



2008/2009 Handbook

Understanding, Interpreting, and Using MI-Access Results

Participation / Supported Independence / Functional Independence

English Language Arts, Mathematics, and Science



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General Information

SECTION 1 — INTRODUCTION

MI-Access assessments are administered each school year in districts across Michigan. After administration is complete, assessment materials are submitted to the MI-Access contractor—Questar Assessment, Inc.—for scanning and scoring, and results are returned to the districts in which students were assessed. The purpose of this handbook is to assist educators, parents, and other stakeholders with understanding, interpreting, and using those results.

This handbook includes general information on how and why MI-Access was developed, as well as specific information on

- how the MI-Access assessments are designed,
- how students are scored,
- how performance standards are determined,
- how assessment results are reported and distributed, and
- how results can be used to improve programs, instruction, and student performance.

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

SECTION 2 — OVERVIEW OF MI-ACCESS

Program Description

MI-Access is one component of the Michigan Educational Assessment System (MEAS), which was adopted by the State Board of Education in November 2001. Other components of the MEAS include the Michigan Educational Assessment Program (MEAP), which has been in place for more than thirty years; the Michigan Merit Examination (MME); and the English Language Proficiency Assessment (ELPA). The MEAS is designed to provide opportunities for *all* students—including those with disabilities and limited English language proficiencies—to participate in appropriate and meaningful state assessments.

Within the MEAS, MI-Access is the state's standardized assessment program designed specifically for students with disabilities whose Individualized Education Program (IEP) Teams have determined that the MEAP or the MME are not appropriate for them, even with assessment accommodations.

The purpose of MI-Access 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 certain content areas. To make the assessments more meaningful to students, all items selected for inclusion (1) were designed with input from classroom teachers, and (2) are applicable to

real world situations—that is, they reflect the knowledge and skills students need to be successful in school and as adults.

Program Development

MI-Access was developed, in part, in response to the overriding belief that all students deserve full access to achievement. One way to help students achieve is to decide what they need to learn and develop assessment opportunities to determine whether they are learning it.

For many years, the only statewide assessment available to students in Michigan was the MEAP, which even with assessment accommodations is not appropriate for all special education students. As a result, the Michigan Department of Education (MDE) began developing an alternate assessment program, which is now called MI-Access.

Given the enormity and importance of creating a new assessment program, the MDE decided to develop and implement MI-Access in several phases.

The first phase included the development and implementation of the original MI-Access Participation and Supported Independence Assessments, which were

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administered to selected districts in 2001 and administered statewide in 2002. These two assessments underwent considerable revision during 2006 and early 2007, and the new versions became operational in spring 2007.

The second phase of development included the creation and implementation of the MI-Access Functional Independence Assessments, which were administered for the first time statewide in fall 2005.

MI-Access is now entering the third phase of development, during which an assessment will be created for students for whom none of the current MI-Access assessments nor the MEAP or the MME with or without

accommodations are appropriate. More information on that assessment will be provided in future handbooks.

Current MI-Access Assessments

At present, MI-Access has three alternate assessments, each of which is targeted at a distinct student population. This reflects the MDE's intent to develop a continuum of assessments that are appropriate for students with disabilities based on their differing cognitive functioning levels, curriculum, and instruction.

Participation

The MI-Access Participation Assessments are designed for students who have, or function as if they have, severe cognitive impairment. These students are expected to require extensive, ongoing support in adulthood. They may also have considerable cognitive and physical impairments that make determining their abilities and skills difficult.

Supported Independence

The MI-Access Supported Independence Assessments are designed for students who have, or function as if they have, moderate cognitive impairment. These students are expected to require ongoing support in adulthood. They may also have both cognitive



and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.

Functional Independence

The MI-Access Functional Independence Assessments are designed for students who have, or function as if they have, *mild* cognitive impairment. They also have a limited ability to generalize learning across contexts and their learning rates are significantly slower than those of their age-level peers. In adulthood, however, these students will most likely be able to meet their own needs and live successfully in their communities without overt support from others. They also will be able to assess their personal strengths and limitations, and access resources, strategies, supports, and linkages that will help them maximize their independence.

Item Formats and Assessment Links

It was determined that all students participating in MI-Access could benefit from assessments that (1) presented items in the real-world contexts of daily living, employment, and community experience and (2) used different item formats—including selected response, extended response, and activity-based observation—to allow students to demonstrate their knowledge in a variety of ways.



In addition, it was determined that all MI-Access assessments, as required by federal law, would be explicitly linked to the Model Content Standards contained in the *Michigan Curriculum Framework*; however, the English language arts, mathematics, and science content would be reduced in depth, breadth, and complexity to make it appropriate for the students being assessed.

Annual Administration

The MI-Access assessments are administered each school year in two different assessment cycles: The grade 3 through 8 assessments are administered in the fall and the grade 11 assessments are administered in the spring. They also cover three different content areas: English language arts (ELA), mathematics, and science. As Table 1 shows, ELA and mathematics

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are assessed in grades 3 through 8 and 11, and science is assessed in grades 5, 8, and 11. Table 2 (below) shows which "grade" assessment students should take if they are ungraded in the state's Single Record Student Database (SRSD).

TABLE 1 Grades and Content Areas Assessed with MI-Access							
Content Areas	Grades						
	3rd	4th	5th	6th	7th	8th	11th
English Language Arts	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X
Science			X			X	X

The grades shaded in light grey are assessed in the fall MI-Access assessment cycle and the grade shaded in dark grey is assessed in the spring MI-Access assessment cycle.

TABLE 2 MI-Access Assessments for Ungraded Students	
Ungraded Student Age*	Corresponding MI-Access Assessments
9	Grade 3
10	Grade 4
11	Grade 5
12	Grade 6
13	Grade 7
14	Grade 8
17	Grade 11

*Students must be these ages on or before December 1st of the school year in which the assessment is administered.

IEP Determinations

Given the range of state assessments available, it is the responsibility of a student's IEP Team to determine which one (the MEAP with or without assessment accommodations, the MME with or without assessment accommodations, MI-Access Participation, MI-Access Supported Independence, or MI-Access Functional Independence) is most appropriate for the student to take.

In addition, because statewide alternate assessments are not currently available for social studies, it is up to IEP Teams to determine how their students will be assessed in that content area, using a district, school, or classroom assessment. Social studies is assessed in grades 6, 9, and 11.

Stakeholder Input

MI-Access assessments are developed through a rigorous process involving the Office of Educational Assessment and Accountability (OEAA) staff as well as numerous other qualified Michigan stakeholders, including special and general education teachers, administrators, specialists, related services providers, legal experts, parents, and academics. The assessment development process also benefits from the



input of a specially convened group of nationally known psychometricians (educational assessment and research experts) and special educators.

Stakeholders involved with MI-Access participate on a variety of committees, each of which is charged with specific assessment development tasks and responsibilities.

Assessment Plan Writing Teams (APWTs)

APWTs are comprised of general and special education practitioners familiar with the students being assessed. These teams are responsible for developing proposed assessment plans that describe who will be assessed, what will be assessed and how, the assessment formats (including prototype items), and how the assessments will be reported.

APWTs also make recommendations regarding which Michigan State Board-approved content standards should be assessed at the state level and which ones are better assessed at the district and local levels.

In addition, APWTs review the Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and Benchmarks contained in the *Michigan Curriculum Framework* and "extend" them, as needed, for the target student populations.

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Content Advisory Committees (CACs)

CACs, like APWTs, are comprised of general and special education practitioners familiar with the students being assessed. The CACs, however, are responsible for reviewing all assessment items prior to their use. The review process ensures that the items included in the assessments are valid because they (1) accurately reflect the identified content standards, Extended Benchmarks (EBs), Extended GLCEs (EGLCEs), and Extended HSCEs (EHSCEs); (2) meet specifications for conceptual accuracy and completeness; and (3) are appropriate for the students being assessed.

Sensitivity Review Committees (SRCs)

SRCs are responsible for reviewing all MI-Access assessment items to help prevent bias or discrimination based on disability, age, race, gender, and so

forth. In addition, they look for issues that, because of their sensitive nature, may not be appropriate for a statewide assessment.

Technical Advisory Committee (TAC)

The TAC provides the OEAA with technical and research advice related to the development, implementation, reporting, and ongoing evaluation of all MI-Access assessments. TAC members are drawn from a pool of national assessment and special education experts and are instrumental in providing technical assistance and direction during the assessment development and implementation process.

The OEAA involves these many and diverse stakeholders in developing MI-Access to ensure that its alternate assessments (1) are as broad-based as possible, and (2) accurately reflect the ideas and experiences of the people directly involved with the students participating in MI-Access.

SECTION 3 — FEDERAL AND STATE INFLUENCES ON MI-ACCESS

Federal Influences

Several federal legislative initiatives helped spur the development of MI-Access. The federal Individuals with Disabilities Education Act of 1997 (IDEA), for example, required that students with disabilities be included in all state assessments with assessment accommodations as necessary. In addition, it mandated that an alternate assessment be developed for students whose IEP Teams determined it was not appropriate for them to take the general state assessment. MI-Access, Michigan's Alternate Assessment Program, is what the MDE developed to comply with that legislation.

Other federal requirements also influenced, and continue to influence, the development of MI-Access. Those laws include Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities

Act of 1990 (ADA), Title I of the Elementary and Secondary Education Act of 1994 (ESEA), and most recently the No Child Left Behind Act of 2001 (NCLB) and the 2004 reauthorization of IDEA. In different ways, these laws maintain that assessments are an integral part of the educational accountability system because they provide valuable information that can benefit students by regularly measuring their progress against agreed-upon standards. They also maintain that all students—including those with disabilities—should be part of each state's accountability system and should not be treated separately.

State Influences

MI-Access also was developed to help achieve various State Board of Education (SBE) policies, priorities, and goals. For example, SBE *policies* related to statewide assessment at the time MI-Access was developed asked that the state (1) coordinate and focus all resources on improving student performance, (2) set performance expectations and measure progress, and (3) base accreditation on high levels of pupil achievement and continuous improvement. SBE *priorities* at that time asked that the state also (1) raise student achievement in Michigan, and (2) promote options designed to improve student achievement (such as assessment). Finally, and perhaps most important, the



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SBE had two *goals* at that time that related specifically to MI-Access. They asked the state to (1) increase the participation and performance of students with disabilities on statewide assessments, and (2) develop guidelines for participation in alternate assessment for students with disabilities for whom participation in the MEAP, even with assessment accommodations, was inappropriate.

Furthermore, in November 2001, when the SBE adopted a policy creating the MEAS, it stated that:

It shall be the policy of the State Board of Education that each local and intermediate school district and public school academy will ensure the participation of all students in the Michigan Educational Assessment System (the MEAP/MME, the MEAP/MME with assessment accommodations, MI-Access, and ELL-Access).

MI-Access helps to achieve all of these policies, priorities, and goals in a number of ways. It provides (1) access to the high standards reflected in Michigan's Model Content Standards for the general curriculum, (2) access to the statewide assessment system, and (3) access to meaningful results showing student progress.



MI-ACCESS PARTICIPATION AND SUPPORTED INDEPENDENCE

Participation & Supported Independence

SECTION 4 — MI-ACCESS P/SI ASSESSMENT DESIGN

To understand how students taking part in the MI-Access Participation and Supported Independence (P/SI) Assessments are scored, it is important to first understand how the assessments are designed.

English Language Arts

The MI-Access P/SI English Language Arts (ELA) Assessments have two components: (1) Accessing Information, which includes word study and comprehension; and (2) Expressing Ideas.

In the Accessing Information: Word Study portion of the assessment, students are asked to identify familiar words using print, pictures, and/or objects. In the Accessing Information: Comprehension portion of the assessment, students are asked to demonstrate their understanding of and respond to various forms of information—such as following verbal or written directions, or answering questions from narrative or informational text. The earned points for word study and comprehension are added together to obtain a total Accessing Information score.

In the Expressing Ideas component of the ELA assessment, students are asked to express their ideas about various topics—such as academic subjects, self-advocacy, and effective communication—using one or a combination of response modes, including, but not limited to, writing, drawing, speaking, and/or gesturing. A student's Expressing Ideas score is added to his or her Accessing Information score to obtain a total score for ELA.

Students can earn up to 60 points on the P/SI ELA assessments; however, the number of points per component varies by the type of assessment being administered (Participation or Supported Independence).

Mathematics

The MI-Access P/SI Mathematics Assessments focus on four mathematics areas or strands—(1) Data and Probability, (2) Geometry, (3) Measurement, and (4) Numbers and Operations. The grade 6 through 8 and 11 Supported Independence assessments also include Algebra. These areas or strands reflect a complexity level appropriate for the students being assessed.

Students can earn up to 60 points on the P/SI mathematics assessments; however, the number of points per area or strand varies by the type of assessment being administered (Participation or Supported

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Independence) and, for Supported Independence, by the grade cluster being assessed (elementary, middle, or high school).

Science

The MI-Access P/SI Science Assessments focus on five science areas or strands—(1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science Knowledge, (4) Using Physical Science Knowledge, and (5) Using Earth Science Knowledge. These areas or strands reflect a complexity level appropriate for the students being assessed.

Students can earn up to 90 points on the Participation science assessment and up to 68 points on the Supported Independence science assessment.

Item Formats

All P/SI assessments use two item formats—(1) activity-based observation, and (2) selected response. The only exception is the MI-Access Supported Independence Science Assessment, which uses only selected-response items.

In the activity-based observation format, items are presented to students during familiar classroom activities or routines. These activities or routines provide a performance context in which specific EGLCEs, EHSCes, and/or EBs can be assessed. In the selected-response format, students are read an item stem or question and asked to select the correct response from two or three picture answer choices.

Core and Embedded Items

Each year, a number of MI-Access P/SI items are released to the public. Therefore, to replenish the item bank, the assessments contain some embedded (or field test) items to replace them. Students' reported scores include only the core items; the embedded items are scored, but are used only for internal data review purposes. The items that are released are compiled into booklets and posted on the MI-Access Web page (www.mi.gov/mi-access). Results for these released items are provided in *Individual Student Reports*, *Item Analysis Reports*, and *Parent Reports*.

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SECTION 5 — MI-ACCESS P/SI: SCORING

During the assessment, each student taking a Participation or Supported Independence 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 using a standardized scoring rubric that (1) is based on the student responding correctly, and (2) takes into consideration the amount of assistance needed to engage the student in the item. The P/SI scoring rubrics are shown in Table 3 (below).

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 hand-over-hand assistance and/or step-by-step directions

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—As, Bs, and Cs—count as zero points.) In addition to earned points, students are assigned a performance level, which adds meaning to the point value.

Performance Levels and Earned Points

There are three performance levels a student can achieve on the P/SI assessments: (1) Surpassed the Performance Standard, (2) Attained the Performance Standard, or (3) Emerging Toward the Performance Standard. Performance Level Descriptors (PLDs)—which explain in detail what students need to do to achieve

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each of the three levels for ELA, mathematics, and science—can be found on the MI-Access Web page (www.mi.gov/mi-access) and at the MI-Access Information Center (www.mi-access.info).

The number of earned points needed to achieve a particular performance level varies by type of assessment (Participation or Supported Independence), by content area (ELA, mathematics, or science), and by grade. Tables 4-9 (below and on the following page) show the number of points needed by performance level for ELA, mathematics, and science.

