

Guidelines for Participation in State Assessment



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2009 OEAA Fall Conferences



State Assessment & SWD

Today's Topics

- Revised Accommodations Summary Table
- MEAP-Access
- IEP Team Decision-Making
- Resources



The MEAS

Components of the MEAS

- MME
- MEAP
- MEAP-Access
- MI-Access
- ELPA



Grades/Content Areas Assessed

Content Area	3	4	5	6	7	8	9	11
ELA*	X	X	X	X	X	X		X
Math	X	X	X	X	X	X		X
Science			X			X		X
Social Studies				X			X	X

Assessment Accommodations





Participation in the MEAS

Accommodations Summary Tables

[Accommodations for MEAP, MI-Access, ELPA, and NAEP Summary Table](#) all State Board of Education approved, standard (S) and non-standard (NS) accommodations

[Michigan Merit Exam Accommodations Summary Table](#)



Participation in the MEAS

The vast majority of students will participate in the MEAP. Students who participate fully in the general education curriculum without identified disabilities or special circumstances will participate in the MEAP without accommodations.

Most students with disabilities will be able to participate in the MEAP when provided with standard, appropriate accommodations.



Participation in the MEAS

The IEP team may designate ANY accommodations it deems necessary.

- Student needs
- Routinely used in instruction

Must inform parents and students that nonstandard accommodations:

- Prevent eligibility for the Michigan Promise Scholarship
- Students count as not assessed



OEAA SWD Advisory Subgroup

Tony Thaxton – MAASE

Tina Atkins – CEC

Monica Harris – GVSU

Jan VanGaase – OSE/EIS SEAC

Jeff Diedrich – MITS MMPI

Larry Timm – Midland Public Schools

Jeanne Bauer – Portland Public Schools



Revised Accommodations Table

- First draft sent to MAASE and CEC membership with survey
- Second sent out statewide to all OEAA list serves with expanded survey
 - Over 300 respondents

Accommodation	MEAP / MEAP-Access		MI-Access		ELPA		NAEP
	IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
9. ⑩ Administration of the assessment individually or in a small group	S	S	S	S	S	S	P
10. ⑩ Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	S	S	S	S	S	S	P
11. Use of accommodated seating, special lighting, or furniture	S	NS	S	S	S	NS	P
12. ⑩ Able to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others (e.g., kneeling, constant movement)	S	S	S	S	S	S	C
13. Use of concentration aids (e.g., stress balls, T-stools, background music or noise buffers)	S	NS	S	S	S	NS	C
14. ⑩ Placement of teacher/proctor near student	S	S	S	S	S	S	P
C. Presentation							
15. Reading all assessment directions in student's native language <ul style="list-style-type: none"> • Student must be dominant in that native language; and • Student's English proficiency is determined to be basic or lower intermediate; and • Student receives bilingual instruction in their native language for the maintenance of that language 	S	S	S	S	NS	NS	P(+)
16. ⑩ Qualified person familiar to the student administers the assessment (e.g., Special Education Teacher, Bilingual/ESL staff)	S	S	S	S	S	S	P

Accommodation	MEAP /MEAP-Access		MI-Access		ELPA		NAEP
	IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
17. ⑩ Assessment directions <ul style="list-style-type: none"> Teacher may emphasize key words in directions Teacher may repeat directions exactly as worded in administrator manual Student may restate directions in his/her own words Student may ask for clarification of directions 	S	S	S	S	S	S	p
18. ⑩ Teacher provides visual, auditory or physical cues to student to begin, maintain, or finish task	S	S	S	S	S	S	C
19. Reading aloud <ul style="list-style-type: none"> MEAP or MEAP-Access Reading assessment MEAP or MEAP-Access Writing sample MI-Access Functional Independence Accessing Print (refer to Do Not Read Aloud Table in test booklet) 	NS	NS	S	NA	NA	NA	NA
20. Reading aloud the Mathematics, Science and Social Studies assessments with individual students or in small groups of no more than 5 students. <ul style="list-style-type: none"> MEAP and MEAP-Access require the use of Reader Scripts 	S	S	S	NA	NA	NA	p



Revised Accommodations Table

- Presented to State Board of Education on August 11th
- Board will vote on whether or not to approve the table at September meeting



MME Accommodations Summary Table

- Primary resource in determining Day 1 accommodations application process
- Currently working with ACT to resolve impact of updating our table
- 2010 table has NCRC eligibility added



