and other school professionals who have the benefit of knowing your student personally. Assessment results can be used together with other assessment and classroom performance information to provide a more complete picture of student achievement and to plan for future learning.

For additional information on the MI-Access assessment and the new Essential Elements, please visit www.michigan.gov/mi-access. Under the Parent/Student information section you will find:

- A Parent's Guide to MI-Access: MI-Access – What it is, What it means, and What it Offers
- Online Practice Test Tools which contain examples of the types of questions your student may have experienced while taking the MI-Access assessment
- Michigan's Essential Elements (Standards), Extended Grade/High School Level Content Expectations, and Extended Benchmarks
- A Parent Guide to State Assessments in Michigan - National PTA

Michigan students are our most important resource. Parents/guardians, schools, and teachers succeed when they work together to support and inspire student achievement.

Sincerely,

Brian J. Whiston

Brian J. Whiston
State Superintendent
Michigan Department of Education



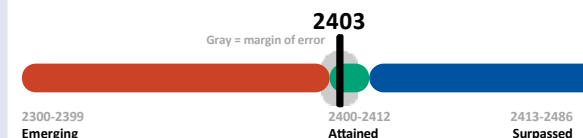
Definitions

Claims are broad statements about expected student learning. Claims apply to English language arts and mathematics. Within each claim are Essential Elements, or standards to which students are constructed and are organized by topic. A claim score reflects a student's performance on test items on the topics within that claim, strand, or discipline.

Disciplines and Strands are used as a means to organize content standards and expectations. Disciplines apply to social studies and Strands apply to mathematics. A discipline/strand score reflects the student's performance within the discipline.

Margin of Error Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range of scores one would expect if the same student was to be measured repeatedly with parallel assessments.

English Language Arts Overall Performance Level and Scale Score



Claim Scores

Claims	Points Earned/Possible
ELA.C.1: Students can comprehend text in increasingly complex ways.	23/35
ELA.C.2: Students can produce writing for a range of purposes and audiences.	2/8
ELA.C.3: Students can communicate for a range of purposes and audiences.	1/1
ELA.C.4: Students can investigate topics and present information.	1/1

ELA: Accessing Print and Expressing Ideas (Grades 3-8, & 11)

The MI-Access English/Language Arts (ELA) is based on four basic claims. The first claim is Reading/Reading Comprehension, which assesses word meaning and understanding of printed text. The second claim is Writing and Sharing Ideas, which assesses the student's ability to share their thoughts on a topic or idea. The third claim is Communication and Language, which assesses listening and identifying correct ways to communicate with others to meet personal, social, and academic needs. The fourth claim is Research and Inquiry, which assesses organizing information and contributing to an individual, group or class. The ELA assessment is broken down into two different sections. The first section, "Accessing Print," is given as multiple choice questions and covers most of the four claims. The second section, "Expressing Ideas," is given as a writing prompt and covers the fourth claim. The Expressing Ideas section of the assessment asks the students to respond to a prompt by writing, organizing, and expressing their ideas. Student responses are scored on this section using a fourpoint rubric.

Once a student's Expressing Ideas and Accessing Print earned points are calculated, they are combined and assigned a single ELA scale score, which is used to determine the overall performance level. The ELA scale score is displayed in the total range of scale scores possible. It also shows your child's corresponding performance level.

Overall Content Performance

Overall content area Scale Scores, including margin of error (for FI) and Earned Points (for P/SI), and the associated performance level are provided as a graphic and as a table. Ranges for each performance level are also shown on the graphic.

Claim performance levels for English language arts and mathematics are reported. Each claim reports points earned out of points possible.

The content standards strand data for science and disciplines for social studies also report points earned out of total points possible.

Content Area Explanation

Below each content area on the report is a detailed explanation of that content area.