TABLE 4	MI-Access Participation English Language Arts Performance Levels and Earned Points						
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	46-60	46-60	47-60	43-60	44-60	46-60	44-60
Attained the Performance Standard	19-45	20-45	21-46	19-42	19-43	23-45	19-43
Emerging Toward the Performance Standard	0-18	0-19	0-20	0-18	0-18	0-22	0-18

TABLE 5	MI-Access Participation Mathematics Performance Levels and Earned Points						
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	38-60	41-60	45-60	44-60	45-60	49-60	49-60
Attained the Performance Standard	17-37	20-40	24-44	23-43	25-44	28-48	28-48
Emerging Toward the Performance Standard	0-16	0-19	0-23	0-22	0-24	0-27	0-27

TABLE 6	MI-Access Participation Science Performance Levels and Earned Points		
	Grade		
	5	8	11
Surpassed the Performance Standard	75-90	78-90	81-90
Attained the Performance Standard	24-74	25-77	49-80
Emerging Toward the Performance Standard	0-23	0-24	0-48

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TABLE 7	MI-Access Supported Independence English Language Arts Performance Levels and Earned Points						
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	43-60	47-60	49-60	41-60	45-60	47-60	47-60
Attained the Performance Standard	24-42	30-46	33-48	23-40	27-44	29-46	29-46
Emerging Toward the Performance Standard	0-23	0-29	0-32	0-22	0-26	0-28	0-28

TABLE 8	MI-Access Supported Independence Mathematics Performance Levels and Earned Points						
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	41-60	44-60	48-60	37-60	42-60	41-60	46-60
Attained the Performance Standard	19-40	23-43	25-47	16-36	19-41	19-40	21-45
Emerging Toward the Performance Standard	0-18	0-22	0-24	0-15	0-18	0-18	0-20

TABLE 9	MI-Access Supported Independence Science Performance Levels and Earned Points		
	Grade		
	5	8	11
Surpassed the Performance Standard	62-68	58-68	61-68
Attained the Performance Standard	38-61	39-57	34-60
Emerging Toward the Performance Standard	0-37	0-38	0-33

Performance Standard Setting

To determine the total number of earned points needed to Surpass, Attain, or Emerge Toward the Performance Standard, the OEAA involved stakeholders—such as general and special education classroom teachers, administrators, parents, special education directors, school psychologists, and related services providers—in an intensive standard-setting process. The process was conducted by Questar Assessment, Inc.—the MI-Access

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contractor—and involved Michigan stakeholders who were nominated by their school districts and selected by the OEAA to participate. The participants were divided into panels by content area and grade spans, and met over the course of two days. The standard-setting process worked as follows.

- The full group heard a presentation on the components of the P/SI assessments. It also discussed (1) how the score points from the MI-Access assessments would translate into score reports, (2) the terminology that was selected to describe the three levels of student performance, and (3) how the standard-setting process would work.
- The full group was then divided into panels, each of which was asked to add more concrete meaning to the performance levels by reviewing and finalizing detailed PLDs. Panel members were also asked to make an initial, independent judgment about cut scores (or, in other words, where the lines should be drawn between the minimum number of points needed to Surpass or Attain the Performance Standard).
- During the second day, panelists discussed their initial judgments with their peers, internalized the feedback, and were informed about the difficulty of each assessment item. Panelists were then able to use that information, if desired, in making a second round of judgments.
- After the second round, the panelists discussed their judgments again. They also reviewed performance data to see roughly how many students would fall into each performance category if their second-round judgments were adopted.
- Once the data were presented and discussed, the panelists made a final round of judgments to (1) increase the reliability of their judgments, (2) increase their confidence in their determinations, and (3) encourage a convergence of ideas. The judgments made during the final round were considered to be the panelists' recommendations to the OEAA.

At the end of the standard-setting session, Questar Assessment, Inc., took the judgments of each panelist and calculated descriptive statistics—such as the mean, the median, and standard errors—for the cut scores recommended for each grade and content-area assessment.

After the statistics were calculated, the Technical Advisory Committee reviewed the standard-setting process to ensure that the proper procedures were followed; the OEAA reviewed and synthesized the data; cut score recommendations were made to the state Superintendent of Public Instruction and the State Board of Education (SBE); and the cut scores were approved by the SBE.

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SECTION 6 — MI-ACCESS P/SI REPORTS: CONTENT, DISTRIBUTION, AND NCLB

Content and Distribution

IDEA 1997 and its 2004 reauthorization require states to report alternate assessment data in the same frequency and manner as general assessment data. Therefore, MI-Access results are reported in ways that are similar to MEAP and MME results. Using the assessment data provided by districts, the MI-Access contractor produces a variety of reports and provides them in hard copy form and/or online. (See Table 10.)

TABLE 10 MI-Access P/SI Reports					
	State Results Online	District Results Folder	School Results Folder	Class Results Folder	Online Only
Summary Reports	X	X	X		
Demographic Reports	X	X	X		
Item Analysis Reports	X	X	X		
Rosters		X	X	X	
Individual Student Reports				X	
Student Labels			X		
Parent Reports			X		
ISD Comprehensive Report					X

District, School, and Class Reports

Hard copies of district, school, and class reports are provided in results folders, all of which are arranged the same way—a generic Table of Contents is printed on the front, listing the full range of reports that *could* be contained in the folder; then, a more detailed Table of Contents appears inside the folder listing the reports that were actually generated using data specific to each district, school, and class. The folders contain one copy of each report listed in the detailed Table of Contents.

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The results folders are shipped by the MI-Access contractor either to the District Superintendent or to the District MI-Access Coordinator, depending on the option chosen by the district. That person is responsible for (1) keeping the district's results, and (2) disseminating the School and Class Results Folders to School MI-Access Coordinators.

Electronic copies of district, school, and class reports are also available online at the OEAA Secure Site (www.mi.gov/oeaa-secure), and *District Summary Reports* are available on the MI-Access Web page (www.mi.gov/mi-access) and at the MI-Access Information Center (www.mi-access.info).

State and Intermediate School District (ISD) Reports

State and Intermediate School District (ISD) reports are available *only* online. They can be accessed at the OEAA Secure Site (www.mi.gov/oeaa-secure), on the MI-Access Web page (www.mi.gov/mi-access) under "State Assessment Reports for Students with Disabilities," and at the MI-Access Information Center (www.mi-access.info) under "MI-Access Results."

Reproducing MI-Access Reports

All MI-Access reports may be reproduced for internal personnel development and school improvement activities. However, reports containing individual student names cannot be made available to the media or to the general public without parental approval.

No Child Left Behind (NCLB)

One way that MI-Access reports are used by schools, districts, and the state is to meet NCLB assessment reporting requirements. There are two sets of assessment reporting data that NCLB requires: (1) participation rates, and (2) the percent of student scores that are "proficient," which is used, along with other indicators, to calculate Adequate Yearly Progress (AYP). To verify participation rates, schools and districts use rosters and summary reports, whereas only rosters can be used to verify AYP calculations.

For MI-Access, assessment scores are considered "proficient" if they fall within "Surpassed the Performance Standard" or "Attained the Performance Standard." (For more information on NCLB, go to www.mi.gov/mde.)

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SECTION 7 — MI-ACCESS P/SI: SAMPLE REPORTS

This section of the handbook includes a written description of each MI-Access P/SI report, accompanied by a sample. (To see sample reports for MI-Access Functional Independence, go to page 54.) Please note that the sole purpose of sample reports is to show where various components of assessment data will appear.

MI-Access P/SI: Individual Student Reports for English Language Arts

An *Individual Student Report* is provided for every student who takes part in the MI-Access P/SI English Language Arts (ELA) Assessments. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the state's Single Record Student Database.

Section C shows the teacher name, the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total points possible and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D provides the student's total score for the Accessing Information component of the

assessment, as well as his/her scores for word study and comprehension.

Section E shows the student's score for the Expressing Ideas component of the assessment.

Section F shows the student's total score for ELA (Accessing Information plus Expressing Ideas).

Section G is the student's individual item analysis for released assessment items. The analysis includes—for each item—the released item number; the EGLCE or EHSCE assessed; the score point (or condition code) the student received from the Primary Assessment Administrator; the score point (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; the activity during which the student was observed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section H includes a key and information on some of the acronyms used on the report.



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The back page of the report includes (1) the performance levels students can achieve, (2) a description of how students are scored, and (3) the relevant scoring rubric. A sample report (front) is provided below.



District Name: **Computer Generated District**
District Code: **99999**

Student Name: **ABLES, MILO J.**

State UIC: 1237613682 Date of Birth: 1/20/1998 District Student ID: 9987613682
Gender: M Ethnicity: American Indian or Alaskan Native
English Language Learner: N Formerly LEP: N SpecEd: Y

INDIVIDUAL STUDENT REPORT

Participation - English Language Arts

Grade 3 A

Fall 2008



Teacher Name: **ELA/Math All Possible Scores**
School Name: **MI-Access Participation School**
School Code: **09997**

Student Performance by Assessment Component	
	Earned/Points Possible
ACCESSING INFORMATION (AI) D	36/36
WORD STUDY	18/18
COMPREHENSION	18/18
EXPRESSING IDEAS (EI) E	23/24
TOTAL (AI + EI) F	59/60

Released Item Analysis					
Accessing Information: Word Study					
Released Item Number: R1	EGLCE: R.NT.e4.P.EG03a	PAA: 3	SAA: 3	Earned/Possible Points: 6/6	
Activity: The student will correctly identify 1 illustration paired with words (from a set of 2 related and 2 unrelated choices) that accurately reflects a basic element of a story's setting, such as indoors/outdoors, country/city, or daytime/nighttime, during a leisure reading activity.					
Scoring Focus: Identifying basic elements of a story					
Accessing Information: Comprehension					
Released Item Number: R2	EGLCE: L.CN.e4.P.EG01a	PAA: 3	SAA: 3	Earned/Possible Points: 6/6	
Activity: The student will correctly follow 2-step verbal or pictorial directions, such as gathering/putting away supplies or finding the desired place in a book, during an instructional activity.					
Scoring Focus: Following 2-step directions					
Expressing Ideas					
Released Item Number: R3	EGLCE: S.CN.e4.P.EG02a	PAA: 3	SAA: 3	Earned/Possible Points: 6/6	
Activity: The student will respond appropriately to a greeting from an unfamiliar person, such as a teacher, support staff, or related service provider, during arrival or dismissal time.					
Scoring Focus: Responding to and/or communicating with a variety of audiences					

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

H

Key:
Score = 1, 2, 3; Condition Code = A, B, C; Multiple marks = M; Omitted = Blank

Page 1 of 1

Participation & Supported Independence —

MI-Access P/SI: Individual Student Reports for Mathematics

An *Individual Student Report* is provided for every student who takes part in the MI-Access P/SI Mathematics Assessments. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the state's Single Record Student Database.

Section C shows the teacher name, the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total points possible and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D shows the student's score for questions that relate to (1) Data and Probability, (2) Geometry, (3) Measurement, (4) Numbers and Operations, and (5) Algebra for students in

grades 6 through 8 and 11 taking the Supported Independence assessment.

Section E shows the student's total score for mathematics.

Section F is the student's individual item analysis for released assessment items. The analysis includes—for each item—the released item number; the EGLCE or EHSCE assessed; the score point (or condition code) the student received from the Primary Assessment Administrator; the score point (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; the activity during which the student was observed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section G includes a key and information on some of the acronyms used on the report.

The back page of the report includes (1) the performance levels students can achieve, (2) a description of how students are scored, and (3) the relevant scoring rubric. A sample report (front) is provided on the opposite page.

— Participation & Supported Independence



District Name: **Computer Generated District**
District Code: **99999**

B

Student Name: **ALCARAZ, LANA**
State UIC: 1237614097 Date of Birth: 1/20/1997
Gender: F Ethnicity: Unknown
English Language Learner: N Formerly LEP: N

INDIVIDUAL STUDENT REPORT

Supported Independence - Mathematics

Grade 4 **A**

Fall 2008



Teacher Name: **ELA/Math All Possible Scores**
School Name: **MI-Access Supported Independence School**
School Code: **09991**

C

STUDENT PERFORMANCE SUMMARY

Earned/Points Possible: 47/60
Performance Level: Surpassed the Performance Standard

District Student ID: 9987614097
SpecEd: Y

Student Performance by Assessment Strand	
	Earned/Points Possible
DATA AND PROBABILITY	0/8
GEOMETRY D	11/16
MEASUREMENT	8/8
NUMBERS AND OPERATIONS	28/28
TOTAL E	47/60

Released Item Analysis					
NUMBERS AND OPERATIONS					
Released Item Number: R1	EGLCE: N.FL.e4.SI.EG08b	PAA: 2	SAA: 2	Earned/Possible Points: 4/4	
Activity: The student will correctly select the appropriate amount of material (5 objects) necessary to complete a familiar assembly or packaging task and solve a single-digit addition problem. For example, the student could be presented with a stack of 25 envelopes, 5 greeting cards, and 5 letters and then asked, "How many cards and letters do we have?" Following that, the student would be directed, "Show me how many envelopes we need so that we have one for each card and letter."					
Scoring Focus: Selecting appropriate numbers in order to solve problems					
MEASUREMENT F					
Released Item Number: R2	EGLCE: M.UN.e4.SI.EG01b	PAA: 2	SAA: 2	Earned/Possible Points: 4/4	
Activity: The student will correctly answer questions about relative time by demonstrating understanding of the terms yesterday and tomorrow . For example, the assessment administrator could ask the student, "What did we have for lunch yesterday ?" and "What will you be doing in art class tomorrow ?"					
Scoring Focus: Knowing and using common words for relative time					
GEOMETRY					
Released Item Number: R3	EGLCE: G.LO.e1.SI.EG02AA	PAA: 2	SAA: 2	Earned/Possible Points: 4/4	
Activity: The student will demonstrate an understanding of the directional/positional terms above and below while completing a familiar dressing routine related to a specific activity, such as putting on clothing used for art (smock), cooking (apron), physical education (P.E. clothes), shop (safety glasses), or cafeteria work (hairnet).					
Scoring Focus: Identifying the positions of objects in space using directional/positional terms					
DATA AND PROBABILITY					
Released Item Number: R4	EGLCE: D.RE.e4.SI.EG01a	PAA: A	SAA: A	Earned/Possible Points: 0/4	
Activity: The student will gather and organize the correct materials required to complete a familiar school job using concrete objects. Jobs such as caring for plants, sweeping a floor, or cleaning desks are appropriate. The activity must include 1) gathering all the materials needed to complete the job, and 2) correctly organizing them by the order they will be used.					
Scoring Focus: Gathering and organizing data using concrete objects					

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information



Key:
Score = 1, 2; Condition Code = A, B, C; Multiple marks = M; Omitted = Blank

Participation & Supported Independence —

MI-Access P/SI: Individual Student Reports for Science

An *Individual Student Report* is provided for every student who takes part in the MI-Access P/SI Science Assessments. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the state's Single Record Student Database.

Section C shows the teacher name, the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total points possible and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D shows the student's score for questions that relate to (1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science Knowledge, (4) Using

Physical Science Knowledge, and (5) Using Earth Science Knowledge.

Section E shows the student's total score for science.

Section F is the student's individual item analysis for released assessment items. The analysis includes the released item and item number; the EB assessed; the score point (or condition code) the student received from the Primary Assessment Administrator; the score point (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; and the scoring focus, which links the item directly to the EB being measured and describes what assessment administrators were looking for while administering the item.

Section G includes a key and information on some of the acronyms used on the report.

The back page of the report includes (1) the performance levels students can achieve, (2) a description of how students are scored, and (3) the relevant scoring rubric. A sample report (front) is provided on the opposite page.

Participation & Supported Independence



INDIVIDUAL STUDENT REPORT Participation - Science Grade 5 Fall 2008



District Name: **Computer Generated District**
District Code: **99999**

Teacher Name: **Science All Possible Scores**
School Name: **MI-Access Participation School**
School Code: **09997**

Student Name: **ARMENDARIZ, JAMIE**
State UIC: 1237612416 Date of Birth: 1/20/1996 District Student ID: 9987612416
Gender: M Ethnicity: Hispanic
English Language Learner: N Formerly LEP: N SpecEd: Y

STUDENT PERFORMANCE SUMMARY

Earned/Points Possible: 71/90
Performance Level: **Attained the Performance Standard**

Student Performance by Assessment Strand						
	CONSTRUCTING	REFLECTING	LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE	TOTAL
Earned/Points Possible	6/6	6/6	30/30	17/30	12/18	71/90

Released Item Analysis

USING LIFE SCIENCE KNOWLEDGE
Released Item No.: R1 EB: L.OR.P.EB.III.2.e.2a
PAA: 3 SAA: 3 Earned/Possible Points: 6/6

Which one is a duck?

