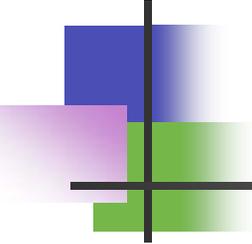


# Introducing a New MI-Access Assessment

Who is eligible for this one?

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**Assessment & Accountability  
Conference 2008  
Session #3**



# Session will cover

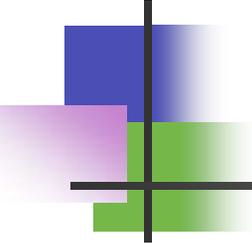
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- The 2% regulation
  - What is an alternate assessment based on modified achievement standards (AA-MAS)?
  - Who is eligible?
  - Safeguards?
  - Guidelines?
  - Characteristics of an AA-MAS
- Status of Development
  - Timeline for Implementation

# Important Definitions

- Academic Content Standards. Academic content standards are statements of the knowledge and skills that schools are expected to teach and students are expected to learn.





# Important Definitions

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- Academic Achievement Standards.  
Academic achievement standards are explicit definitions of how students are expected to demonstrate attainment of the knowledge and skills of the content standards.

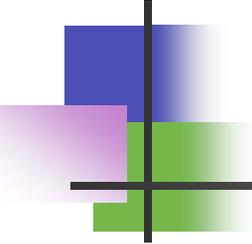
Surpassed

Attained

Proficient

PLDs

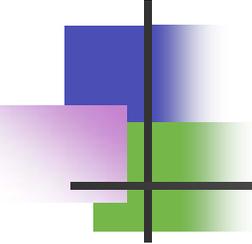
Cut Scores



# 2% Regulation

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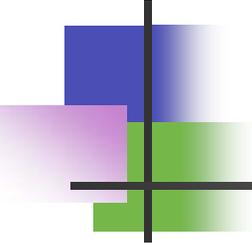
- Published in Federal Register April 9, 2007
- Builds upon flexibility that currently is available for measuring the achievement of students with the most significant cognitive disabilities
  - Alternate assessments based on alternate achievement standards (AA-AAS)



# 2% Regulation

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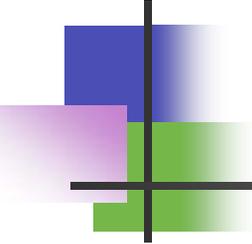
- Many States, as well as recent research, indicate that, in addition to students with the most significant cognitive disabilities, there is a small group of students whose disability has precluded them from achieving grade-level proficiency and whose progress is such that they will not reach grade-level proficiency in the same time frame as other students.



# 2% Regulation

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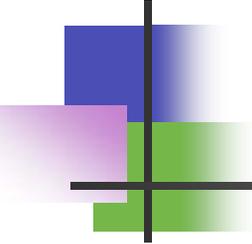
- Assessment choices
  - Regular assessment
  - AA-AAS
- Neither of these options provides an accurate assessment of what these students know and can do.
  - Regular assessment too difficult
  - AA-AAS too easy and not full range of content



# Michigan's Assessment Continuum

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- MEAP
- MEAP with accommodations
  
- MI-Access Functional Independence
- MI-Access Supported Independence
- MI-Access Participation

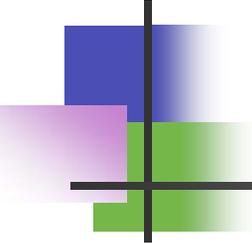


# 2% Regulation

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Completes Michigan's Assessment Continuum

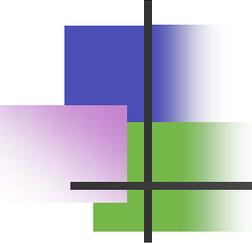
- MEAP
- MEAP with accommodations
- **MI-Access Modified Full Independence**
- MI-Access Functional Independence
- MI-Access Supported Independence
- MI-Access Participation



# 2% Regulation

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- Alternate Assessments based on Modified Achievement Standards (AA-MAS)
- Cover the **same** grade-level content as the general assessment.
- The expectations are modified, **NOT** the grade-level content standards themselves.