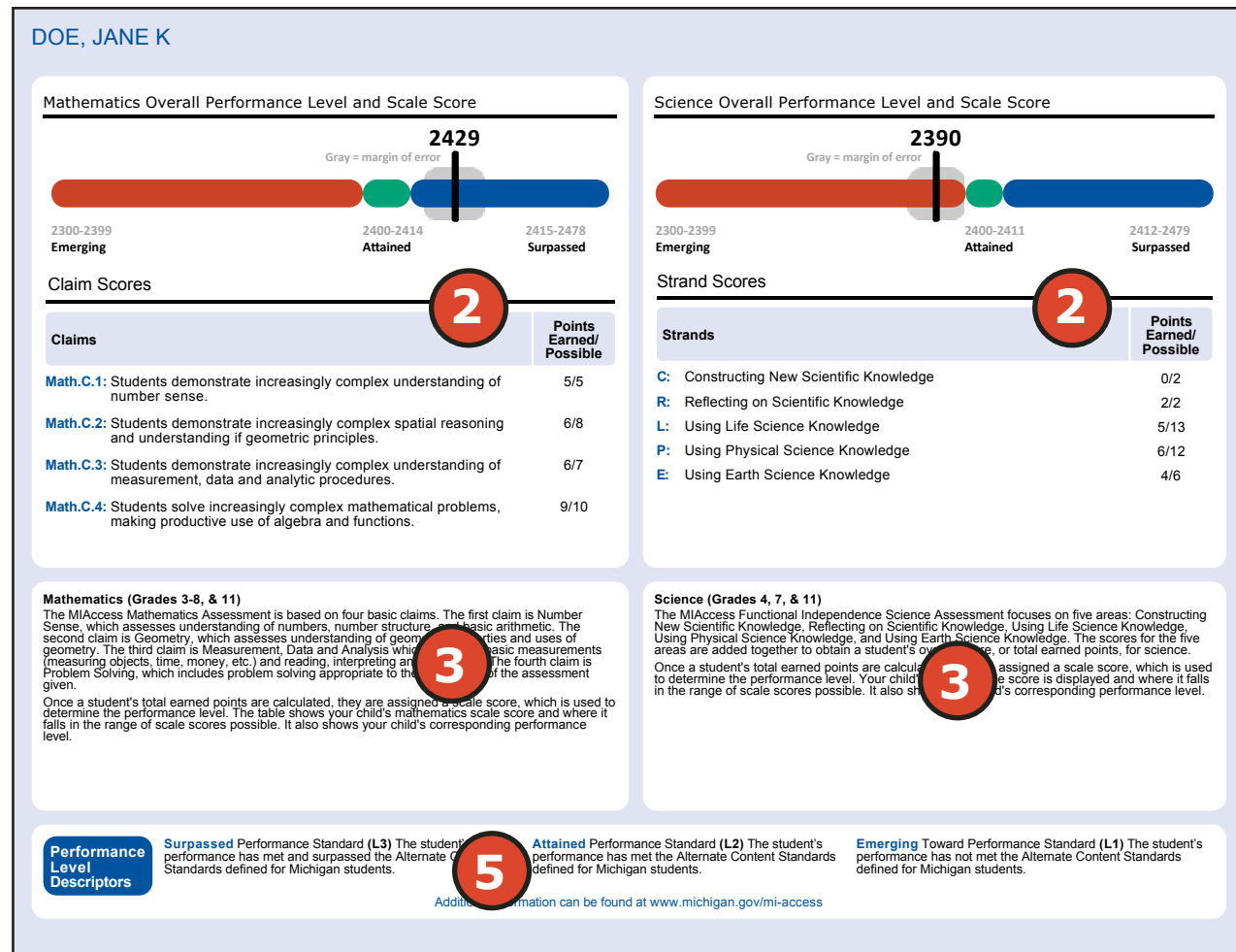
Definitions

The following definitions are provided:

Claims—are used as a means to organize assessment targets. Claims apply to English language arts and mathematics. Within the claims, assessment targets are used to organize the standards. A claim score reflects a student's performance on test items within that claim.