Scoring Focus: Identify plants and animals

USING EARTH SCIENCE KNOWLEDGE
Released Item No.: R2 EB: E.AW.P.EB.V.3.e.1a
PAA: 3 SAA: 3 Earned/Possible Points: 6/6

Use this picture to answer the question.

cold snowy day

What can the boy do on this day?

go sledding

go swimming

Scoring Focus: Identify appropriate activities related to weather conditions

USING PHYSICAL SCIENCE KNOWLEDGE
Released Item No.: R3 EB: P.MO.P.EB.IV.3.e.1a
PAA: 2 SAA: 3 Earned/Possible Points: 5/6

ACTIVITY: The student will correctly indicate, during a familiar leisure activity, which of two objects is being pushed when the assessment administrator presents two objects and pushes one of them. For example, the assessment administrator presents a model car and a book, pushes the car, and asks the student, "Which one is being pushed?"

SCORING FOCUS: Recognizing movement of objects

Scoring Focus: Recognizing movement of objects

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

Key:
Score = 1, 2, 3; Condition Code = A, B, C; Multiple marks = M; Omitted = Blank

Participation & Supported Independence —

MI-Access P/SI: Rosters (Class, School, District)

The MI-Access P/SI rosters for classes, schools, and districts are identical in format. For that reason, only *Class Rosters*—one for ELA, one for mathematics, and one for science—are included in the handbook. The reports include the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, the total number of students assessed, and the mean earned points.

Section C indicates the classroom teacher's name, the school name, and the school code.

Section D lists alphabetically the students who took part in the assessment. It also shows each student's state Unique Identification Code (UIC) and date of birth.

Section E shows the student's performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section F shows the student's scores by assessment component (for ELA) or by strand (for mathematics and science); the total points possible for that component or strand; the number of questions the student answered correctly for each EGLCE, EHSCE, or EB assessed; and the number of points possible (at the top of the column in parentheses) for each EGLCE, EHSCE, or EB assessed. In addition, it shows the scores or condition codes given by the Primary Assessment Administrator and the Shadow Assessment Administrator for each item.

Section G shows the student's total earned points for the assessment. (The total earned points possible are shown in the column heading.)

Section H includes a key and information on some of the acronyms used on the report.

The back page of the reports includes (1) the performance levels students can achieve, (2) a description of how students are scored, and (3) the relevant scoring rubric. Sample reports (fronts) are provided on the opposite page.

Participation & Supported Independence

CLASS ROSTER Supported Independence - English Language Arts Grade 6 Fall 2008																						
Student Information		Performance Level	Assessment Administrator	Accessing Information						Expressing Ideas												
				Word Study		Comprehension				Writing												
				R.F.m7.SI.EG01a	R.WS.m7.SI.EG03a	R.WS.m7.SI.EG03a	Word Study Total (out of 20)	L.CN.m7.SI.EG01a	L.CN.m7.SI.EG02a	R.IT.m7.SI.EG03a	R.IT.m7.SI.EG03a	S.CN.m7.SI.EG01a	S.CN.m7.SI.EG01a	Comprehension Total (out of 27)	Accessing Information Total (out of 47)	S.OS.m7.SI.EG01a	S.OS.m7.SI.EG01a	W.GN.m7.SI.EG01a	W.PR.m7.SI.EG04a	Expressing Ideas Total (out of 20)	Earned Points Total (out of 60)	
ACREE, LESLEY C	UIC: 1237614581	DOB: 1/20/1995	S	PAA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	43
ALLEYNE, KATELIN L	UIC: 1237614579	DOB: 1/20/1995	S	PAA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	55
ALTON, VICENTE E	UIC: 1237614550	DOB: 1/20/1995	E	PAA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	12	
ANGELL, ROMEO	UIC: 1237614580	DOB: 1/20/1995	S	PAA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	42
ARBOGAST, NATHALIE A	UIC: 1237614579	DOB: 1/20/1995	S	PAA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	43
BACKUS, KALLA K	UIC: 1237614549	DOB: 1/20/1995	E	PAA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	11	
BAEZA, ROLAND	UIC: 1237614210	DOB: 1/20/1995	A	PAA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	42
BAEZA, ROLAND	UIC: 1237614910	DOB: 1/20/1995	E	PAA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	6	
BARAN, ALENA	UIC: 1237614209	DOB: 1/20/1995	A	PAA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	42
BARAN, ALENA	UIC: 1237614909	DOB: 1/20/1995	E	PAA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	5	
BARNER, AUSTYN T	UIC: 1237614958	DOB: 1/20/1995	S	PAA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	16	
BASTIAN, SUSANA S	UIC: 1237614957	DOB: 1/20/1995	S	PAA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	16	

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

CLASS ROSTER Participation - Mathematics Grade 7 Fall 2008														
Student Information		Performance Level	Assessment Administrator	Data and Probability				Geometry	Measurement	Numbers and Operations				
				Data and Probability		Geometry		Measurement	Numbers and Operations		Numbers and Operations		Earned Points Total (out of 60)	
				D.DE.m7.P.EG01b	D.DE.m7.P.EG01b	G.CO.m7.P.EG02A	G.CO.m7.P.EG02A	M.UN.m7.P.EG01a	M.UN.m7.P.EG01a	N.NE.m7.P.EG05c	N.NE.m7.P.EG05c	N.NE.m7.P.EG05d	Earned Points Total (out of 60)	
BAEZA, ROLAND	UIC: 1237613510	DOB: 1/20/1994	E	PAA	B	B	0	A	A	0	B	B	A	9
BARAN, ALENA	UIC: 1237613509	DOB: 1/20/1994	E	PAA	C	C	0	B	A	0	A	C	B	8
BARNER, AUSTYN T	UIC: 1237614957	DOB: 1/20/1995	S	PAA	3	1	9	3	3	12	3	3	3	24

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

CLASS ROSTER Participation - Science Grade 8 Fall 2008																		
Student Information		Performance Level	Assessment Administrator	Constructing New Scientific Knowledge			Reflecting on Scientific Knowledge			Using Life Science Knowledge			Using Physical Science Knowledge			Using Earth Science Knowledge		
				Constructing Total (out of 6)			Reflecting Total (out of 6)			Using Life Science Knowledge Total (out of 30)			Using Physical Science Knowledge Total (out of 30)			Using Earth Science Knowledge Total (out of 18)		
				C.NP.P.EB.II.m.1a	R.RD.P.EB.II.m.5b	R.RD.P.EB.II.m.5b	L.CEP.F.EB.III.1.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	
BERGEN, SHAMAR	UIC: 1237612654	DOB: 1/20/1993	A	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	46
BISCHOFF, KATYA	UIC: 1237612663	DOB: 1/20/1993	A	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	45
BLOOD, MARKUS	UIC: 1237612662	DOB: 1/20/1993	A	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	44
BOARDMAN, HEATH	UIC: 1237612696	DOB: 1/20/1993	S	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	78
BODE, BEN R	UIC: 1237612448	DOB: 1/20/1993	E	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	12
BOGLE, EILEEN	UIC: 1237612661	DOB: 1/20/1993	A	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	43
BOTTELLO, BRENNEN C	UIC: 1237612514	DOB: 1/20/1993	S	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	78
BOTTS, NICHOLE A	UIC: 1237612631	DOB: 1/20/1993	E	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	13
BOUTWELL, GIANCARLO T	UIC: 1237612804	DOB: 1/20/1993	E	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	4
BOWE, NICOLETTE A	UIC: 1237612855	DOB: 1/20/1993	A	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	55
BRACE, DESTINEY	UIC: 1237612803	DOB: 1/20/1993	E	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	3
BRASHER, THADDEUS R	UIC: 1237612854	DOB: 1/20/1993	A	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	54

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

CLASS ROSTER Participation - Mathematics Grade 7 Fall 2008														
Student Information		Performance Level	Assessment Administrator	Data and Probability				Geometry	Measurement	Numbers and Operations				
				Data and Probability		Geometry		Measurement	Numbers and Operations		Numbers and Operations		Earned Points Total (out of 60)	
				D.DE.m7.P.EG01b	D.DE.m7.P.EG01b	G.CO.m7.P.EG02A	G.CO.m7.P.EG02A	M.UN.m7.P.EG01a	M.UN.m7.P.EG01a	N.NE.m7.P.EG05c	N.NE.m7.P.EG05c	N.NE.m7.P.EG05d	Earned Points Total (out of 60)	
BAEZA, ROLAND	UIC: 1237613510	DOB: 1/20/1994	E	PAA	B	B	0	A	A	0	B	B	A	9
BARAN, ALENA	UIC: 1237613509	DOB: 1/20/1994	E	PAA	C	C	0	B	A	0	A	C	B	8
BARNER, AUSTYN T	UIC: 1237614957	DOB: 1/20/1995	S	PAA	3	1	9	3	3	12	3	3	3	24

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

CLASS ROSTER Participation - Science Grade 8 Fall 2008																		
Student Information		Performance Level	Assessment Administrator	Constructing New Scientific Knowledge			Reflecting on Scientific Knowledge			Using Life Science Knowledge			Using Physical Science Knowledge			Using Earth Science Knowledge		
				Constructing Total (out of 6)			Reflecting Total (out of 6)			Using Life Science Knowledge Total (out of 30)			Using Physical Science Knowledge Total (out of 30)			Using Earth Science Knowledge Total (out of 18)		
				C.NP.P.EB.II.m.1a	R.RD.P.EB.II.m.5b	R.RD.P.EB.II.m.5b	L.CEP.F.EB.III.1.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	L.COR.P.EB.III.2.m.1a	
BERGEN, SHAMAR	UIC: 1237612654	DOB: 1/20/1993	A	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	46
BISCHOFF, KATYA	UIC: 1237612663	DOB: 1/20/1993	A	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	45
BLOOD, MARKUS	UIC: 1237612662	DOB: 1/20/1993	A	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	44
BOARDMAN, HEATH	UIC: 1237612696	DOB: 1/20/1993	S	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	78
BODE, BEN R	UIC: 1237612448	DOB: 1/20/1993	E	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	12
BOGLE, EILEEN	UIC: 1237612661	DOB: 1/20/1993	A	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	43
BOTTELLO, BRENNEN C	UIC: 1237612514	DOB: 1/20/1993	S	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	78
BOTTS, NICHOLE A	UIC: 1237612631	DOB: 1/20/1993	E	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	13
BOUTWELL, GIANCARLO T	UIC: 1237612804	DOB: 1/20/1993	E	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	4
BOWE, NICOLETTE A	UIC: 1237612855	DOB: 1/20/1993	A	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	55
BRACE, DESTINEY	UIC: 1237612803	DOB: 1/20/1993	E	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	3
BRASHER, THADDEUS R	UIC: 1237612854	DOB: 1/20/1993	A	PAA	3	6	3	3	3	3	3	3	3	3	3	3	3	54

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

Participation & Supported Independence —

MI-Access P/SI: Summary Reports (School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by year, grade, and content area. These reports are produced only when ten or more students in a particular grade take part in the same assessment.

Since summary reports for the school, district, and state are formatted the same way regardless of the content area, just one—a *School Summary Report for English Language Arts*—is included in the handbook. The report includes the following information.

Section A includes the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code.

Section C shows the school name and code.

Section D shows the total number of students assessed, the mean earned points, and the number and percent of students assessed that Surpassed, Attained, or are Emerging Toward the Performance Standard.

Section E shows the number and percent of students that earned each specific number of points, which is commonly referred to as a frequency distribution.

The back page of the report includes the performance levels students can achieve. A sample report (front) is provided on the opposite page.

— Participation & Supported Independence



SCHOOL SUMMARY REPORT Supported Independence - English Language Arts Grade 7 A



District Name: **Computer Generated District**
District Code: **99999** B

School Name: **MI-Access Supported Independence School**
School Code: **09991** C

ACHIEVEMENT D

Year	Number of Students Assessed	Mean Earned Points	Number and Percent of Students					
			Emerging		Attained		Surpassed	
			#	%	#	%	#	%
2008	183	30	81	44.3	54	29.5	48	26.2
2007	173	25	77	44.3	51	29.5	45	26.2

FALL 2008 FREQUENCY DISTRIBUTION E

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

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

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

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

NA = Not Applicable * < 10 students assessed
Note: See reverse for additional information

Participation & Supported Independence —

MI-Access P/SI: Demographic Reports (School, District, and State)

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from student barcode labels and the state's Single Record Student Database. Data are reported only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the *District Demographic Report* is included in the handbook. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C includes the groups by which demographic data are reported (gender, ethnicity, and additional reporting groups).

Section D shows, by content area, the total number of students assessed and the mean earned points for each group.

Section E shows, by content area, the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve. A sample report (the front of pages 1 and 2) is provided on the opposite page.

Participation & Supported Independence

MICHIGAN
Department of
Education

District Name: **Computer Generated District**
District Code: **99999**

DISTRICT DEMOGRAPHIC REPORT
Participation
Grade 5
Fall 2008

	English Language Arts						Mathematics									
	Students Assessed	Mean Earned Points	Emerging #	%	Attained #	%	Surpassed #	%	Students Assessed	Mean Earned Points	Emerging #	%	Attained #	%	Surpassed #	%
District																
All Students	183	30	63	34.4	78	42.6	42	23.0	183	30	72	39.3	63	34.4	48	26.2
Gender																
Male	90	30	30	33.3	39	43.3	21	23.3	90	30	36	40.0	30	33.3	24	26.7
Female	93	30	33	35.5	39	41.9	21	22.6	93	30	36	38.7	33	35.5	24	25.8
Ethnicity																
American Indian/Alaskan Native	24	34	7	29.2	11	45.8	6	25.0	24	34	7	29.2	11	45.8	6	25.0
Asian/Pacific Islander	20	26	10	50.0	6	30.0	4	20.0	20	26	11	55.0	4	20.0	5	25.0
Black, Not of Hispanic Origin	26	30	9	34.6	10	38.5	7	26.9	26	30	11	42.3	8	30.8	7	26.9
Hispanic	10	35	1	10.0	6	60.0	3	30.0	10	35	1	10.0	6	60.0	3	30.0
White, Not of Hispanic Origin	21	21	11	52.4	8	38.1	2	9.5	21	21	14	66.7	4	19.0	3	14.3
Multiracial	22	34	7	31.8	9	40.9	6	27.3	22	34	8	36.4	7	31.8	7	31.8
Other or Not Reported	60	31	18	30.0	28	46.7	14	23.3	60	31	20	33.3	23	38.3	17	28.3

MICHIGAN
Department of
Education

District Name: **Computer Generated District**
District Code: **99999**

DISTRICT DEMOGRAPHIC REPORT
Participation
Grade 5
Fall 2008

	Science							
	Students Assessed	Mean Earned Points	Emerging #	%	Attained #	%	Surpassed #	%
District								
All Students	273	45	72	26.4	153	56.0	48	17.6
Gender								
Male	135	45	36	26.7	75	55.6	24	17.8
Female	138	45	36	26.1	78	56.5	24	17.4
Ethnicity								
American Indian/Alaskan Native	23	49	4	17.4	14	60.9	5	21.7
Asian/Pacific Islander	35	44	7	20.0	24	68.6	4	11.4
Black, Not of Hispanic Origin	34	50	9	26.5	16	47.1	9	26.5
Hispanic	35	44	9	25.7	21	60.0	5	14.3
White, Not of Hispanic Origin	31	42	9	29.0	16	51.6	6	19.4
Multiracial	38	39	15	39.5	17	44.7	6	15.8
Other or Not Reported	77	47	19	24.7	45	58.4	13	16.9
Additional Reporting Groups								
Economically Disadvantaged: Yes	131	43	32	24.4	81	61.8	18	13.7
Economically Disadvantaged: No	142	46	40	28.2	72	50.7	30	21.1
English Language Learners: Yes	134	47	30	22.4	79	59.0	25	18.7
English Language Learners: No	139	43	42	30.2	74	53.2	23	16.5
Formerly Limited English Proficient	*	*	*	*	*	*	*	*
Migrant	125	46	33	26.4	70	56.0	22	17.6
Homeless	*	*	*	*	*	*	*	*

* < 10 students assessed
† Results for these students are invalid and not reported.
() These students are not included in "All Students."