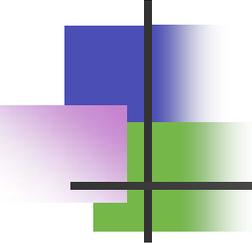


# 2% Regulation

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## Important

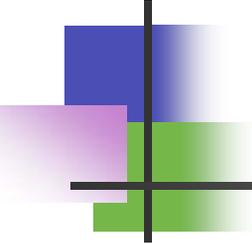
- In order for these students to have an opportunity to achieve at grade level, they **must have access to and instruction in grade-level content.**



# Important Definition

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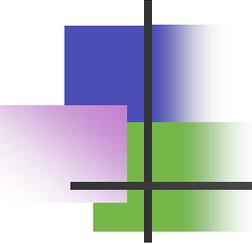
- A modified academic achievement standard is an expectation of performance that is challenging for eligible students, but is less difficult than a grade-level academic achievement standard.
- Modified academic achievement standards **must** be aligned with a State's academic content standards for the grade in which a student is enrolled.



# 2% Regulation

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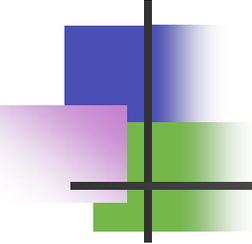
- Regulations include safeguards to ensure that students have access to grade-level content so that they can work toward grade-level achievement
- Examples
  - IEPs must include goals that are based on grade-level content standards
  - provide for monitoring of the students' progress in achieving those goals.



## 2% Regulation – Who is eligible?

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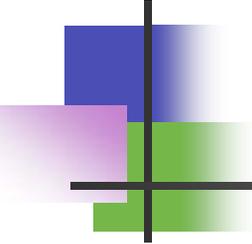
- A student must be a student with a disability under section 602(3) of the IDEA and may be in **any** of the disability categories listed in the IDEA.



## 2% Regulation – Who is eligible?

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- A student's IEP Team, which includes the student's parent, determines how the student will participate in State and district-wide assessments.



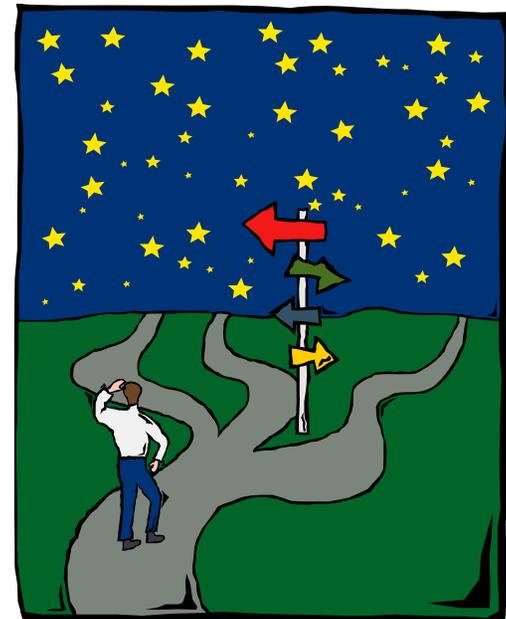
## 2% Regulation – Who is eligible?

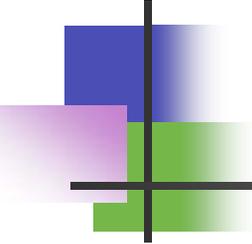
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- State must establish clear and appropriate criteria for IEP Teams to apply in determining whether a student should be assessed based on modified academic achievement standards in one or more content areas

# Guidelines

- State Guidelines for Determining Participation in State Assessment
  - Characteristics of students taking MI-Access MFL
  - Clear guidelines
  - Safeguards
  - Student case studies

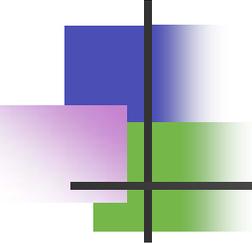




## 2% Regulation – Who is eligible?

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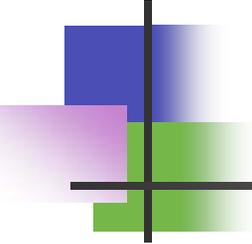
- Criteria must include, but are not limited to, the following:
  - (1) There must be objective evidence demonstrating that the student's disability has precluded the student from achieving grade-level proficiency. Such evidence may include the student's performance on State assessments or other assessments that can validly document academic achievement.