MME Accommodations Summary Table

**Spring 2008 Michigan Merit Examination (MME)
Accommodations Summary Table**

Accommodation	MME Day 1 (The ACT Plus Writing)			MME Day 2 and Day 3		
	May Request	ACT Comments	MME Day 1 College Reportable ACT Scores ¹	IEP	504	ELL
31. Students asking for clarification of directions	Yes (State-Allowed only)	Only if tested individually.	No	S	S	S
32. Directions provided using sign language	Yes	Applies only to <u>spoken</u> instructions exactly as provided in the administration manual.	Yes	S	S	NA
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	Local decision – staff must meet all ACT requirements	Only if all directions for test administration are read verbatim in English with no clarifications in another language.	Yes	S	S	S
34. Administration of the assessment by person familiar to the student	Local decision – staff must meet all ACT requirements	Only if not a relative or athletic coach (if student is an athlete). See also #14 and #35.	Yes	S	S	S
35. Any assessment administration not directly supervised by a school district professional	Local decision – staff must meet all ACT requirements	For state testing, ACT administration manual states that testing staff may be "current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and teachers' aides." Staff may not be "volunteers." In addition: "High school students and lower-division undergraduates may not work as testing staff. Anyone who intends to take the ACT within the next 12 months must not administer the test in any capacity." Additional restrictions regarding relatives and athletic coaches also apply.	Yes	NS	NS	NS
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NA		NA	NS	NS	NS
37. Administer assessment sections in any order for English language arts, science, and social studies	No	ACT tests must always be administered in prescribed sequence.	NA	S	S	S
38. Administer assessment sections in any order for Mathematics	NA	ACT Mathematics test is not in sections.	NA	S	S	S

MEAP-Access



New State Assessment



Background - 2% Regulation

Assessment choices

- Regular assessment
- Alternate Assessments-Alternate Achievement Standards (MI-Access)

Neither of these options provides the best assessment of what these students know and can do.

- Regular assessment too difficult
- AA-AAS too easy and not full range of content



Assessment Continuum

Assessment	Type of Assessment	Based On
MEAP/MME	General	GLCEs/HSCEs
MEAP/MME with Accommodations	General	GLCEs/HSCEs
MEAP-Access	AA-MAS	GLCEs
Functional Independence	AA-AAS	Extended GLCEs
Supported Independence	AA-AAS	Extended GLCEs
Participation	AA-AAS	Extended GLCEs



Background

The Michigan Department of Education was awarded a grant to develop AA-MAS to fulfill two important needs in the MEAS.

1. Design process for modifying the existing MEAP (ELA & Math) grades 3-8 by reducing length and difficulty levels while assessing GLCEs.
2. Create an online professional development system usable throughout the state.



MEAP-Access

Assessment Plan Writing Team

Stakeholder involvement: large group from across Michigan

- Experts in Students with Disabilities
- Content Specialists

Charge:

- Design MEAP-Access
- Articulate professional development needs



Pilot Development

Worked with existing MEAP items

- Grades 3-8
- Mathematics and ELA

Conducted MEAP-Access Pilot

- Winter 2009
- Forms A and B



Pilot Development

Students were selected using their individual Fall 2008 scores which included:

- Have taken the MEAP with accommodations and proved difficult, or
- Have taken MI-Access Functional Independence (FI) which did not provide an appropriate level of challenge.



Pilot Assessment Administration

- Administered January 23 through February 12, 2009
- Over 600 Districts involved
- Approximately 23,000 students participated



Pilot Assessment Analysis

Students performed better with 3 versus 4 choices for multiple choice items.

This increase was beyond the increased success in guessing that would be expected simply from eliminating one option.



MEAP-Access Approval

On March 17, 2009 the State Board of Education approved the format of MEAP-Access as an operational assessment for the Fall of 2009.



MEAP-Access Approval

MEAP-Access will complete the continuum, provide a valid, and fair measure of the achievement of students who struggle with the academic content areas of ELA and Math, and who do not meet grade level expectations for the grade in which they are enrolled.



Statewide Implementation

Scheduled for Fall 2009

- Grades 3-8
- Reading/Writing and Mathematics
- Grade 11 - TBD



Fall 2009 MEAP-Access

The Eligibility Criteria for participation are:

- Student must have a current IEP
- Students with a Section 504 Plan are NOT eligible for alternate assessments
- IEPs must include goals based on GLCEs
- IEP goals should be attainable within the year covered by the IEP

The Eligibility Criteria (cont):

- IEP Team is reasonably certain student will not attain grade-level standards as peers
- Students must have access to, and instruction in grade-level content for the grade in which they are enrolled
- Instruction may be provided by a general or special education teacher



Fall 2009 MEAP-Access

Assessment continuum options

IEP Team has the flexibility to have a student participate in MEAP, MEAP-Access or FI in different content areas.