Page 2 of 2

Note: See reverse for additional information

See reverse for additional information

See reverse for additional information

Participation & Supported Independence —

MI-Access P/SI: Item Analysis Reports for English Language Arts (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at www.mi.gov/mi-access and www.mi-access.info) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. In addition, it can be used to show the extent to which Primary Assessment Administrators (PAAs) and Shadow Assessment Administrators (SAAs) give students the same scores or condition codes (often referred to as inter-rater agreement or inter-rater reliability). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the ELA school, district, and state reports is similar, only the *District Item Analysis Report* for ELA is included in the handbook. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides—by assessment component—the released item(s) for which data are being presented. Then, for each item, it shows the released item number; the code for the EGLCE or EHSCE assessed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section D shows—for each released item—the number and percent of students who received each score point or condition code from PAAs and SAAs. It also shows the number and percent of students for whom scores were omitted on the student's answer document or for whom there were multiple marks. It is important to note that the data presented along the gray diagonal show agreement between PAA and SAA scores. For example, the shaded gray box in the upper-left-hand corner shows the number and percent of students who received 3s (for Participation) or 2s (for Supported Independence) from **both** the PAA and the SAA.

Section E provides additional information about the report.

— Participation & Supported Independence

The back page of the report includes (1) a description of how students are scored, and (2) the relevant scoring rubric. A sample report (front) is provided below.

MICHIGAN
Department of
Education

DISTRICT ITEM ANALYSIS REPORT

Participation - English Language Arts
Grade 3 A
Fall 2008
Released Items Only

District Name: **Computer Generated District**
District Code: **99999** B

Number of Students Assessed: **183**

ACCESSING INFORMATION: WORD STUDY

Released Item Number: R1 EGLCE: R.NT.e4.P.EG03a C
Scoring Focus: Identifying basic elements of a story

		Primary Assessment Administrator							
		3	2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	3	147 (80.3%)	3 (1.6%)	1 (0.5%)		2 (1.1%)			
	2		1 (0.5%)						
	1	1 (0.5%)	1 (0.5%)	2 (1.1%)	1 (0.5%)		1 (0.5%)		
	A				1 (0.5%)	1 (0.5%)	2 (1.1%)		
	B				4 (2.2%)		3 (1.6%)		
	C			1 (0.5%)	2 (1.1%)	3 (1.6%)	5 (2.7%)		
	Omit								
	Multi								

ACCESSING INFORMATION: COMPREHENSION

Released Item Number: R2 EGLCE: L.CN.e4.P.EG01a C
Scoring Focus: Following 2-step directions

		Primary Assessment Administrator							
		3	2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	3	111 (60.7%)	3 (1.6%)		1 (0.5%)		1 (0.5%)		
	2		1 (0.5%)		1 (0.5%)				
	1	2 (1.1%)	1 (0.5%)	1 (0.5%)			2 (1.1%)		
	A				5 (2.7%)	6 (3.3%)	5 (2.7%)		
	B				6 (3.3%)	5 (2.7%)	10 (5.5%)		
	C		1 (0.5%)	1 (0.5%)	7 (3.8%)	6 (3.3%)	7 (3.8%)		
	Omit								
	Multi								

EXPRESSING IDEAS

Released Item Number: R3 EGLCE: S.CN.e4.P.EG02a C
Scoring Focus: Responding to and/or communicating with a variety of audiences

		Primary Assessment Administrator							
		3	2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	3	57 (31.1%)	3 (1.6%)	2 (1.1%)		1 (0.5%)	1 (0.5%)		
	2		1 (0.5%)		1 (0.5%)	1 (0.5%)	1 (0.5%)		
	1		1 (0.5%)			1 (0.5%)	1 (0.5%)		
	A				11 (6.0%)	19 (10.4%)	15 (8.2%)		
	B			1 (0.5%)	17 (9.3%)	13 (7.1%)	6 (3.3%)		
	C				16 (8.7%)	10 (5.5%)	4 (2.2%)		
	Omit								
	Multi								

Note: The crosstab charts display the number and percent of students receiving each Primary Assessment Administrator (PAA) and Shadow Assessment Administrator (SAA) observation score for the released items. The data presented along the gray diagonal show agreement between the PAA and SAA scores. See reverse for additional information.

Participation & Supported Independence —

MI-Access P/SI: Item Analysis Reports for Mathematics (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on items that are being released to the public. The information can be used along with released item booklets (available at www.mi.gov/mi-access and www.mi-access.info) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. In addition, it can be used to show the extent to which Primary Assessment Administrators (PAAs) and Shadow Assessment Administrators (SAAs) give students the same scores or condition codes (often referred to as inter-rater agreement or inter-rater reliability). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the mathematics school, district, and state reports is similar, only the *District Item Analysis Report* for mathematics is included in the handbook. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides—by assessment strand—the released item(s) for which data are being presented. Then, for each item, it shows the released item number; the code for the EGLCE or EHSCE assessed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section D shows—for each released item—the number and percent of students who received each score point or condition code from PAAs and SAAs. It also shows the number and percent of students for whom scores were omitted on the student's answer document or for whom there were multiple marks. It is important to note that the data presented along the gray diagonal show agreement between PAA and SAA scores. For example, the shaded gray box in the upper-left-hand corner shows the number and percent of students who received 3s (for Participation) or 2s (for Supported Independence) from **both** the PAA and the SAA.

Participation & Supported Independence

Section E provides additional information about the report.

The back page of the report includes (1) a description of how students are scored, and (2) the relevant scoring rubric. A sample report (front) is provided below.

MICHIGAN
Department of
Education

DISTRICT ITEM ANALYSIS REPORT

Supported Independence - Mathematics
Grade 4 A
Fall 2008
Released Items Only

MI
Access
Michigan's Alternate Assessment Program

District Name: **Computer Generated District**
District Code: **99999** B

Number of Students Assessed: **183** C

NUMBERS AND OPERATIONS C

Released Item Number: R1 C **EGLCE: N.FL.e4.SI.EG08b**

Scoring Focus: Selecting appropriate numbers in order to solve problems

		Primary Assessment Administrator						
		2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	2	159 (86.9%)	1 (0.5%)		1 (0.5%)			
	1	2 (1.1%)	1 (0.5%)			1 (0.5%)		
	A		1 (0.5%)	4 (2.2%)	1 (0.5%)	2 (1.1%)		
	B			2 (1.1%)	1 (0.5%)	3 (1.6%)		
	C	1 (0.5%)	1 (0.5%)		1 (0.5%)	1 (0.5%)		
	Omit							
Multi								

MEASUREMENT C

Released Item Number: R2 C **EGLCE: M.UN.e4.SI.EG01b**

Scoring Focus: Knowing and using common words for relative time

		Primary Assessment Administrator						
		2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	2	87 (47.5%)	2 (1.1%)			1 (0.5%)		
	1	1 (0.5%)	2 (1.1%)	1 (0.5%)				
	A		1 (0.5%)	14 (7.7%)	15 (8.2%)	9 (4.9%)		
	B			10 (5.5%)	9 (4.9%)	6 (3.3%)		
	C		1 (0.5%)	9 (4.9%)	10 (5.5%)	5 (2.7%)		
	Omit							
Multi								

GEOMETRY C

Released Item Number: R3 C **EGLCE: G.LO.e1.SI.EG02AA**

Scoring Focus: Identifying the positions of objects in space using directional/positional terms

		Primary Assessment Administrator						
		2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	2	63 (34.4%)	2 (1.1%)		1 (0.5%)	1 (0.5%)		
	1	1 (0.5%)				1 (0.5%)		
	A		1 (0.5%)	8 (4.4%)	12 (6.6%)	12 (6.6%)		
	B	1 (0.5%)	1 (0.5%)	11 (6.0%)	14 (7.7%)	10 (5.5%)		
	C			16 (8.7%)	18 (9.8%)	10 (5.5%)		
	Omit							
Multi								

DATA AND PROBABILITY C

Released Item Number: R4 C **EGLCE: D.RE.e4.SI.EG01a**

Scoring Focus: Gathering and organizing data using concrete objects

		Primary Assessment Administrator						
		2	1	A	B	C	Omit	Multi
Shadow Assessment Administrator	2	15 (8.2%)	1 (0.5%)	2 (1.1%)				
	1	2 (1.1%)				1 (0.5%)		
	A		2 (1.1%)	17 (9.3%)	17 (9.3%)	14 (7.7%)		
	B	1 (0.5%)		15 (8.2%)	21 (11.5%)	16 (8.7%)		
	C			21 (11.5%)	15 (8.2%)	23 (12.6%)		
	Omit							
Multi								

Note: The Crosstab charts display the number and percent of students receiving each Primary Assessment Administrator (PAA) and Shadow Assessment Administrator (SAA) observation score for the released items. The data presented along the gray diagonal show agreement between the PAA and SAA scores. See reverse for additional information. E

Participation & Supported Independence

MI-Access P/SI: Item Analysis Reports for Science (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on items that are being released to the public. The information can be used along with released item booklets (available at www.mi.gov/mi-access and www.mi-access.info) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. In addition, it can be used to show the extent to which Primary Assessment Administrators (PAAs) and Shadow Assessment Administrators (SAAs) give students the same scores or condition codes (often referred to as inter-rater agreement or inter-rater reliability). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the science school, district, and state reports is similar, only the *District Item Analysis Report* for science is included in the handbook. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides—by assessment strand—the released item(s) for which data are being presented. Then, for each item, it shows the released item number; the code for the EB assessed; and the scoring focus, which links the item directly to the EB being measured and describes what assessment administrators were looking for while administering the item.

Section D shows—for each released item—the number and percent of students who received each score point or condition code from PAAs and SAAs. It also shows the number and percent of students for whom scores were omitted on the student's answer document or for whom there were multiple marks. It is important to note that the data presented along the gray diagonal show agreement between PAA and SAA scores. For example, the shaded gray box in the upper-left-hand corner shows the number and percent of students who received 3s (for Participation) or 2s (for Supported Independence) from **both** the PAA and the SAA.

Participation & Supported Independence

Section E provides additional information about the report.

The back page of the report includes (1) a description of how students are scored, and (2) the relevant scoring rubric. A sample report (front) is provided below.

MICHIGAN
Department of
Education

DISTRICT ITEM ANALYSIS REPORT

Participation - Science
Grade 5 **A**
Fall 2008
Released Items Only

District Name: **Computer Generated District**
District Code: **99999** **B**

Number of Students Assessed: **273**

USING LIFE SCIENCE KNOWLEDGE
Released Item Number: R1 **C** EB: L.OR.P.EB.III.2.e.2a

Scoring Focus: Identify plants and animals

		Primary Assessment Administrator							Omit	Multi
		3	2	1	A	B	C			
Shadow Assessment Administrator	3	201 (73.6%)	3 (1.1%)	1 (0.4%)	2 (0.7%)					
	2	2 (0.7%)	1 (0.4%)							
	1	1 (0.4%)								
	A	1 (0.4%)	3 (1.1%)	4 (1.5%)	5 (1.8%)	7 (2.6%)				
	B	1 (0.4%)	4 (1.5%)	6 (2.2%)	10 (3.7%)					
	C		5 (1.8%)	7 (2.6%)	9 (3.3%)					
	Omit									
	Multi									

USING EARTH SCIENCE KNOWLEDGE
Released Item Number: R2 **C** EB: E.AW.P.EB.V.3.e.1a

Scoring Focus: Identify appropriate activities related to weather conditions

		Primary Assessment Administrator							Omit	Multi
		3	2	1	A	B	C			
Shadow Assessment Administrator	3	93 (34.1%)	3 (1.1%)	2 (0.7%)	2 (0.7%)	1 (0.4%)				
	2									
	1	1 (0.4%)								
	A		2 (0.7%)	24 (8.8%)	18 (6.6%)	18 (6.6%)				
	B		1 (0.4%)	17 (6.2%)	24 (8.8%)	17 (6.2%)				
	C			11 (4.0%)	15 (5.5%)	21 (7.7%)				
	Omit									
	Multi									

USING PHYSICAL SCIENCE KNOWLEDGE
Released Item Number: R3 **C** EB: P.MO.P.EB.IV.3.e.1a

Scoring Focus: Recognizing movement of objects

		Primary Assessment Administrator							Omit	Multi
		3	2	1	A	B	C			
Shadow Assessment Administrator	3	57 (20.9%)	3 (1.1%)	1 (0.4%)	1 (0.4%)					
	2		3 (1.1%)			2 (0.7%)				
	1	1 (0.4%)				2 (0.7%)				
	A			18 (6.6%)	23 (8.4%)	28 (10.3%)				
	B			25 (9.2%)	24 (8.8%)	22 (8.1%)				
	C		1 (0.4%)	27 (9.9%)	15 (5.5%)	19 (7.0%)				
	Omit									
	Multi									

Note: The crosstab charts display the number and percent of students receiving each Primary Assessment Administrator (PAA) and Shadow Assessment Administrator (SAA) observation score for the released items. The data presented along the gray diagonal show agreement between the PAA and SAA scores. See reverse for additional information. **E**

Participation & Supported Independence —

MI-Access P/SI: Parent Reports

Parent reports, which start with a letter from the state Superintendent of Public Instruction, are designed to provide customized student assessment information to the parents (or guardians) of each student assessed. The *MI-Access P/SI Parent Reports* include the following information.

Section A shows the name of the report, the assessment in which the student took part (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B provides basic demographic information about the student, which was obtained from the student's barcode label and the state's Single Record Student Database.

Section C includes a table showing, by content area, the total points the student earned out of the total points possible, as well as the performance levels the student achieved. It also includes a list of questions that parents and teachers can use to help them interpret and discuss the results.

Section D provides detailed information on the P/SI assessments, a description of how they are scored, and the relevant scoring rubric.

Section E provides detailed information on (1) the components of the English Language Arts

(ELA) assessment, and (2) how the student performed by assessment component and overall.

Section F provides detailed information on (1) the strands included in the mathematics assessment, and (2) how the student performed by assessment strand and overall.

Section G provides detailed information on (1) the strands included in the science assessment (if applicable), and how the student performed by assessment strand and overall.

Section H shows the student's individual item analysis for ELA, mathematics, and/or science. It includes each released item and item number; the EGLCE, EHSCE, or EB assessed in that item; the score (or condition code) the student received from the Primary Assessment Administrator; the score (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; and the scoring focus, which links the item directly to the EGLCE, EHSCE, or EB being measured and describes what assessment administrators were looking for while administering the item. A sample four-page report is provided on the following page.

Participation & Supported Independence

PARENT REPORT
Supported Independence
Grade 8
Fall 2008

Student Name: JACK ONEIL
 District Student ID: _____
 State UIC: _____

Teacher Name: ELA/Math Class 02
 School Name: MI-Access Supported Independence School
 District Name: Computer Aggregate District

Dear Parent or Guardian:

In fall 2008, your son took part in the MI-Access Supported Independence assessments. They are the assessments that the Individualized Education Program (IEP) Team, of which you are a member, decided were most appropriate for him. The MI-Access Supported Independence assessments are used, along with other information, to determine what students know and are able to do in certain grades and in certain content areas. These assessments are based on the Supported Independence Extended Grade Level Content Expectations (EGLCEs) and/or Extended Benchmarks (EBs), which reflect a level of complexity that is appropriate for the students being assessed. (For more details on the EGLCEs and EBs, go to www.mi.gov/mi-access.)

The fall 2008 results for Score 52 are shown in the table below. We encourage you to discuss these results with your son's teacher and other school professionals who have the benefit of knowing him personally. Teachers are able to use the results, together with other assessment and classroom performance information, to provide a more complete picture of your son's achievement and plan for his future learning.