Disciplines and Strands—are used as a means to organize content standards and expectations. Disciplines apply to social studies and Strands to science. A discipline/strand score reflects the student's performance on the test items within the discipline/strand.

Margin of Error—Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range or scores one would expect if the same student was to be measured repeatedly with parallel assessments.

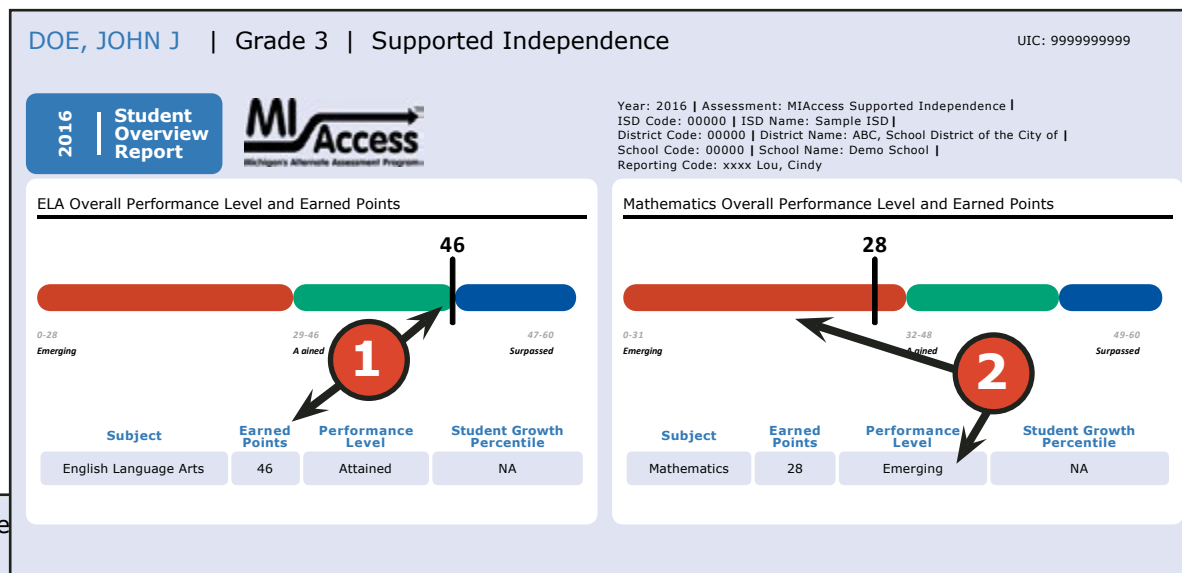


STUDENT OVERVIEW REPORT

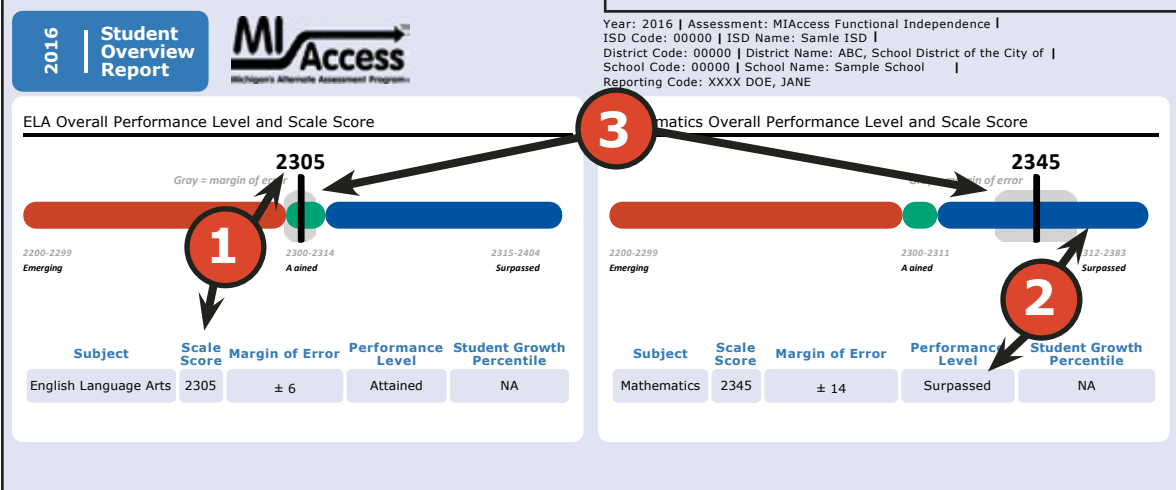
The Student Overview Report (FI and SI below) provides summary data of each student's performance in all content areas assessed on the MI-Access. These reports are designed to provide educators a high level snapshot of a student's performance in all content areas by grade. The overview is reported for each of the three test cycles: Functional Independence (FI), Supported Independence (SI) and Participation (P).