## 2% Regulation – Who is eligible?

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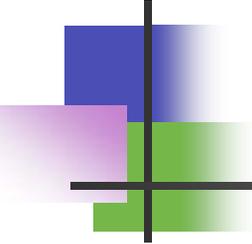
(2) The student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP Team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP. The IEP Team must use multiple valid measures of the student's progress over time in making this determination.



## 2% Regulation – Who is eligible?

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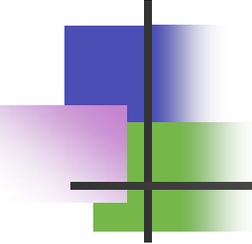
(3) The student's IEP must include goals that are based on the academic content standards for the grade in which the student is enrolled.



## 2% Regulation – Who is eligible?

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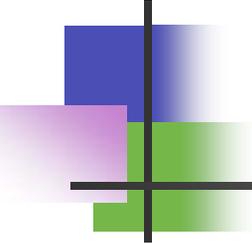
- It is a State's responsibility to **establish and monitor implementation** of clear and appropriate guidelines for IEP Teams to use when deciding if an AA-MAS is justified for an individual student.
- These guidelines should provide parameters and direction to ensure that students are not assessed based on modified academic achievement standards merely because of their disability category or their racial or economic background.



## 2% Regulation – Who is eligible?

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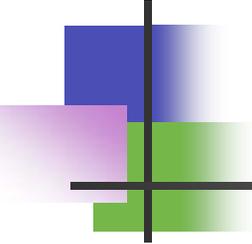
- In order to ensure that students with disabilities are not inappropriately held to modified academic achievement standards, it is important to ensure that the data demonstrating a student's progress (or lack of progress) are objective and valid.



## 2% Regulation – Who is eligible?

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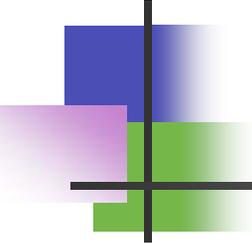
- An IEP Team must be able to examine the data and be reasonably certain that, given the student's progress to date, the student is not likely to reach grade-level proficiency within the year covered by his or her IEP.



# 2% Regulation – What data?

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- A student's performance over time on a State's general assessment is **one** important way to document the student's lack of progress based on grade-level academic achievement standards.

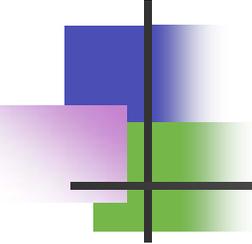


# 2% Regulation – What data?

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- Students should have the opportunity to show what they know and can do on an assessment that is based on grade-level academic achievement standards.

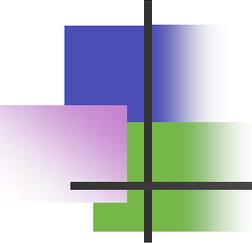
**NOT EXTENDED ACADEMIC STANDARDS!**



# 2% Regulation – What data?

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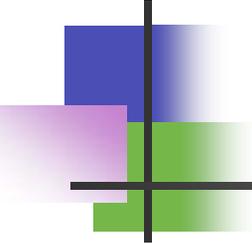
- An IEP Team should not simply assume that the nature of a student's disability is such that the student is not able to perform at grade level.



# 2% Regulation – What data?

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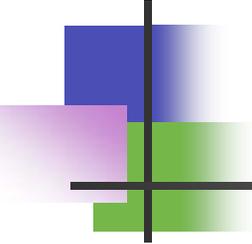
- Other State assessments (e.g., end-of-course assessments) or district-wide assessments are also ways to document the student's lack of progress.
- Data gathered from classroom assessments or other formative assessments may be used.
- Data from classroom assessments may be useful, for example, in documenting the performance of a student who is new to a State or who has not participated in multiple State or district-wide assessments (e.g., a third-grade student in a State that begins testing at grade 3).