Content Area	Earned/Possible Points	Fall 2008 Performance Level
ELA	52/60	Surpassed the Performance Standard
Mathematics	52/60	Surpassed the Performance Standard
Science	60/68	Surpassed the Performance Standard

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

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

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

Sincerely,

Mike Flanagan
 Superintendent of Public Instruction
 State of Michigan

GENERAL INFORMATION ABOUT THE MI-ACCESS SUPPORTED INDEPENDENCE ASSESSMENTS

The MI-Access Supported Independence assessments cover three content areas: English language arts (ELA) and mathematics in grades 3-8, and science in grades 5 and 8. They use two types of item (or question) formats: (1) activity-based observation, where students are observed while they take part in a familiar classroom activity or routine; and (2) selected response, where students are read a question and asked to select the correct response from three picture answer choices. To the maximum extent possible, the items – regardless of their format – reflect the real-world contexts of daily living, community experience, and/or employment.

During the assessment, each student is simultaneously observed and scored by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). As shown in the scoring rubric below, a student may receive a score point (1 or 2) on a condition code (A, B, or C). The scoring rubric is based on the student responding correctly and takes into consideration the amount of assistance required to engage the student in the item. The PAA and SAA scores are added together to calculate earned points for each item; then, the earned points are added together to obtain a total assessment score. (Condition codes, multiple marks, and omitted scores count as zeros when calculating earned points.)

Score Point/Condition Code	Description
1	Responds correctly with no assessment administrator assistance
A	Responds correctly after assessment administrator provides verbal/physical cue
B	Incorrect response
C	Resists/Refuses
C	Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

ENGLISH LANGUAGE ARTS

The MI-Access Supported Independence ELA Assessment has two components: Accessing Information, which includes word study and comprehension; and Expressing Ideas. In the Accessing Information portion of the ELA assessment, students are asked to (1) identify familiar words using print, pictures, and/or objects; and (2) demonstrate their understanding of and/or respond to various forms of information, such as following verbal or written directions, or answering questions from narrative or informational text.

In the Expressing Ideas portion of the ELA assessment, students are asked to express their thoughts about various topics, such as academic subjects, self-advocacy, and effective communication. Students can use one or a combination of response modes to express themselves, including writing, drawing, speaking, or gesturing.

The scores for word study (see A) and comprehension (see B) are added together to obtain a total score for Accessing Information (see C). Then, the Accessing Information score is added to the Expressing Ideas score (see D) to obtain an overall score, or total earned points, for ELA (see E). The table on the right shows your son's ELA scores.

ELA RESULTS by Assessment Component		Earned/Possible Points
ACCESSING INFORMATION (AI)		34/60
WORD STUDY		18/16
COMPREHENSION		25/24
EXPRESSING IDEAS (EI)		14/20
TOTAL (AI + EI)		52/60

MATHEMATICS

The MI-Access Supported Independence Mathematics Assessment focuses on five mathematics areas: Data and Probability (see A), Geometry (see B), Measurement (see C), Numbers and Operations (see D), and Algebra (see E). These areas reflect a complexity level that is appropriate for the student population being assessed. The scores for the five areas are added together to obtain a student's overall score, or total earned points, for mathematics (see F). The table on the right shows your son's mathematics scores.

MATHEMATICS RESULTS by Assessment Strand		Earned/Possible Points
DATA AND PROBABILITY		9/8
GEOMETRY		8/8
MEASUREMENT		16/16
NUMBERS AND OPERATIONS		24/24
ALGEBRA		6/4
TOTAL		52/60

Supported Independence - Grade 8 Page 2

SCIENCE

The MI-Access Supported Independence Science Assessment focuses on five areas: Constructing New Scientific Knowledge (see A), Reflecting on Scientific Knowledge (see B), Using Life Science Knowledge (see C), Using Physical Science Knowledge (see D), and Using Earth Science Knowledge (see E). These areas reflect a complexity level that is appropriate for the student population being assessed. The scores for the five areas are added together to obtain a student's overall score, or total earned points, for science (see F). The table on the right shows your son's science scores.

SCIENCE RESULTS by Assessment Strand		Earned/Possible Points
CONSTRUCTING NEW SCIENTIFIC KNOWLEDGE		4/4
REFLECTING ON SCIENTIFIC KNOWLEDGE		4/4
USING LIFE SCIENCE KNOWLEDGE		28/28
USING PHYSICAL SCIENCE KNOWLEDGE		12/12
USING EARTH SCIENCE KNOWLEDGE		12/20
TOTAL		60/68

RELEASED ITEM ANALYSIS

The remainder of this report contains your son's individual item analysis for released assessment items. The analysis includes the released item and item number; the EGLCE or EB assessed by that item; the scores your son received from the PAA and SAA; the scoring focus, which links the item directly to the EGLCE or EB that is being assessed and describes what the assessment administrators were looking for while administering the item; and the total points your son earned out of the total points possible. If you would like to learn more about MI-Access, go to www.mi.gov/mi-access or www.mi-access.info.

ELA Released Item Analysis

Accessing Information: Word Study	Earned/Possible Points
Released Item Number: R1 EGLCE: S.WS.m7.SI.EG03a PAA: 2 SAA: 2	4/4
Activity: The student will correctly explain the meaning of 10 out of 15 functional words/symbols, such as eat, danger, or private, during an instructional reading activity.	
Scoring Focus: Explaining functional words	
Accessing Information: Comprehension	Earned/Possible Points
Released Item Number: R2 EGLCE: L.CN.m4.SI.EGAA PAA: 2 SAA: 2	4/4
Activity: The student will correctly follow a series of at least 3 directions, such as gathering/putting away supplies, or finding the desired place in a book, during an instructional activity.	
Scoring Focus: Following complex directions	
Expressing Ideas	Earned/Possible Points
Released Item Number: R3 EGLCE: S.CN.m5.SI.EGAA PAA: 2 SAA: 2	4/4
Activity: The student will correctly identify what is an acceptable level of voice volume in the classroom while playing an interactive game, such as a board game, twenty questions, or bingo, during leisure time with staff and/or peers.	
Scoring Focus: Identifying acceptable voice volume in varied settings	
Released Item Number: R4 EGLCE: S.OS.m7.SI.EG01a PAA: 2 SAA: 2	4/4
Activity: The student will promote self-advocacy by asking for assistance when a needed item is not available, such as a particular food choice, item, or napkin, during school lunch time.	
Scoring Focus: Promoting self-advocacy	

Supported Independence - Grade 8 Page 3

Mathematics Released Item Analysis

NUMBERS AND OPERATIONS	Earned/Possible Points
Released Item Number: R1 EGLCE: N.EA.m7.SI.EG07a PAA: 2 SAA: 2	4/4
Activity: The student will correctly subtract 2 single-digit numbers during a familiar instructional assignment or activity. Use of calculators and/or manipulatives is permissible. For example, the student could be shown a mixture of 9 blue beads and 6 red beads and then asked, "How many beads will there be left if I take out all the red beads?"	
Scoring Focus: Demonstrating knowledge of basic subtraction	
MEASUREMENT	Earned/Possible Points
Released Item Number: R2 EGLCE: M.UN.m6.SI.EG01a PAA: 2 SAA: 2	4/4
Activity: The student will correctly identify 2 coins when presented with a group of 5 objects containing 3 coins and 2 objects of similar size, such as buttons. For example, the student could be shown a group of objects containing 1 penny, 1 dime, 1 nickel, and 2 buttons and then asked, "Show me a penny," and "Show me a nickel."	
Scoring Focus: Identifying coins	
ALGEBRA	Earned/Possible Points
Released Item Number: R3 EGLCE: A.FD.m6.SI.EG06a PAA: 2 SAA: 2	4/4
Activity: The student will correctly identify a missing component and the quantity necessary to complete a calendar or work schedule. For example, if the student uses a pictorial schedule, the assessment administrator could provide the student with a schedule that is complete except for 1 of the day's activities. The incomplete schedule could be presented to the student and the assessment administrator could ask, "What is missing from today's schedule?" This item requires the student to 1) recognize what activities are missing, and 2) tell or show how many activities are needed to complete the schedule.	
Scoring Focus: Identifying the unknown component and quantity in an applied problem	
DATA AND PROBABILITY	Earned/Possible Points
Released Item Number: R4 EGLCE: D.RE.m7.SI.EG01c PAA: B SAA: C	0/4
Activity: The student will correctly select 2 appropriate articles of clothing needed to complete a familiar dressing routine. The student must select the appropriate garments from a set of 5 articles of clothing that contains the 2 appropriate garments and 3 garments that are inappropriate. For example, the student could be told he/she is going outside on a cold day for recess and is presented with a warm coat, a pair of shorts, a warm hat, a swimsuit, and a t-shirt, and then asked, "Which one should we wear outside?"	
Scoring Focus: Identifying what data are needed to solve a problem	

Science Released Item Analysis

USING LIFE SCIENCE KNOWLEDGE	USING PHYSICAL SCIENCE KNOWLEDGE	USING EARTH SCIENCE KNOWLEDGE
Released Item No.: R1 PAA: 2 SAA: 2	Released Item No.: R2 PAA: 2 SAA: 2	Released Item No.: R3 PAA: 2 SAA: 2
EB: L.OS.EB.III.2.m.1a	EB: P.MO.SI.EB.IV.3.m.5a	EB: E.HY.SI.EB.V.2.e.1AODD
Earned/Possible Points: 4/4	Earned/Possible Points: 4/4	Earned/Possible Points: 4/4
<p>What animal has claws?</p>	<p>Which one lets a person use less force to move things?</p>	<p>The water in the pot is very hot. Which is the safest thing to do?</p>
Scoring Focus: Identify the characteristics or parts that distinguish selected plants from animals.	Scoring Focus: Identify simple machines used to change effort.	Scoring Focus: Identify safety precautions with liquid and solid forms of water.

Supported Independence - Grade 8 Page 4

MI-Access P/SI: Comprehensive Reports (Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade. School data are included in district reports only when ten or more students in the same school take part in the same assessment, and district data are included in ISD reports only when 100 or more students in the same district take part in the same assessment.

Since *District Comprehensive Reports* are not provided for P/SI, only the *ISD Comprehensive Report* is included in the handbook. The report includes the following information.

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C lists the districts by which data are reported.

Section D shows the total number of students assessed and the mean earned points for each district by content area.

Section E shows, by content area, the number and percent of students who achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve for each content area and the scale score range that corresponds to each performance level. A sample report (front) is provided on the opposite page.

— Participation & Supported Independence



ISD Name: **Demo ISD**
ISD Code: **97**

B

ISD COMPREHENSIVE REPORT Supported Independence Grade 5 **A** Fall 2008



	English Language Arts					Mathematics					Science				
	Students Assessed	Mean Earned Point	Emerging # and %	Attained # and %	Surpassed # and %	Students Assessed	Mean Earned Point	Emerging # and %	Attained # and %	Surpassed # and %	Students Assessed	Mean Earned Point	Emerging # and %	Attained # and %	Surpassed # and %
Report Demo District (99990)	24	30	12 50.0%	0 0.0%	12 50.0%	24	30	12 50.0%	0 0.0%	12 50.0%	24	30	12 50.0%	4 16.7%	8 33.3%
Demo District (99995)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

* < 10 students assessed

† No students assessed

Page 1 of 1

Participation & Supported Independence

MI-Access P/SI: Student Labels

Labels are included in School Results Folders for every student who participated in the MI-Access P/SI ELA, Mathematics, and Science Assessments. They include the following information.

Section A shows the assessment (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B includes the student's name, the teacher's name, the school name and code, the district name and code, the student's codes, and other identifying information.

Section C shows the student's total earned points out of the total points possible (for each content area in which he/she was assessed) and his/her corresponding performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Sample student labels are provided on the right.



Participation
Grade 5
Fall 2008



Student Name: **JANE, SMITH**

Teacher: ELA/Math Class 02

School: MI-Access Participation School (09901)

District: Report Demo District (99990)

State UIC: 9934567812 Date of Birth: 01/20/1996

Student ID: 1256456911 Gender: F

	Earned/Possible	Perf. Level	Perf. Level Change
ELA	58/60	Surpassed	
Mathematics	58/60	Surpassed	
Science	88/90	Surpassed	



Supported Independence
Grade 3
Fall 2008



Student Name: **ABEYTA, JALIYAH A.**

Teacher: ELA/Math All Possible Scores

School: MI-Access Supported Independence School (09991)

District: Computer Generated District (99999)

State UIC: 1237614383 Date of Birth: 01/20/1998

Student ID: 9987614383 Gender: F

	Earned/Possible	Perf. Level	Perf. Level Change
ELA	28/60	Attained	
Mathematics	28/60	Attained	



MI-ACCESS FUNCTIONAL INDEPENDENCE

Functional Independence

SECTION 8 — MI-ACCESS FUNCTIONAL INDEPENDENCE: ASSESSMENT DESIGN

To understand how students taking part in MI-Access Functional Independence are scored, it is important to first understand how the assessments are designed.

English Language Arts

The MI-Access Functional Independence English Language Arts (ELA) Assessment has two components: (1) Accessing Print, which includes word recognition and text comprehension; and (2) Expressing Ideas.

Accessing Print: Word Recognition

The Accessing Print: Word Recognition portion of the ELA assessment assesses high-frequency sight words and high-utility functional vocabulary that are relevant to the student population being assessed.

Depending on their grade, students are either asked to examine a picture and select a printed word that matches the picture (grade 3) or to select a word that correctly completes a sentence (grades 4 through 8 and 11). Students have three words from which to choose. During the assessment, the assessment administrator indicates on the student's answer document which answer choice (A, B, or C) he/she selected. Students can earn a maximum of twenty points for this portion of the assessment.

Accessing Print: Text Comprehension

In the Accessing Print: Text Comprehension portion of the assessment, students read or listen to three types of passages—narrative, expository, and functional. These passages consist of content and vocabulary that are appropriate for the students being assessed.

Each text comprehension passage is followed by seven multiple-choice questions, each with three answer choices. During the assessment, the assessment administrator indicates on the student's answer document which answer choice (A, B, or C) he/she selected. Students can earn a maximum of twenty-one points for this portion of the assessment.

Expressing Ideas

In the Expressing Ideas component of the ELA assessment, students are asked to respond to prompts by "expressing ideas" related to practical, real-world situations. The prompts have been developed to accommodate various response modes, which means that students may write, draw, or use a combination of the two response modes, to express themselves. Students may also dictate their responses if dictation is indicated as an assessment accommodation in their IEP.

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Student responses are evaluated through a four-point rubric that measures topic focus, organization, and the use of language and visual conventions. Students can earn a maximum of four points for this component of the assessment.

Mathematics

The MI-Access Functional Independence Mathematics Assessment focuses on four mathematics areas or strands: (1) Data and Probability, (2) Geometry, (3) Measurement, and (4) Numbers and Operations. Grade 8 assessments also include Algebra, and grade 11 assessments also include Algebra and Patterns and Relationships. These areas, or strands, reflect a complexity level that is appropriate for the students being assessed.

Each mathematics question is followed by three answer choices. During the assessment, the assessment administrator indicates on the student's answer document which answer choice (A, B, or C) he/she selected.

The number of points a student can earn on this assessment varies by grade. Students in grades 3, 4, and 5 can earn a maximum of 30 points; students in grades 6, 7, and 8 can earn a maximum of 35 points; and students in grade 11 can earn a maximum of 40 points.

Science

The MI-Access Functional Independence Science Assessment focuses on five science areas or strands: (1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science Knowledge, (4) Using Physical Science Knowledge, and (5) Using Earth Science Knowledge. These areas or strands reflect a complexity level that is appropriate for the students being assessed.

Each science question is followed by three answer choices. During the assessment, the assessment administrator indicates on the student's answer document which answer choice (A, B, or C) he/she selected.

Functional Independence

The number of points a student can earn on this assessment varies by grade. Students in grades 3, 4, and 5 can earn a maximum of 35 points; students in grades 6, 7, and 8 can earn a maximum of 40 points; and students in grade 11 can earn a maximum of 45 points.