For each selected student the following data is displayed for each tested content in both graphical and table format:

- 1** Scale Score (FI) or Earned Points (P/SI)
- 2** Performance Level
- 3** Margin of Error (FI only)



DOE, JOHN J | Grade 3 | Functional Independence



STUDENT ROSTER

Student Roster (below) allows users to view student scale scores, earned points, and performance levels by assessment type, content area, and grade.

The report may be filtered by:

- Assessment type
- Content Area
- Reporting codes (formerly known as Class/Group Codes)
- Performance level

The report allows you to also sort:

- Alphabetically by student in ascending or descending order
- Scale score/earned points, and
- Sub categories including: claims, strands, or disciplines

The report below is divided into four main sections:

1

An alphabetical listing of students (sortable). The black icon (circled) has a hover feature that allows you to see the Unique Identification Code (UIC) and the Date of Birth (DOB) for that specific student.

2

Overall content performance in a table format (sortable by score). The Margin of Error is applied to FI reports only.

3

Overall content performance in a graphical format with color performance ranges and performance level legend. The Margin of Error is applied to FI reports only.

4

Points Earned versus Points Possible by claims, strands, and disciplines.

Year: 2016 | Assessment: MIAccess Functional Independence | ISD Code: 00000 | ISD Name: Sample ISD | District Code: 00000 | District Name: ABC, School District of the City of | School Code: 00000 | School Name: Demo School | Reporting Code: All

Student Roster | Demo School | Grade 03 | MI-Access Functional Independence

Mathematics

1					Overall Scale Score			Points Earned/Points Possible				
Students ▲		Scale Score	Margin of Error	Perf. Level				Number Sense	Geometry	Measurement, Data and Analysis	Problem Solving	
(Total = 45)					2200-2299 Emerging	2300-2311 Attained	2312-2383 Surpassed					
Student, Demo A	i	2345	(±14)	S				14/14	5/5	4/5	5/5	
Student, Demo B	i	2294	(±14)	S				7/14	3/5	2/6	4/5	
Student, Demo C	i	2294	(±14)	S				7/14	3/5	2/6	4/5	
Student, Demo D	i	2294	(±14)	S				7/14	3/5	2/6	4/5	
Student, Demo E	i	2294	(±14)	S				7/14	3/5	2/6	4/5	
Student, Demo F	i	2294	(±14)	S				7/14	3/5	2/6	4/5	

Aggregate Data Reports

EXPECTATION/SCORING FOCUS ANALYSIS

The Analysis report is produced in two formats. **Expectation Analysis** is for FI (below) and **Scoring Focus** is for P/SI. These reports provide the percentage of points earned by grade and content area expectations or scoring focus.