## 2% Regulation – What data?

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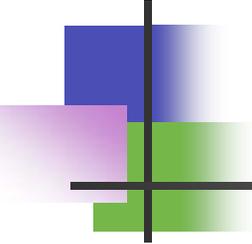
- There is no set length of time during which the data must be gathered, but there must be enough time to document the progress (or lack of progress) in response to appropriate instruction.
- A student's performance on one State Title I assessment, for example, would not be sufficient documentation to show progress or lack of progress.



## 2% Regulation – What data?

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- The key is that there is sufficient data for an IEP Team to be reasonably certain that, even if significant growth occurs, the student will not achieve grade-level proficiency within the year covered by the student's IEP.

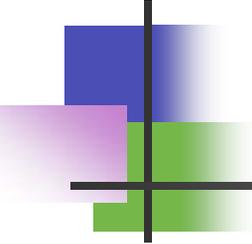


## 2% Regulation

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**Must all students who are assessed based on modified academic achievement standards be eligible to receive a regular high school diploma?**

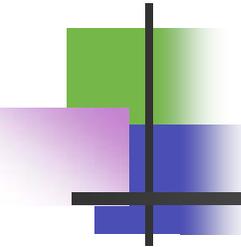
**NO**



# 2% Regulation

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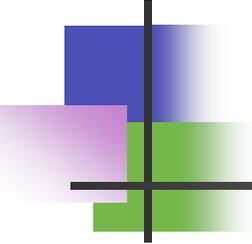
- Students who take an AA-MAS
  - Should not be precluded from attempting to complete the requirements for a regular high school diploma.
  - Should not be prohibited automatically from attempting to meet the requirements for a regular high school diploma.



# Status of Development

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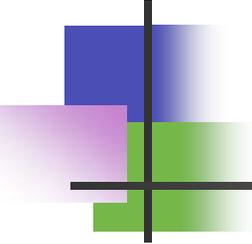
MI-Access Modified Full  
Independence Assessments



# DRAFT Criteria

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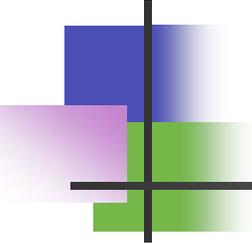
- Modified Full Independence Assessment Plan Writing Team (MFL APWT)
- Brainstormed student learning characteristics
- Developed student case studies
- State Field Review



# Conduct MFL Pilot

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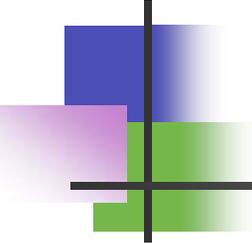
- **Using existing MEAP assessment**
  - Grades 3-8
  - Mathematics and ELA
- **Conduct MFL pilot using two models**
  - Winter 2009



# Model 1

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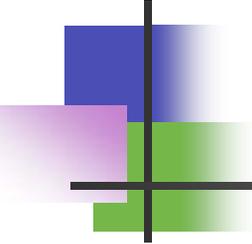
- Grades 3-8
- Aligned to GLCE
- Fewer items
- Less Difficult



# Model 2

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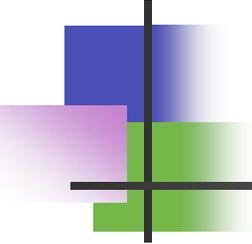
- Grades 4-8
- Aligned to GLCE
- Fewer items
- Less Difficult
- 3-choice MC items



# Statewide Implementation

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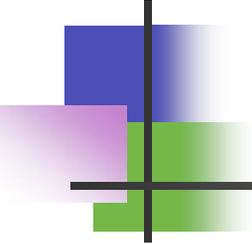
- Fall 2009



# Online Learning Programs

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- Michigan Online Professional Learning System (MOPLS)
  - Guidelines for determining participation
  - Using assessment results
  - Ensuring access to Michigan's ELA and mathematics Grade Level Content Expectation
  - Trainer of Trainers



# Contact Information

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2% General Supervision Enhancement Grant

OEAA

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