Core and Embedded Items

Each year, a number of Functional Independence ELA, mathematics, and science items are released to the public. Therefore, to replenish the item bank, the assessments contain some embedded (or field test) items to replace them. Students' reported scores include only the core items; the embedded items are scored, but are used only for internal data review purposes. The items that are released are compiled into booklets and posted on the MI-Access Web page (www.mi.gov/mi-access). Results for released items are provided in *Individual Student Reports*, *Item Analysis Reports*, and *Parent Reports*.



SECTION 9 — MI-ACCESS FUNCTIONAL INDEPENDENCE: SCORING

For the Functional Independence assessments, students earn one point for each correct answer, except on the Expressing Ideas portion of the ELA assessment where they can earn up to 4 points for their prompt response. The scores for each item are 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, which adds meaning to their score.

Performance Levels

There are three performance levels a student can achieve on the MI-Access Functional Independence Assessments: (1) Surpassed the Performance Standard, (2) Attained the Performance Standard, or (3) Emerging Toward the Performance Standard. Performance Level Descriptors (PLDs)—which describe, in detail, what students need to do to achieve each of the three levels for ELA, mathematics, and science—can be found on the MI-Access Web page (www.mi.gov/mi-access) and at the MI-Access Information Center (www.mi-access.info).

Performance Standard Setting

To determine what it means to Surpass, Attain, or Emerge Toward the Performance Standard, the OEAA

involved stakeholders—such as classroom teachers (special and general education), administrators, parents, special education directors, school psychologists, and related services providers—in intensive standard-setting processes. The processes were conducted by Questar Assessment, Inc.—the MI-Access contractor—and involved volunteers who were nominated by their school districts and selected by the OEAA to participate. The participants were divided into panels by content area and grade spans, and met over the course of two days.

The standard-setting process worked as follows.

- The full group heard a presentation on the various components of the Functional Independence assessments.
- The group also discussed (1) how the score points from the MI-Access assessments would translate into score reports, (2) the terminology that was selected to describe the three levels of student performance, (3) and how the standard-setting process would work.
- The full group was divided into panels, each of which was asked to add more concrete meaning to the performance levels by developing detailed descriptors. Panel members were also asked to make an initial, independent judgment about cut

Functional Independence

scores (or, in other words, where the lines should be drawn between the minimum number of points needed to Surpass or Attain the Performance Standard).

- During the second day, panelists discussed their initial judgments with their peers, internalized the feedback, and were informed about the difficulty of each assessment item. Panelists were able to use that information, if desired, in making a second round of judgments.
- After the second round, the panelists discussed their judgments again. They also reviewed performance data to see roughly how many students would fall into each performance category if their second-round judgments were adopted.
- Once the data were presented and discussed, the panelists made a final round of judgments to (1) increase the reliability of the judgments, (2) increase panelists' confidence in their determinations, and (3) encourage a convergence of ideas regarding appropriate cut scores. The judgments made during the final round were considered to be the panelists' recommendations to the OEAA.

At the end of the standard-setting sessions, Questar Assessment, Inc., took the judgments of each panelist and calculated descriptive statistics—such as the mean, the median, and standard errors—for the cut scores recommended for each grade span and content-area assessment.

After the statistics were calculated, the Technical Advisory Committee reviewed the standard-setting process to ensure that the proper procedures were followed; the OEAA reviewed and synthesized the data; cut score recommendations were made to the state Superintendent of Public Instruction and the SBE; and the cut scores were approved by the SBE.



Functional Independence

Performance Level Change

In addition to receiving a scale score and a performance level, information is provided on (1) where a student's scale score fell *within* the performance level (at the high, middle, or low end); and (2) how his/her performance level changed from one year to the next. Table 11 (below) shows how performance level change is determined.

Fall 2007 Achievement		Fall 2008 Achievement							
		Emerging			Attained		Surpassed		
		Low	Mid	High	Low	High	Low	Mid	High
Emerging	Low	M	I	I	SI	SI	SI	SI	SI
	Mid	D	M	I	I	SI	SI	SI	SI
	High	D	D	M	I	I	SI	SI	SI
Attained	Low	SD	D	D	M	I	I	SI	SI
	High	SD	SD	D	D	M	I	I	SI
Surpassed	Low	SD	SD	SD	D	D	M	I	I
	Mid	SD	SD	SD	SD	D	D	M	I
	High	SD	SD	SD	SD	SD	D	D	M

SI = Significant Improvement, I = Improvement, M = Maintaining, D = Decline, and SD = Significant Decline

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SECTION 10 — MI-ACCESS FUNCTIONAL INDEPENDENCE REPORTS: CONTENT, DISTRIBUTION, AND NCLB

Content and Distribution

IDEA 1997 and its 2004 reauthorization require states to report alternate assessment data in the same frequency and manner as general assessment data. Therefore, MI-Access results are reported similar to MEAP and MME results. Using the assessment data provided by districts, the MI-Access contractor produces a variety of reports and provides them in hard copy form and/or online. (See Table 12.)

District, School, and Class Reports

Hard copies of district, school, and class reports are provided in results folders, all of which are arranged the same way—a generic Table of Contents is printed on the front, listing the full range of reports that *could*

be contained in the folder; then, a more detailed Table of Contents appears inside the folder listing the reports that were actually generated using data specific to each district, school, and class. The folders contain one copy of each report listed in the detailed Table of Contents.

The results folders are shipped by the MI-Access contractor either to the District Superintendent or to the District MI-Access Coordinator, depending on the option chosen by the district. That person is responsible for (1) keeping the district's results, and (2) disseminating the School and Class Results Folders to School MI-Access Coordinators.

TABLE 12	MI-Access Functional Independence Reports	State Results Online	District Results Folder	School Results Folder	Class Results Folder	Online Only
	Summary Reports	X	X	X		
	Demographic Reports	X	X	X		
	Item Analysis Reports	X	X	X		
	Rosters		X	X	X	
	Individual Student Reports				X	
	Student Labels			X		
	Parent Reports			X		
	District Comprehensive Report		X			
	ISD Comprehensive Report					X

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Electronic copies of district, school, and class reports are also available online at the OEAA Secure Site (www.mi.gov/oeaa-secure), and *District Summary Reports* are available at www.mi.gov/mi-access and www.mi-access.info.

State and Intermediate School District (ISD) Reports

State and ISD reports are available only online. They can be accessed at the OEAA Secure Site (www.mi.gov/oeaa-secure), on the MI-Access Web page (www.mi.gov/mi-access) under "State Assessment Reports for Students with Disabilities," and at the MI-Access Information Center (www.mi-access.info) under "MI-Access Results."

ELA Expressing Ideas Prompt Responses

In addition to reports, the state will provide each district with a CD-ROM containing student responses to the released MI-Access Functional Independence ELA Expressing Ideas prompt. These responses can be used for data analysis purposes and to inform curriculum and instruction.

Reproducing MI-Access Reports

All MI-Access reports may be reproduced for internal personnel development and school improvement

activities. However, reports containing individual student names cannot be made available to the media or to the general public without parental approval.

No Child Left Behind (NCLB)

One way that MI-Access reports are used by schools, districts, and the state is to meet NCLB assessment reporting requirements. There are two sets of assessment reporting data that NCLB requires: (1) participation rates, and (2) the percent of student scores that are "proficient," which is used, along with other indicators, to calculate Adequate Yearly Progress (AYP). To verify participation rates, schools and districts use rosters and summary reports, whereas only rosters can be used to verify AYP calculations.

For MI-Access, assessment scores are considered "proficient" if they fall within "Surpassed the Performance Standard" or "Attained the Performance Standard." (For more information on NCLB, go to www.mi.gov/mde.)

Functional Independence

SECTION 11 — MI-ACCESS FUNCTIONAL INDEPENDENCE: SAMPLE REPORTS

This section of the handbook includes a written description of each MI-Access Functional Independence report, accompanied by a sample. (To see sample reports for MI-Access P/SI, go to page 22.) Please note that the sole purpose of sample reports is to show where various components of assessment data will appear.

MI-Access Functional Independence: Individual Student Reports for English Language Arts

An *Individual Student Report* is provided for every student who takes part in the MI-Access Functional Independence English Language Arts (ELA) Assessment. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the state's Single Record Student Database.

Section C shows the teacher name, school name, and school code. It also provides the student's performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section D provides the student's total score for the Accessing Print component of the ELA

assessment, as well as his/her scores for word recognition, text comprehension, and each core text comprehension passage.

Section E shows the student's score for the Expressing Ideas component of the ELA assessment. The score will either be a number (1-4) or a letter (A-D) indicating the reason why the response was not scored.

Section F shows the student's total score for ELA (Accessing Print plus Expressing Ideas).

Section G is the student's individual item analysis for the released assessment items. The analysis includes the EGLCE or EB assessed in that item; an abbreviated description of the EGLCE or EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates that the answer choice was correct. For Expressing Ideas, one or more comment codes appear in the response column. These codes are intended to elaborate on why the student received his/her numerical score.

Section H provides keys for Accessing Print and Expressing Ideas.



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The back page of the report includes (1) the performance levels students can achieve, (2) the scale score range that corresponds to each performance level, and (3) descriptions of the Expressing Ideas condition and comment codes. A sample report (front) is provided below.

MICHIGAN
Department of
Education

INDIVIDUAL STUDENT REPORT

Functional Independence - English Language Arts

Grade 3 A

Fall 2008

MI Access
Michigan's Alternate Assessment Program

District Name: **Computer Generated District**
District Code: **99999**

B

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

C

Student Name: **WINNER, KARLY**

State UIC: 1237615739 Date of Birth: 1/20/1998 District Student ID: 9987615739

Gender: F Ethnicity: Multiracial

English Language Learner: Y Formerly LEP: N SpecEd: Y

Accommodations: Audio, Enlarged Print, Calculator, Word Processed

STUDENT PERFORMANCE SUMMARY

Earned/Points Possible: 7/45
Scale Score: 2252

Performance Level 2008 Emerging Toward the Performance Standard (Low)
Performance Level 2007 Not applicable
Performance Level Change: Not applicable

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

Individual Item Analysis for Released Items			
EGLCE Code	ASSESSMENT COMPONENT or Abbreviated EGLCE Descriptor	Released Item Number	Response
	ACCESSING PRINT		
	PART 1 - WORD RECOGNITION		
R.WS.02.FI.EG05	Recognize frequently encountered words	R1	+A
R.WS.02.FI.EG05	Recognize frequently encountered words	R2	
R.WS.02.FI.EG05	Recognize frequently encountered words	R3	M
R.WS.02.FI.EG05	Recognize frequently encountered words	R4	M
	PART 2 - TEXT COMPREHENSION		
	Narrative Passage		
R.CM.02.FI.EG03	Identify main ideas and details	R5	
R.NT.02.FI.EG03	Identify story elements	R6	B
R.CM.02.FI.EG03	Identify main ideas and details	R7	
R.NT.02.FI.EG03	Identify story elements	R8	C
R.WS.02.FI.EG08	Use context clues	R9	M
R.NT.02.FI.EG03	Identify story elements	R10	B
R.CM.02.FI.EG02	Make inferences, predictions, and conclusions	R11	B
	EXPRESSING IDEAS		Comment Code (if applicable)
W.GN.02.FI.EG01	Write/draw personal narrative	R12	

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

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

Note: See reverse for additional information

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Functional Independence

MI-Access Functional Independence: Individual Student Reports for Mathematics

An *Individual Student Report* is provided for every student who takes part in the MI-Access Functional Independence Mathematics Assessment. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the state's Single Record Student Database.

Section C shows the teacher name, school name, and school code. It also provides the student's performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section D shows the student's score for questions that relate to (1) Data and Probability, (2) Geometry, (3) Measurement, and (4) Numbers and Operations. (For grade 8 there is also a row for questions that relate to Algebra, and for grade 11 there are rows for questions related to Algebra and Patterns and Relationships.)

Section E shows the student's total score for mathematics.

Section F is the student's individual item analysis for the released assessment items. The analysis includes the EGLCE or EB assessed in that item; an abbreviated description of the EGLCE or EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates that the answer choice was correct.

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level. A sample report (front) is provided on the opposite page.

Functional Independence



INDIVIDUAL STUDENT REPORT Functional Independence - Mathematics Grade 4 **A** Fall 2008



District Name: **Computer Generated District**
District Code: **99999**

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

Student Name: **ANGUIANO, JARRED**
State UIC: 1237617624 Date of Birth: 1/20/1997 District Student ID: 9987617624
Gender: M Ethnicity: White, Not of Hispanic Origin
English Language Learner: N Formerly LEP: N SpecEd: Y
Accommodations: Enlarged Print, Other

STUDENT PERFORMANCE SUMMARY

Earned/Points Possible: 4/30
Scale Score: 2349
Performance Level 2008 Emerging Toward the Performance Standard (Low)
Performance Level 2007 No matching student
Performance Level Change: NA

Student Performance by Assessment Strand	
	Earned/ Points Possible
DATA AND PROBABILITY	0/2
GEOMETRY	2/4 D
MEASUREMENT	0/8
NUMBERS AND OPERATIONS	2/16
TOTAL	E 4/30

Individual Item Analysis for Released Items			
EGLCE Code	STRAND or Abbreviated EGLCE Descriptor	Released Item Number	Response
GEOMETRY			
G.GS.03.FI.EG01	Identify common two-dimensional shapes	R2	A
G.SR.03.FI.EG04	Predict the next element in a simple geometric pattern	R1	+C
DATA AND PROBABILITY			
D.RE.03.FI.EG01	Collect and explore data	R4	
NUMBERS AND OPERATIONS			
N.FL.03.FI.EG12	Know all the addition facts up to 10 + 10 F	R9	
N.FL.03.FI.EG16	Calculate sums and differences	R10	A
N.ME.03.FI.EG04	Compose and decompose numbers to 30	R3	C
N.ME.03.FI.EG08	Identify and place whole numbers on a number line	R5	C
MEASUREMENT			
M.PS.03.FI.EG02	Compare length and weight of objects	R7	
M.PS.03.FI.EG09	Add and subtract money in dollars only	R8	
M.UN.03.FI.EG03	Use the common words for the parts of the day	R6	C

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

Note: See reverse for additional information

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Functional Independence

MI-Access Functional Independence: Individual Student Reports for Science

An *Individual Student Report* is provided for every student who takes part in the MI-Access Functional Independence Science Assessment. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the state's Single Record Student Database.

Section C shows the teacher name, school name, and school code. It also provides the student's performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section D shows the student's score for questions that relate to (1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science Knowledge, (4) Using Physical Science Knowledge, and (5) Using Earth Science Knowledge.

Section E shows the student's total score for science.

Section F is the student's individual item analysis for the released assessment items. The analysis includes the EB assessed in that item; an abbreviated description of the EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates that the answer choice was correct.

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level. A sample report (front) is provided on the opposite page.



2008/2009 Handbook

Functional Independence



INDIVIDUAL STUDENT REPORT Functional Independence - Science Grade 5 **A** Fall 2008



District Name: **Computer Generated District**
District Code: **99999**

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

Student Name: **ARMOUR, TALİYAH**
State UIC: 1237615523 Date of Birth: 1/20/1996 District Student ID: 9987615523
Gender: F Ethnicity: Asian or Pacific Islander
English Language Learner: N Formerly LEP: N SpecEd: Y
Accommodations: Reader, Enlarged Print

STUDENT PERFORMANCE SUMMARY

Earned/Points Possible: 22/35
Scale Score: 2508
Performance Level: **Attained the Performance Standard**

Student Performance by Assessment Strand	Earned/Points Possible
CONSTRUCTING NEW SCIENTIFIC KNOWLEDGE	2/2
REFLECTING ON SCIENTIFIC KNOWLEDGE	1/2
USING LIFE SCIENCE KNOWLEDGE D	12/12
USING PHYSICAL SCIENCE KNOWLEDGE	7/11
USING EARTH SCIENCE KNOWLEDGE	0/8
TOTAL E	22/35

Individual Item Analysis for Released Items			
EB Code	STRAND or Abbreviated EB Descriptor	Released Item Number	Response
USING LIFE SCIENCE KNOWLEDGE			
L.HE.FI.EB.III.3.e.1a	Identify how parents and their young look alike	R1	+B
L.EC.FI.EB.III.5.e.4a	Identify positive and negative effects of humans on the environment	R2	+B
USING PHYSICAL SCIENCE KNOWLEDGE F			
P.CM.FI.EB.IV.2.e.2a	Prepare mixtures and separate them into their component parts	R3	+C
P.ME.FI.EB.IV.1.e.2a	Identify properties of materials that make them useful	R4	+A
USING EARTH SCIENCE KNOWLEDGE			
E.HY.FI.EB.V.2.e.1a	Identify the three states of water on earth	R5	B
E.HY.FI.EB.V.2.e.3a	Identify sources of water and its household/personal uses	R6	

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

Note: See reverse for additional information

Page 1 of 1

Functional Independence

MI-Access Functional Independence: Rosters (Class, School, District)

The MI-Access Functional Independence rosters for classes, schools, and districts are identical in format. For that reason, only *Class Rosters*—one for ELA, one for mathematics, and one for science—are included in the handbook. The reports include the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, the total number of students assessed, and the mean scale score.