Note: MI-Access Supported Independence and Participation students are not included in this option



Fall 2009 MEAP-Access

- IEP Monitoring
 - CIMS-2 September Workbook has questions specific to MEAP-Access
- Ordering Materials via Secure Site
 - Be careful with MEAP vs. MEAP-Access!



IEP Team Decision-Making

- Participation Worksheet
- Released Items
- MI-Access artwork
- SB-IEP form assessment pages
- Online Learning Program



Determine Appropriate State Assessment

The IEP Team has two responsibilities by law:

Choose which state assessment

Choose accommodations (if any)

Getting started...



Content Areas Assessed

Determine if the student is in one of the grades assessed.

Remember, same grade as reported in SRSD/SDS.



Determine Appropriate State Assessment

Never choose based on disability category alone

Never choose based on one piece of data

Must consider curriculum and instruction



Determine Level of Independence

Full Independence

Functional Independence

Supported Independence

Participation



Assessment Accommodations

Decision must be made for each
content area

Must be documented

Communicate about consequences



IEP Team Decision-Making Worksheet

- What content standards?
- What does instruction look like?
- Level of independence?
- Assessment?
- Accommodations?



Resources for IEP Team State Assessment Decisions

- *Draft Guidelines for Participation in State Assessment for Students with Disabilities*
- Assessment Plans
- EGLCEs, EHSCEs, EBs, GLCEs, HSCEs
- Sample assessment booklets
- OSE-EIS Standards-Based IEP material



Resources

The screenshot shows the Michigan Department of Education website. At the top left is the Michigan Department of Education logo. To its right is the text "Department of Education". Further right is the Michigan state seal and the text "Michigan.gov An Official State of Michigan Web Site". Below the header is a navigation bar with links: "Michigan.gov Home", "MDE Home", "Site Map", "FAQ", "Contact MDE", "Keywords", "Online Services", and a search box with a "GO" button. Below the navigation bar are utility links: "Printer Friendly", "Text Version", "Email Page", and "Text Size". A left sidebar menu is visible with categories like "Assessment and Accountability" and "State Board of Education". The main content area is titled "MEAP-Access" and features a large blue button with the text "MEAP-Access". Below the button is a paragraph explaining that the assessment is based on April 2007 regulations by the US Department of Education (USED) and that the Michigan Department of Education (MDE) was awarded a USED grant to develop such assessment by modifying existing Michigan Educational Assessment Program (MEAP) assessments. Below this is another paragraph stating that MEAP-Access was developed through a collaboration of MDE offices and teams of Michigan educators and stakeholders. At the bottom of the main content area is a section titled "MEAP-Access Eligibility Criteria and Supporting Documents:" followed by a bulleted list of three items, each with a "click here" link to a PDF file.

MEAP-Access

This assessment is based on April 2007 regulations by the US Department of Education (USED) that permit a state to develop alternate assessments based on modified achievement standards. The Michigan Department of Education (MDE) was awarded a USED grant to develop such assessment by modifying existing Michigan Educational Assessment Program (MEAP) assessments in order to provide better access to students with disabilities who meet the eligibility criteria for participation.

MEAP-Access was developed through a collaboration of MDE offices and teams of Michigan educators and stakeholders familiar with the population and content being assessed.

MEAP-Access Eligibility Criteria and Supporting Documents:

- Memo from Mike Flanagan - Please [click here](#)(a PDF file).
- Eligibility Criteria and Guidelines for Participation - Please [click here](#)(a PDF file).
- Standards-Based Individualized Education Programs (IEPs)- Please [click here](#)(a PDF file).



Resources

Michigan Online Professional Learning System (MOPLS)

- Guidelines for determining participation in state assessments
- Using assessment results
- Ensuring access to Michigan's ELA and mathematics Grade Level Content Expectations
- Trainer of Trainers



Resources

Web resources

- www.mi.gov/mi-access
- www.mi-access.info
- www.mi.gov/meap
- www.mi.gov/mme
- www.mi.gov/meap-access
- www.mi.gov/elpa
- www.mi.gov/ayp
- www.mi.gov/ose-eis
- www.mi.gov/osi



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Questions?