The report may be filtered by:

- Assessment type (FI, SI and P)
- School, District, and State level reports
- Grade
- Content Area

The report allows you to:

- Expand, collapse, and reset all the filters

- Individually select a grade, content area or a combination of them
- Expand and collapse the claims, strand, and discipline

The report below is divided into three main sections:

- 1 The expectation/scoring focus list is displayed along with detailed descriptions. This area may also be expanded and collapsed (circled).
- 2 The Number of Students Assessed in the expectation/scoring focus, and the average percentage of points earned out of points possible.
- 3 The number of students scoring in one of four bands: 0-25%, 26-50%, 51-75%, and 76-100% points earned out of points possible.

Note: The data found in this report is designed only for school and district use and should not be disseminated to the public.

Year: 2016 Assessment: MI-Access Functional Independence ISD Code: 00000 ISD Name: Sample ISD District Code: 00000 District Name: ABC, School District of the City of School Code: 00000 School Name: Demo School							
School Expectation Analysis Report Grade 5 English Language Arts Functional Independence							
Expectation ELA.C.1	Students can comprehend text in increasingly complex ways.	No. of Students Assessed	Average % Points Earned	Number of Students With:			
				0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
EE.RL.H.5.1	The student can use details, including (but not limited to) specific words from the text, to answer questions about narrative text.	48	76.6	5	2	8	33
EE.RL.H.5.2	The student can identify the theme or main idea of a multi paragraph narrative text.	48	29.2	34	0	0	14
EE.RI.H.5.1	The student can use details from informational text to answer questions about the text.	48	39.4	31	7	7	3

DEMOGRAPHIC REPORT

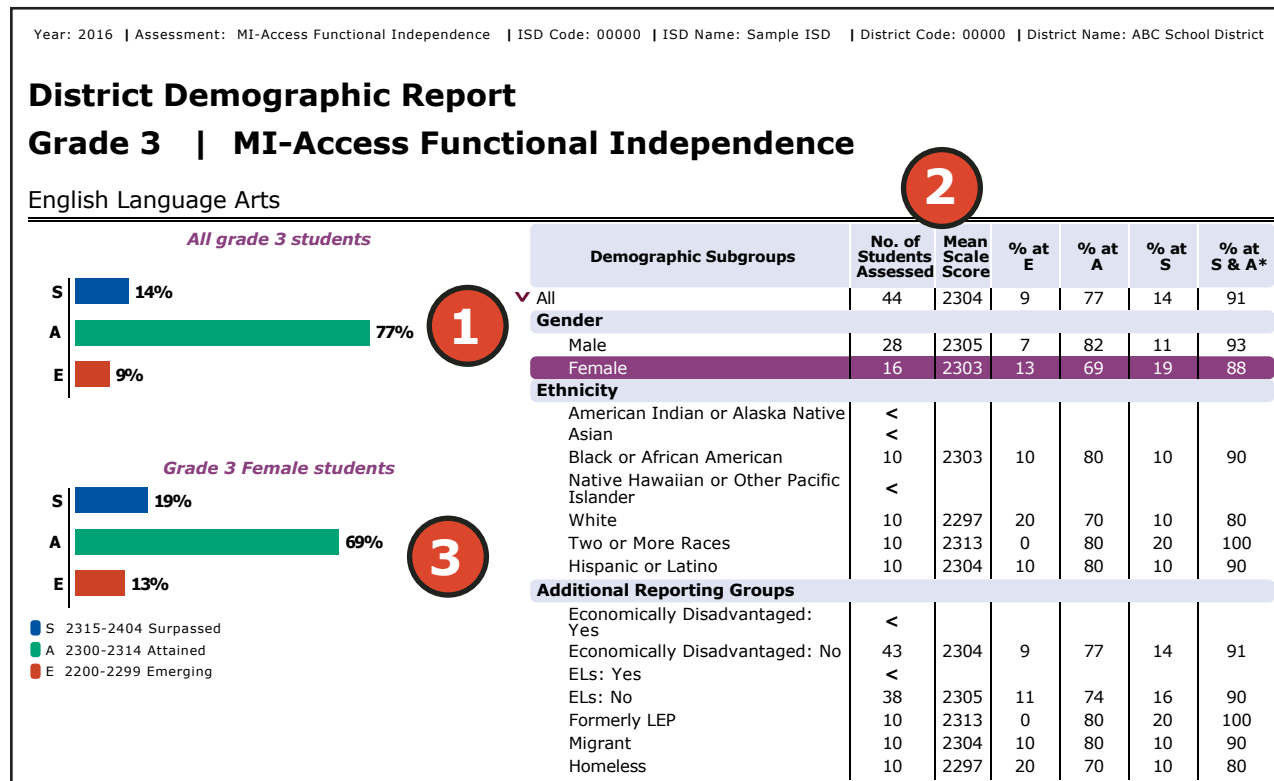
The Demographic Report (below) provides a comparison of students by grade and content, aggregated across reporting and demographic groups, showing the percentages at each level (Emerging, Attained, and Surpassed).