Section C indicates the classroom teacher's name, the school name, and the school code.

Section D lists alphabetically the students who took part in the assessment. It also shows each student's state Unique Identification Code and date of birth.

Section E shows the student's scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the

previous year along with his/her performance level change.

Section F shows the student's scores by assessment component (for ELA) or by strand (for mathematics and science); the total points possible for that component or strand; the number of questions the student answered correctly for each EGLCE or EB assessed; and the number of points possible (at the top of the column in parentheses) for each EGLCE or EB assessed.

Section G shows the student's total earned points for the assessment.

Section H provides more detailed information about the report.

The back page of the reports includes (1) the performance levels students can achieve, (2) the scale score range that corresponds to each performance level, and (3) on the ELA roster, descriptions of the Expressing Ideas condition and comment codes. Sample reports (fronts) are provided on the opposite page.

Functional Independence

CLASS ROSTER		Functional Independence - English Language Arts										Expressing Ideas										
Grade 6		Fall 2008																				
MI Access Michigan's Alternate Assessment Program		MI Access Michigan's Alternate Assessment Program										MI Access Michigan's Alternate Assessment Program										
District Name: Computer Generated District District Code: 99999		Teacher Name: ELA All Possible Scores School Name: MI-Access Functional Independence School School Code: 09999										Teacher Name: Math All Possible Scores School Name: MI-Access Functional Independence School School Code: 09999										
Number of Students Assessed: 276 Mean Scale Score: 2605																						
Student Information	2008 Scale Score	2007 Performance Level	2008 Performance Level	Accessing Print										Text Comprehension Total (out of 41)	Expressing Ideas Total (out of 4)	Earned Points Total (out of 42)						
				Word Recognition		Text Comprehension			Functional Passage			Writing	Speaking									
				Word Recognition Total (out of 20)	Informational Passage	Narrative Passage	Functional Passage	Writing	Speaking													
(No. of Items per EGLCE)				(2)	(4)	(1)	(1)	(4)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)					
BATCHOLDER, CAMREN UIC: 1237617008 DOB: 1/20/1995	2629	S-M	NA	20	20	0	0	0	0	1	4	1	1	7	2	5	7	14	34	0	0	34
BAY, MACEY V UIC: 1237616715 DOB: 1/20/1995	2593	E-H	NM	17	17	0	0	0	0	0	0	0	0	0	0	0	0	0	17	0	0	17
BAYLESS, QUINN M UIC: 1237617007 DOB: 1/20/1995	2627	S-M	NA	20	20	0	0	0	0	0	1	4										
BEDELL, ANN UIC: 1237615883 DOB: 1/20/1995	2584	E-M	NM	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BEDELL, ANN UIC: 1237617283 DOB: 1/20/1995	2627	S-M	NA	20	20	0	0	0	0	0	1	4										
BELK, AMARION UIC: 1237617006 DOB: 1/20/1995	2624	S-M	NA	20	20	0	0	0	0	0	1	4										
BENTZ, ALEAH UIC: 1237617005 DOB: 1/20/1995	2622	S-L	NM	20	20	0	0	0	0	0	1	4										
BERGEN, SHAMAR UIC: 1237616164 DOB: 1/20/1995	2595	E-H	NM	18	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BICKEL, DASIA UIC: 1237616435 DOB: 1/20/1995	2584	E-M	NM	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BISCHOFF, KAIYA UIC: 1237616163 DOB: 1/20/1995	2593	E-H	NM	17	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BLOOD, MARKUS UIC: 1237616162 DOB: 1/20/1995	2591	E-H	NM	16	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BOGLE, EILEEN UIC: 1237616161 DOB: 1/20/1995	2589	E-M	NM	15	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

CLASS ROSTER		Functional Independence - Mathematics										Data and Probability		Numbers and Operations		Measurement									
Grade 7		Fall 2008																							
MI Access Michigan's Alternate Assessment Program		MI Access Michigan's Alternate Assessment Program										MI Access Michigan's Alternate Assessment Program		MI Access Michigan's Alternate Assessment Program		MI Access Michigan's Alternate Assessment Program									
District Name: Computer Generated District District Code: 99999		Teacher Name: Math All Possible Scores School Name: MI-Access Functional Independence School School Code: 09999										Teacher Name: Math All Possible Scores School Name: MI-Access Functional Independence School School Code: 09999		Teacher Name: Math All Possible Scores School Name: MI-Access Functional Independence School School Code: 09999		Teacher Name: Math All Possible Scores School Name: MI-Access Functional Independence School School Code: 09999									
Number of Students Assessed: 108 Mean Scale Score: 2693																									
Student Information	2008 Scale Score	2008 Performance Level	2007 Performance Level	Data and Probability										Numbers and Operations		Measurement									
				Geometry		Data and Probability		Numbers and Operations		Measurement		Writing	Speaking												
				Geometry	Data and Probability	Numbers and Operations	Measurement	Writing	Speaking																
(No. of Items per EGLCE)				(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)				
BUCHHOLZ, GUNNER J UIC: 1237617528 DOB: 1/20/1994	2675	E-L	NM	1	1	1	1	3	6	0	0	0	0	0	0	0	0	0	0	0	0	0	5	11	
BUEHLER, FREDRICK L UIC: 1237617922 DOB: 1/20/1994	2638	E-L	NM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
BURDET, GRETA T UIC: 1237617753 DOB: 1/20/1994	2794	S-H	NM	1	1	1	1	3	1	1	1	3	2	2	2	2	2	2	2	2	2	2	2	12	35
BUSHEY, HAVEN UIC: 1237617527 DOB: 1/20/1994	2671	E-L	NM	1	1	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	10

CLASS ROSTER		Functional Independence - Science										Using Earth Science Knowledge													
Grade 8		Fall 2008																							
MI Access Michigan's Alternate Assessment Program		MI Access Michigan's Alternate Assessment Program										MI Access Michigan's Alternate Assessment Program													
District Name: Computer Generated District District Code: 99999		Teacher Name: Science All Possible Scores School Name: MI-Access Functional Independence School School Code: 09999										Teacher Name: Science All Possible Scores School Name: MI-Access Functional Independence School School Code: 09999													
Number of Students Assessed: 123 Mean Scale Score: 2796																									
Student Information	Scale Score	Performance Level	Using Earth Science Knowledge										Writing	Speaking											
			Constructing New Scientific Knowledge		Reflecting on Scientific Knowledge		Life Science Knowledge		Physical Science Knowledge		Using Earth Science Knowledge														
			Constructing New Scientific Knowledge	Reflecting on Scientific Knowledge	Life Science Knowledge	Physical Science Knowledge	Using Earth Science Knowledge	Using Earth Science Knowledge																	
(No. of Items per EB)			(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)		
COAKLEY, MAKENA N UIC: 1237615697 DOB: 1/20/1993	2729	M	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	
COLUNGA, GUADALUPE UIC: 1237615696 DOB: 1/20/1993	2721	E	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	5	
CONY, MAIVE G UIC: 1237615557 DOB: 1/20/1993	2796	E	1	0	1	0	0	0	0	1	2	1	2	1	2	1	2	1	2	1	2	1	2	20	
CONLON, CELINE M UIC: 1237615695 DOB: 1/20/1993	2712	E	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4	
CORDER, ALIZE A UIC: 1237615649 DOB: 1/20/1993	2871	S	1	0	1	1	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	14	35
CUNDIFF, ANTHONY D UIC: 1237615694 DOB: 1/20/1993	2700	E	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
DARDAR, DEMARCUS D UIC: 1237615556 DOB: 1/20/1993	2792	E	1	0	1	0	0	0	0	1	2	1	2	1	2	1	2	1	2	1	2	1	2	19	
DARR, BRAD R UIC: 1237615648 DOB: 1/20/1993	2863	S	1	0	1	1	0	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	14	34
DARROW, KENNEDI L UIC: 1237615555 DOB: 1/20/1993	2788	E	1	0	1	0	0	0	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	14	34
DAVEY, CATALINA UIC: 1237615693 DOB: 1/20/1993	2684	E	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
DEESE, LYRIC K UIC: 1237615647 DOB: 1/20/1993	2856	S	1	0	1	1	0	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	14	33
DENISON, KAYLI UIC: 1237615731 DOB: 1/20/1993	2978	S	1	1	2	1	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	14	40

Functional Independence

MI-Access Functional Independence: Summary Reports (School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by year, grade, and content area. These reports are provided only when ten or more students in a particular grade take part in the same assessment.

Since summary reports for the state, district, and school are formatted the same way, just one—a *School Summary Report*—is included in the handbook. The content of the reports, however, varies by grade and content area. All summary reports include achievement and frequency distribution data, but reports for grades 4, 5, 6, 7, and 8 ELA and mathematics also include data on performance level change. The report shown in this handbook includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code.

Section C shows the school name and code.

Section D shows the total number of students assessed, the mean scale score, and the number and percent of students assessed that Surpassed, Attained, or are Emerging Toward the Performance Standard for a particular year. This section includes data for every year the assessment has been administered, starting in 2005.

Section E shows the number and percent of students assessed in the current year that were matched to the previous year. The number and percent are used to generate performance level change data.

Section F shows the number and percent of students by performance level change *between* performance level categories from last year to the current year. For example, in the sample report on the opposite page, 3.0 percent of students with matching data who Attained the Performance Standard in 2007, Surpassed the Performance Standard in 2008.

Section G shows the number and percent of students by performance level change *within and between* performance level categories. For example, in the sample report on the opposite page, 9.1 percent of students showed significant improvement. That means they did one of the following: They either (1) were Emerging Low last year and moved up to Attained Low or higher this year, (2) were Emerging Middle last year and moved up to Attained High or higher this year, (3) were Emerging High last year and moved up to Surpassed Low or higher this year, (4) were Attained Low last year and moved up to Surpassed Middle this year, or (5) were Attained High last year and moved up to Surpassed High this year. (See Table 11 on page 51 for more

Functional Independence

information on how performance level change is determined.)

Section H shows the number and percent of students that earned a specific scale score in the current year (which is commonly referred to as a frequency distribution).

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level. A sample report (front) is provided below.



MICHIGAN
Department of
Education

SCHOOL SUMMARY REPORT
Functional Independence - Mathematics
Grade 8
Fall 2008 A



MI Access
Michigan's Alternate Assessment Program

District Name: **Computer Generated District**
District Code: **99999** B

School Name: **MI-Access Functional Independence School**
School Code: **09999** C

ACHIEVEMENT

Year	Number of Students Assessed D	Mean Scale Score	Number and Percent of Students					
			Emerging		Attained		Surpassed	
			#	%	#	%	#	%
2008	108	2801	51	47.2	21	19.4	36	33.3
2007	98	2796	47	47.2	18	19.4	33	33.3
2006	155	2797	76	48.5	27	18.2	52	33.3
2005	165	2804	80	48.5	30	18.2	55	33.3

PERFORMANCE LEVEL CHANGE - YEAR-TO-YEAR TRANSITIONS

Fall 2007	Fall 2008		
	Emerging	Attained	Surpassed
Emerging	12 (12.1%) <i>maintaining</i>	9 (9.1%) <i>improving</i>	3 (3.0%) <i>improving</i>
Attained	12 (12.1%) <i>declining</i>	12 (12.1%) <i>maintaining</i>	3 (3.0%) <i>improving</i>
Surpassed	18 (18.2%) <i>declining</i>	0 (0.0%) <i>declining</i>	30 (30.3%) <i>maintaining</i>

E Total number of students assessed in 2008 and matched to 2007: 99 (91.7%)

PERFORMANCE LEVEL CHANGE - SUMMARY

Years Summarized	Students Matched		Performance Level Change G									
			Significant Decline		Decline		Maintain		Improvement		Significant Improvement	
	#	%	#	%	#	%	#	%	#	%	#	%
2007 & 2008	99	91.7	21	21.2	12	12.1	39	39.4	18	18.2	9	9.1

FALL 2008 FREQUENCY DISTRIBUTION

Scale Score	Number and Percent of Students		Scale Score	Number and Percent of Students H		Scale Score	Number and Percent of Students		Scale Score	Number and Percent of Students	
	#	%		#	%		#	%		#	%
2901	3	2.8	2827	3	2.8	2803	3	2.8	2776	3	2.8
2877	3	2.8	2824	3	2.8	2800	3	2.8	2772	3	2.8
2863	3	2.8	2821	3	2.8	2797	3	2.8	2768	3	2.8
2854	3	2.8	2818	3	2.8	2795	3	2.8	2763	3	2.8
2848	3	2.8	2816	3	2.8	2792	3	2.8	2758	3	2.8
2843	3	2.8	2813	3	2.8	2789	3	2.8	2751	3	2.8
2838	3	2.8	2810	3	2.8	2786	3	2.8	2742	3	2.8
2834	3	2.8	2808	3	2.8	2783	3	2.8	2727	3	2.8
2831	3	2.8	2805	3	2.8	2780	3	2.8	2703	3	2.8

NA = Not Applicable * < 10 students assessed
Note: See reverse for additional information

Page 1 of 1

Functional Independence

MI-Access Functional Independence: Demographic Reports (School, District, and State)

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from student barcode labels and the state's Single Record Student Database. Data are reported only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the *District Demographic Report* is included in the handbook. The report includes the following information.

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C includes the groups by which the demographic data are reported (gender, ethnicity, and additional reporting groups).

Section D shows, by content area, the total number of students assessed and the mean scale score for each group.

Section E shows, by content area, the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level. A sample report (the front of pages 1 and 2) is provided on the opposite page.



