

MI-Access
The changing face of Michigan's
Alternate Assessment


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 **2015 DAS FALL**
Conferences
for Assessment and Accountability
Michigan Department of Education

 **MICHIGAN**
Education

Topics



- INTRODUCTION TO MI-ACCESS 2016
- ASSESSMENT SELECTION GUIDANCE
- ESSENTIAL ELEMENTS OVERVIEW
- MI-ACCESS FUNCTIONAL INDEPENDENCE
 ONLINE DELIVERY AND PAPER-PENCIL DELIVERY
 - MI-ACCESS SUPPORTED
 INDEPENDENCE/PARTICIPATION DELIVERY
 AND ONLINE ANSWER PORTAL

Introduction to MI-Access 2016



- MI-Access is Michigan's Alternate Assessment based on alternate achievement standards.
 - "1%" assessment – 1% relates to number of proficient scores that may come from an alternate assessment, not a cap on participation
 - Three levels: Functional Independence (FI); Supported Independence (SI); Participation (P)
 - Based on Essential Elements for English/Language Arts and Mathematics, including the Michigan Range of Complexity for each Essential Element
 - Based on Extended Grade Level Content Expectations and Extended High School Content Expectations for Social Studies (FI only)
 - Based on Extended Benchmarks for Science

Introduction to MI-Access 2016



- Three levels of Assessment:
 - Functional Independence
 - For students who have or function as if they have a mild, but significant, cognitive impairment, and whose instruction is most closely aligned with the "high" range of the Essential Elements Range of Complexity.
 - Supported Independence
 - For students who have or function as if they have a moderate cognitive impairment, and whose instruction is most closely aligned with the "medium" range of the Essential Elements Range of Complexity.
 - Participation
 - For students who have or function as if they have a severe cognitive impairment, and whose instruction is most closely aligned with the "low" range of the Essential Elements Range of Complexity.

Assessment Selection Guidance



- Determining which assessment students should take:
- General (M-STEP/MME) Vs. Alternate (MI-Access)
 - Questions to consider
 - Does the student have or function as if they have a significant cognitive impairment?
 - Student's instructional program based on:
 - content standards (in a particular or all subjects)
 - or extended content expectations/Essential Elements?
 - How is the educational program preparing the student for adult living?

<u>Complete Independence</u>	Functional Independence
Supported Independence	Participation

Assessment Selection Guidance



- Mix and match (FI):
 - Students may take M-STEP in grades 3-8 in one content area and MI-Access in another content area, per IEP team decision.
 - In grade 11, students may split assessment type by content area, as long as the same type of assessment is given for both ELA and Mathematics
- Students taking Supported Independence and Participation
 - Must take the assessment at one level for all content areas (either SI or P)
 - Future Plans are to allow flexibility on this rule, however the current rules remain in effect for 2016

Draft Essential Elements with Michigan Range of Complexity



- Target Essential Elements were developed by members of the Dynamic Learning Maps Consortium including Michigan special and general education teachers
- Michigan Range of Complexity outlines which Essential Elements are measured using the state summative assessment and what is measured at each level (FI, SI, P)
- Essential Elements not measured by the state summative assessment are still expected to be taught and assessed at the classroom level

Draft Michigan Essential Elements with Range of Complexity



- Educator Panels met and made recommendations on:
 - Essential Elements that will be measured on the assessment
 - Skills represented at the different levels of the Range of Complexity
 - Panel recommendations were compared to the general assessment resulting in:
 - Draft Essential Elements with Michigan Range of Complexity
 - Draft ready for targeted review and public comment
- *Are you willing to provide targeted feedback?*

Ranges of Complexity



ENGLISH/LANGUAGE ARTS EXAMPLE

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
EE.L.4.2a Demonstrate understanding of conventions of standard English. a. Capitalize the first word in a sentence.	EE.L.H.4.2.a The student can identify which word/words should be capitalized in a sentence (first words and proper nouns) and choose the correct ending punctuation (period, question mark, or exclamation point).	EE.L.M.4.2.a The student can identify capital letters and basic punctuation (periods and question marks).	EE.L.L.4.2.a The student can identify a capital letter and point to (or otherwise indicate) the period at the end of a sentence.