The report may be filtered by:

- assessment type (FI, SI and P)

- specific report level either School, District, or State
- by grade

After the user selects a grade to view, all tested content for that grade is displayed sequentially in alphabetical order. Users may also use the expand and collapse to customize the reports.



The report is divided into three main sections:

- Overall performance level percentages for the grade and content displayed in graphical format. The legend, with score ranges, is provided underneath the graphic.
- Demographic subgroup performance level data for each subgroup in table format.
- If a demographic subgroup is selected, then a graphical display of the performance level percentages for that subgroup is displayed under the overall graph for easy comparison.

Demographic Subgroup Performance Level Data Table

Performance level data, including the number of students assessed, mean score, and percentages of students in each performance level - Emerging, Attained, and Surpassed—as well as Surpassed and Attained combined, are displayed for a number of demographic subgroups in a table.

The demographic subgroups reported are:

- Gender
 - Male
 - Female
- Ethnicity
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Hispanic or Latino
 - Native Hawaiian or Other Pacific Islander
 - Two or More Races
 - White
- Additional Reporting Groups
 - Economically Disadvantaged: Yes
 - Economically Disadvantaged: No
 - English Learners (ELs) : Yes
 - ELs: No
 - Formerly Limited English Proficiency (LEP)
 - Migrant
 - Homeless

- Students with Disabilities
 - Standard Accommodation—all students
 - Nonstandard Accommodation—all students
 - Standard Accommodation—EL only
 - Nonstandard Accommodation—EL only

Demographic Subgroup Performance Level Percentages Graphic

The user may select a demographic subgroup in the demographic table to compare against the overall student population. The selected demographic subgroup will be highlighted and a corresponding horizontal bar graph of the performance level percentages will display under the overall performance level graph.

COMPREHENSIVE REPORT

The Comprehensive Report (below) provides a comparison of students by grade and content, aggregated across districts and ISDs, showing the percentages proficient at each level (Surpassed, Attained, and Emerging). The Comprehensive Report is available at the ISD (FI, SI and P) and District levels (FI only).

The report may be filtered by:

- Assessment type (FI, SI and P)
- Specific report level either District (FI only), or ISD (FI, SI and P)
- by grade

After the user selects a grade to view, the content areas for that grade is displayed individually in alphabetical order.

The report is divided into three main sections:

- 1 Overall performance level percentages for the grade and content displayed in graphical format. The legend, with score ranges, is provided underneath the graphic.
- 2 Entity performance level data for each district (ISD Report) or school (District Report) in table format.
- 3 If an entity is selected in the table, then a graphical display of the performance level percentages for that entity is displayed under the overall graph for easy comparison.

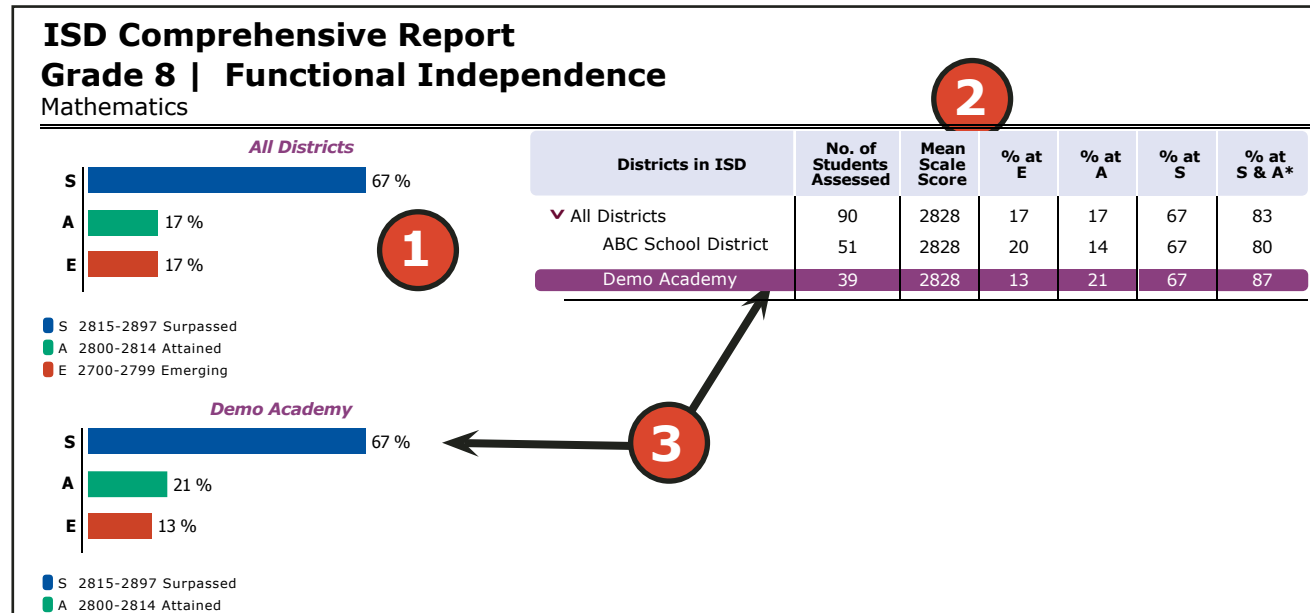
Entity Performance Level Data Table

Performance level data, including the number of students assessed, mean scale score, and percentages of students in each performance level—Emerging, Attained, and Surpassed—as well as surpassed and attained combined, are displayed for the applicable ISD and district in a table.

- For ISD level reports, performance data for the districts in the ISD are reported.
- For district level reports, performance data for the schools, excluding nonpublic schools, in the district are reported.

Entity Performance Level Percentages Graphic

The user may select an entity in the entity table to compare against the overall ISD or district performance data. The selected entity will be highlighted and a corresponding horizontal bar graph of the performance level percentages will display under the overall performance level graphic.



STUDENT DATA FILE

The Student Data File (right) contains detailed individual student data in an excel file. This data includes school information, student demographic data, test administration data, and student performance data.

School information—student ISD, District, and School Code

Student Demographic Data—Includes grade, name, gender, ethnicity, UIC, Date of Birth. Also includes subgroup information including Economically disadvantaged, Special Education, Limited English Proficiency, Migrant status, and HomeSchooled information

Test Administration Data—Includes online/paper-pencil format, valid or invalid test, if invalid, includes reason for invalidation of the test, also includes whether student received accommodations.

Student Performance Data—Includes student scores, student growth percentile, raw strand data for science, discipline data for social studies, and claim performance for ELA and mathematics.

The Student Data File is provided for schools to use as a data resource for school- or district-level data reviews. Schools or districts can use the Student Data File to manipulate and evaluate data in ways that support School Improvement goals or other data-based decision-making purposes.