Ranges of Complexity

 **MATHEMATICS EXAMPLE**

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
EE.4.NF.1-2. Identify models of one half (1/2) and one fourth (1/4).	EE.4.NF.H.1-2 The student can recognize that two halves and four fourths equal one whole using a model.	EE.4.NF.M.1-2 The student can recognize that two halves equal one whole using a model.	EE.4.NF.L.1-2 The student can identify one half of a real-world object.

MI-Access Functional Independence Online: New for 2015 and continuing into 2016

 **ONLINE TOOLS TRAINING**
STUDENT FACING, ONLINE DELIVERY
TEXT TO SPEECH FOR ALL
SPLIT INTO TWO (2) "PARTS"
USE OF TEST TICKETS
TURNING PAGES IN PASSAGES

MI-Access Functional Independence New for 2016



- **Embedded calculator for Mathematics**
 - *Basic four function calculator will appear on items for which a calculator may be used.*
 - ✦ *Students still able to use familiar calculator used during instruction*
 - ✦ *Paper-Pencil: designated in the booklet for those using paper-pencil delivery*
- **"Listening" items for English/Language Arts**
 - *Available using test engine voice or read using reader script*
- **Watch "Spotlight on Student Assessment" for other enhancements as released**

 **MI-Access Functional Independence**
 Tips for administration in 2016

- Decision about made by IEP team moving forward
- Practice! Use OTT
 - Turning pages
 - Starting point on text to speech
 - Calculator (when available)
 - Review screen/raise hand
 - Color contrasting/Color Chooser/Masking
- Teachers log students into the assessment and submit tests at the end.
- Schedule using the full testing window
 - not subject to the 3 week grade specific calendar used by M-STEP
- Read aloud version available with paper-pencil delivery

 **MI-Access Functional Independence**
 Tips for administration in 2016 – continued

- Two parts
 - Begin with the part that works best for your student
 - Part 2 may be given before part 1
 - ELA and Social Studies contexts are in part 2
 - “Expressing Ideas” may be given independently of the rest of ELA section
- Order of content area does not matter
 - Start with content area that works best for your student
- Online may mean increased independence, but not always complete independence – know your student’s needs.

 **MI-Access Functional Independence**
 Tips for administration in 2016 – continued

- Expressing Ideas
 - For now, remains a paper-only assessment based on student response options and scoring rubric
 - Students that need to use word processing may continue to do so, following rules for word processing
 - Scribes may be used, following OSA protocol for scribing
 - Response options
 - Writing
 - Drawing
 - Both (does not have to be one or the other)



MI-Access Functional Independence
 Tips for administration in 2016 – continued

- Test Tickets
 - Secure materials
 - Log in for students
 - May be used to log student back in if break within a day is longer than 15 minutes
 - Provided by Coordinator or via eDIRECT
 - ✦ Using color paper or providing additional coding will help you group things based on your individual administration needs

MI-Access Supported Independence and Participation Delivery and Online Answer Portal



SELECTED RESPONSE TYPES

- Picture cards or instructional materials

ACTIVITY BASED OBSERVATION TYPES

- Embedded into daily instructional routine

PRIMARY AND SHADOW ASSESSMENT ADMINISTRATORS

- Both required, scores for both needed for valid score

ONLINE TRAINING AVAILABLE

- www.Michigan.gov/mi-access
- Under "Professional Development Opportunities" go to Scoring Rubrics Online Learning Program: Participation and Supported Independence.

MI-Access Supported Independence and Participation Online Answer Portal



- Use 1-page grid to record responses
 - Consider copying onto color coded pages or prominently marking content area, grade level, form number and level of the assessment (S or P)
- The Primary Assessment Administrator will log in responses for **both** Primary and Shadow
 - Collect and have both gridded responses ready before logging into answer portal
- *New* Enhancement to eDIRECT should prevent students from being assigned to more than one session for a given content area.

Thank you!