Spring 16 MI-Access Student Data File Format

The downloaded file containing student test scores is a Comma Delimited File (CSV) with the following fields in order:

Please note: fields containing "Reporting Level" information are referring to claim for ELA/math, strand for science, and disciplines for social studies.

Excel Column	Field	Descriptor	Field Type (length)	Format
A	TestCycleName	131 = MI-Access FI 132 = MI-Access SI 133 = MI-Access P	text(20)	
B	ISDCode	ISD code number	varchar(5)	99999
C	DistrictCode	School district code number	varchar(5)	99999
D	SchoolCode	School code number	varchar(5)	99999
E	FeederSchoolCode	Prior school number that student attended	varchar(5)	99999
F	Grade	Student grade	varchar(2)	
G	LastName	Student last name	varchar(25)	
H	FirstName	Student first name	varchar(25)	
I	MiddleInitial	Student middle initial	char(1)	
J	Gender	Student's gender M = Male, F = Female	char(1)	
K	Ethnicity	Student's ethnic code 0 = Native Hawaiian or Other Pacific Islander 1 = American Indian or Alaska Native 3 = Black or African American 4 = Hispanic or Latino 5 = White 6 = Two or more Races 9 = Asian	int(1)	9

Section 7: Additional Resources

Additional Sources of Assessment Results

BAA SECURE SITE DATA FILES

Data files are available for download from the BAA Secure Site Student Test Scores window for authorized school and district users. The BAA Secure Site can be accessed by authorized users at www.michigan.gov/baa-secure.

- Student Data File—includes individual student test results and performance
- Aggregate Data File—includes aggregated school, district, or ISD assessment results

MI SCHOOL DATA

MI School Data is an online public portal that provides views of Michigan education data to help make informed educational decisions, to help improve instruction and to enable school systems to prepare a higher percentage of students to succeed in rigorous high school courses, college and challenging careers. (www.michigan.gov/mischooldata)

GENERAL RESOURCES

General additional resources are available on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access):

- For instructions on how to obtain access to the Dynamic Reporting Site, go to the [Secure Site Training web page](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining) and click [How do I get access to the Secure Site?](#)
- [2016 MI-Access Performance Level and Score Ranges](#)
- [How to Access and Navigate Michigan's Dynamic Score Reporting Site for M-STEP and MI-Access](#)
- [Spring 2017-2019 Statewide Summative Assessments Calendar](#)
- [Parent Guide to MI-Access: What it is, What it means, and What it Offers document](#)
- [Parent Guide to State Assessments in Michigan](#)

Also, be sure to sign up for the [Spotlight on Student Assessment and Accountability Newsletter](#) (www.michigan.gov/mde-spotlight) or weekly up-to-date information about Statewide Summative Assessments.

Section 8: Contact Information

School administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to reports, or need additional information about MI-Access administration procedures, content, scheduling, appropriate assessment of or accommodations for students with disabilities or English language learners (ELLs), please contact the Michigan Department of Education Division of Educator, Student, and School Supports, using the contact information listed below:

Division of Educator, Student, and School Supports

Andrew Middlestead, Director, Office of Student Assessments

Katherine Cermak, Manager, Test Administration and Reporting

John Jaquith, MI-Access Consultant for Students with Disabilities

Dan Evans, MI-Access Analyst, Test Administration and Reporting

Linda Howley, Manager, Test Development

Suzanne Hindman, ELA Consultant

Kyle Ward, Mathematics Consultant

Scott Koenig, Social Studies Consultant

Tamara Smolek, Science Consultant

Jennifer Paul, Assessment Consultant for English Language Learners

Shiqi Hao, Ph.D., Lead Psychometrician, Psychometrics

Phone: 1-877-560-8378, option 3

Fax: 517-335-1186

Website: www.michigan.gov/mi-access

E-mail: BAA@michigan.gov