Functional Independence



DISTRICT DEMOGRAPHIC REPORT
Functional Independence
Grade 5
Fall 2008 A

District Name: **Computer Generated District**
District Code: **99999** B



District	English Language Arts					Mathematics					
	Students Assessed	Mean Scale Score	Emerging # %	Attained # %	Surpassed # %	Students Assessed	Mean Scale Score	Emerging # %	Attained # %	Surpassed # %	
All Students	276	2494	156 56.5	30 10.9	90 32.6	93	2493	51 54.8	15 16.1	27 29.0	
Gender C											
Male	138	2491	78 56.5	18 13.0	42 30.4	47	2493	26 55.3	7 14.9	14 29.8	
Female	138	2497	78 56.5	12 8.7	48 34.8	46	2493	25 54.3	8 17.4	13 28.3	
Ethnicity											
American Indian/Alaskan Native	35	2496	21 60.0	3 8.6	11 31.4	12	2506	5 41.7	2 16.7	5 41.7	
Asian/Pacific Islander	32	2492	16 50.0	3 9.4	13 40.6	14	2488	9 64.3	0 0.0	5 35.7	
Black, Not of Hispanic Origin	37	2496	21 56.8	6 16.2	10 27.0	13	2492	7 53.8	2 15.4	4 30.8	
Hispanic	26	2488	17 65.4	2 7.7	7 26.9	11	2488	8 72.7	1 9.1	2 18.2	
White, Not of Hispanic Origin	25	2492	15 60.0	2 8.0	8 32.0	16	2502	5 31.3	6 37.5	5 31.3	
Multiracial	37	2493	18 48.6	6 16.2	13 35.1	11	2491	7 63.6	2 18.2	2 18.2	
Other or Not Reported	84	2496	48 57.1	8 9.5	28 33.3	16	2486	10 62.5	2 12.5	4 25.0	
Additional Reporting Groups D											
Economically Disadvantaged: Yes	140	2494	85 60.7	14 10.0	41 29.3	50	2494	28 56.0	6 12.0	16 32.0	
Economically Disadvantaged: No	136	2493	71 52.2	16 11.8	49 36.0	43	2492	23 53.5	9 20.9	11 25.6	
English Language Learners: Yes	122	2492	70 57.4	13 10.7	39 32.0	48	2493	27 56.3	7 14.6	14 29.2	
English Language Learners: No	154	2495	86 55.8	17 11.0	51 33.1	45	2494	24 53.3	8 17.8	13 28.9	
								*	*	*	
								2494	21 50.0	5 11.9	16 38.1
								*	*	*	
								2494	50 54.3	15 16.3	27 29.3
								2494	26 55.3	7 14.9	14 29.8

Note: See reverse for additional information



DISTRICT DEMOGRAPHIC REPORT
Functional Independence
Grade 5
Fall 2008 A

District Name: **Computer Generated District**
District Code: **99999** B



District	Science				
	Students Assessed	Mean Scale Score	Emerging # %	Attained # %	Surpassed # %
All Students	108	2489	60 55.6	12 11.1	36 33.3
Gender C					
Male	54	2491	30 55.6	6 11.1	18 33.3
Female	54	2487	30 55.6	6 11.1	18 33.3
Ethnicity D					
American Indian/Alaskan Native	10	2478	6 60.0	1 10.0	3 30.0
Asian/Pacific Islander	11	2512	3 27.3	3 27.3	5 45.5
Black, Not of Hispanic Origin	14	2507	4 28.6	1 7.1	9 64.3
Hispanic	19	2488	12 63.2	1 5.3	6 31.6
White, Not of Hispanic Origin	11	2496	5 45.5	3 27.3	3 27.3
Multiracial	12	2461	9 75.0	2 16.7	1 8.3
Other or Not Reported	31	2485	21 67.7	1 3.2	9 29.0
Additional Reporting Groups E					
Economically Disadvantaged: Yes	50	2497	27 54.0	3 6.0	20 40.0
Economically Disadvantaged: No	58	2482	33 56.9	9 15.5	16 27.6
English Language Learners: Yes	50	2487	29 58.0	6 12.0	15 30.0
English Language Learners: No	58	2491	31 53.4	6 10.3	21 36.2
Formerly Limited English Proficient	*	*	*	*	*
Migrant	47	2476	29 61.7	5 10.6	13 27.7
Homeless	*	*	*	*	*
Accommodations					
Standard - All	108	2489	60 55.6	12 11.1	36 33.3
Nonstandard - All †	(*)				
Standard ELL Only	50	2487	29 58.0	6 12.0	15 30.0
Nonstandard ELL Only †	(*)				

* < 10 students assessed
† Results for these students are invalid and not reported.
() These students are not included in "All Students."

Functional Independence

MI-Access Functional Independence: Item Analysis Reports for English Language Arts (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at www.mi.gov/mi-access and www.mi-access.info) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the *District Item Analysis Report* for ELA is included in the handbook. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides—by Accessing Print component and released item—the code for the EGLCE or EB assessed; an abbreviated description of the EGLCE or EB; the released item number; and

the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the *Student Answer Document* or for whom there were multiple marks.

Section D shows—for the released Expressing Ideas prompt—the released item number; the code for the EGLCE or EB assessed; an abbreviated description of the EGLCE or EB; and the number and percent of students who received each score based on a four-point rubric. It also shows the number and percent of students who received each condition code because their responses were not scorable.

Section E indicates—for the released Expressing Ideas prompt—the number and percent of students who received each comment code.

The back page of the report includes descriptions of the Expressing Ideas condition and comment codes. A sample report (front) is provided below.

Functional Independence



DISTRICT ITEM ANALYSIS REPORT Functional Independence - English Language Arts Grade 4 A Fall 2008 Released Items Only



District Name: **Computer Generated District**
District Code: **99999** B

Number of Students Assessed: **276**

ACCESSING PRINT

EGLCE Code	ASSESSMENT COMPONENT or Abbreviated EGLCE Descriptor	Released Item Number	Number and Percent of Students Responding									
			A		B		C		Omit		Multi	
			#	%	#	%	#	%	#	%	#	%
PART 1 - WORD RECOGNITION												
R.WS.03.FI.EG05	Recognize frequently encountered words	R1	7	2.5	2	0.7	252	91.3 ⁺	7	2.5	8	2.9
R.WS.03.FI.EG05	Recognize frequently encountered words	R2	16	5.8	14	5.1	216	78.3 ⁺	22	8.0	8	2.9
R.WS.03.FI.EG05	Recognize frequently encountered words	R3	174	63.0 ⁺	26	9.4	23	8.3	25	9.1	28	10.1
R.WS.03.FI.EG05	Recognize frequently encountered words	R4	35	12.7	38	13.8	162	58.7 ⁺	19	6.9	22	8.0
PART 2 - TEXT COMPREHENSION												
Informational Passage C												
R.CM.03.FI.EG02	Identify main ideas and details	R5	38	13.8	38	13.8	108	39.1 ⁺	48	17.4	44	15.9
R.CM.03.FI.EG02	Identify main ideas and details	R6	44	15.9	102	37.0 ⁺	46	16.7	47	17.0	37	13.4
R.CM.03.FI.EG02	Identify main ideas and details	R7	96	34.8 ⁺	45	16.3	42	15.2	57	20.7	36	13.0
R.CM.03.FI.EG02	Identify main ideas and details	R8	47	17.0	47	17.0	90	32.6 ⁺	47	17.0	45	16.3
R.CM.03.FI.EG01	Make inferences, predictions, and conclusions	R9	45	16.3	44	15.9	84	30.4 ⁺	62	22.5	41	14.9
R.WS.03.FI.EG08	Use context clues	R10	52	18.8	53	19.2	78	28.3 ⁺	42	15.2	51	18.5
R.CM.03.FI.EG02	Identify main ideas and details	R11	46	16.7	72	26.1 ⁺	50	18.1	55	19.9	53	19.2

EXPRESSING IDEAS

Released Item Number	EGLCE Code	Abbreviated EGLCE Descriptor	Number and Percent of Students at Each Score Based on a 4-point Rubric				Number and Percent of Students Receiving Condition Codes											
			4	3	2	1	A	B	C	D								
R12	W.GN.03.FI.EG01	Write/draw personal narrative	6	2.2	6	2.2	6	2.2	6	2.2	62	22.5	65	23.6	54	19.6	71	25.7

Number and Percent of Students Receiving Comment Codes																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
E	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2

Note: See reverse for additional information

Page 1 of 1

Correct Response: +

Functional Independence

MI-Access Functional Independence: Item Analysis Reports for Mathematics (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at www.mi.gov/mi-access and www.mi-access.info) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the *District Item Analysis Report* for mathematics is included in the handbook. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides—by strand and released item—the code for the EGLCE or EB assessed;

an abbreviated description of the EGLCE or EB; the released item number; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the *Student Answer Document* or for whom there were multiple marks.

A sample report (front) is provided on the opposite page.



Functional Independence



DISTRICT ITEM ANALYSIS REPORT Functional Independence - Mathematics Grade 6 A Fall 2008 *Released Items Only*



District Name: **Computer Generated District**
District Code: **99999** B

Number of Students Assessed: **108**

EGLCE Code	STRAND or Abbreviated EGLCE Descriptor	Released Item Number	Number and Percent of Students Responding									
			A		B		C		Omit		Multi	
			#	%	#	%	#	%	#	%	#	%
GEOMETRY												
G.LO.05.FI.EG02	Use relative position of objects on a plane and in space	R3	3	2.8	9	8.3	81	75.0 ⁺	5	4.6	10	9.3
DATA AND PROBABILITY												
D.RE.05.FI.EG02	Draw predictions and conclusions from data	R6	16	14.8	54	50.0 ⁺	10	9.3	14	13.0	14	13.0
NUMBERS AND OPERATIONS C												
N.ME.05.FI.EG02	Recognize representations for whole numbers to 10,000	R7	18	16.7	42	38.9 ⁺	13	12.0	12	11.1	23	21.3
N.ME.05.FI.EG06	Compare and order numbers to 10,000	R8	27	25.0 ⁺	28	25.9	19	17.6	18	16.7	16	14.8
N.MR.05.FI.EG13	Solve simple open sentences for +/-	R9	12	11.1 ⁺	24	22.2	26	24.1	28	25.9	18	16.7
N.MR.05.FI.EG15	Select numbers to solve problems	R10	9	8.3 ⁺	30	27.8	25	23.1	14	13.0	30	27.8
MEASUREMENT												
M.PS.05.FI.EG08	Solve one-step word problems	R5	60	55.6 ⁺	14	13.0	12	11.1	13	12.0	9	8.3
M.PS.05.FI.EG11	Tell the amount of money in dollars and cents	R4	7	6.5	78	72.2 ⁺	5	4.6	10	9.3	8	7.4
M.UN.05.FI.EG01	Use standard tools for measurement	R1	99	91.7 ⁺	4	3.7	3	2.8	1	0.9	1	0.9
M.UN.05.FI.EG04	Approximate temperature	R2	90	83.3 ⁺	5	4.6	5	4.6	5	4.6	3	2.8

Functional Independence

MI-Access Functional Independence: Item Analysis Reports for Science (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at www.mi.gov/mi-access and www.mi-access.info) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the *District Item Analysis Report* for science is included in the handbook. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides—by strand and released item—the code for the EB assessed; an abbreviated description of the EB; the released item number; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the *Student Answer Document* or for whom there were multiple marks.

A sample report (front) is provided on the opposite page.



Functional Independence



DISTRICT ITEM ANALYSIS REPORT

Functional Independence - Science
Grade 8 **A**
Fall 2008
Released Items Only



District Name: **Computer Generated District**
District Code: **99999**

B

Number of Students Assessed: **123**

EB Code	STRAND or Abbreviated EB Descriptor	Released Item Number	Number and Percent of Students Responding									
			A		B		C		Omit		Multi	
			#	%	#	%	#	%	#	%	#	%
	USING LIFE SCIENCE KNOWLEDGE											
L.OR.FI.EB.III.2.m.2a	Identify stages of the life cycle of flowering plants	R1	3	2.4	114	92.7 ⁺	0	0.0	4	3.3	2	1.6
L.EV.FI.EB.III.4.m.1a	Explain how fossils provide evidence about the nature of ancient life	R2	9	7.3	93	75.6 ⁺	8	6.5	5	4.1	8	6.5
	USING PHYSICAL SCIENCE KNOWLEDGE											
P.MO.FI.EB.IV.3.m.5a	Identify which simple machine is best used in a given situation	R3	20	16.3	23	18.7	45	36.6 ⁺	15	12.2	20	16.3
P.WV.FI.EB.IV.4.m.1a	Recognize how sounds travel through different media	R4	23	18.7	42	34.1 ⁺	23	18.7	19	15.4	16	13.0
	USING EARTH SCIENCE KNOWLEDGE											
E.GE.FI.EB.V.1.e.6ADDm	Identify reasons why it is important to conserve and/or recycle	R5	22	17.9	21	17.1	27	22.0 ⁺	20	16.3	33	26.8
E.HY.FI.EB.V.2.m.1a	Use maps of the earth to locate water in its various forms and describe conditions	R6	31	25.2	24	19.5 ⁺	20	16.3	22	17.9	26	21.1

Functional Independence

MI-Access Functional Independence: Parent Reports

Parent reports, which start with a letter from the state Superintendent of Public Instruction, are designed to provide customized student assessment information to the parents (or guardians) of each student assessed. The *MI-Access Functional Independence Parent Reports* include the following information.

Section A shows the name of the report, the assessment in which the student took part, the assessment grade, and the year the assessments were administered.

Section B provides basic demographic information about the student, which was obtained from the student's barcode label and the state's Single Record Student Database.

Section C includes a table showing—by content area—the scale scores and performance levels the student achieved in the current year as well as the scale scores and performance levels he/she achieved in the previous year, if applicable. In addition, it shows the student's performance level change from last year to the current year, and describes how the change was determined.

Section D provides detailed information on (1) the components of the English Language Arts (ELA) assessment, and (2) how the student performed by assessment component and overall.

Section E shows where the student's ELA scale score is in the range of scale scores possible and the corresponding performance level.

Section F provides detailed information on (1) the strands included in the mathematics assessment, and (2) how the student performed by assessment strand and overall.

Section G shows where the student's mathematics scale score is in the range of scale scores possible and the corresponding performance level.

Section H provides detailed information on (1) the strands included in the science assessment, and (2) how the student performed by assessment strand and overall.

Section I shows where the student's science scale score is in the range of scale scores possible and the corresponding performance level.

Section J shows the student's individual item analysis for ELA, mathematics, and/or science. It includes the EGLCE or EB assessed in that item; an abbreviated description of the EGLCE or EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates the correct answer choice. A sample four-page report is provided on the opposite page.

Functional Independence

PARENT REPORT
Functional Independence
Grade 5
Fall 2008

Michigan's Alternate Assessment Program

Student Name: **JULIE MILES**
District Student ID: **2000058814**
State UID: **2000058814**

Teacher Name: **ELA Class 01**
School Name: **MI-Access Functional Independence School**
District Name: **Computer Aggregate District**

Dear Parent or Guardian:

In fall 2008, your son took part in the MI-Access Functional Independence assessments. They are the assessments that the Individualized Education Program (IEP) Team, of which you are a member, decided were most appropriate for him. The MI-Access Functional Independence assessments are used, along with other information, to determine what students know and are able to do in certain grades and in certain content areas. These assessments are based on the Functional Independence Extended Grade Level Content Expectations (EGLCEs) and/or Extended Benchmarks (EBs), which reflect a level of complexity that is appropriate for the students being assessed. (For more details on the EGLCEs and EBs, go to www.mi.gov/mi-access.)

Following are two tables summarizing your son's results. The first table shows the fall 2007 and fall 2008 English language arts (ELA) and mathematics results, as well as the fall 2007 science results for Score 08. The second table shows your son's performance level change for ELA and mathematics from fall 2007 to 2008. (Science performance level change data are not included because science is not assessed in the previous grade.)

Content Area	2008 Score	2008 Performance Level	2007 Performance Level	Performance Level Change
ELA	2499	Emerging Toward the Performance Standard (Ee)	Surpassed the Performance Standard (H)	Significant Decline
Mathematics	2471	Emerging Toward the Performance Standard (Ee)	No matching student record	NA
Science	2446	Emerging Toward the Performance Standard (Ee)		

ELA Performance Level Change

Last fall, Score 08 scored at the middle end of the Surpassed performance level. This fall, Score 08 scored at the low end of the Emerging performance level. Therefore, from last fall to this fall, there was a significant decline in performance level.

Mathematics Performance Level Change

Score 08 has no matching record for 2007; therefore, a 2007-2008 performance level change cannot be reported.

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

Sincerely,

Mike Flanagan
Superintendent of Public Instruction
State of Michigan

DESCRIPTION OF AND RESULTS FOR ENGLISH LANGUAGE ARTS

The MI-Access Functional Independence English Language Arts (ELA) Assessment has two components: (1) Accessing Print, which includes word recognition and text comprehension; and (2) Expressing Ideas. The Accessing Print: Word Recognition portion of the ELA assessment assesses important, often used words that are relevant for the student population being assessed. In the Accessing Print: Text Comprehension portion of the ELA assessment, students read or listen to three types of passages that are based on the real-world contexts of daily living, community experience, and employment. The passages and questions are appropriate in complexity for the students being assessed. The earned points for word recognition (see A) and text comprehension (see B) are added together to obtain an Accessing Print score (see C).

In the Expressing Ideas component of the ELA assessment, students are asked to respond to a question by writing, drawing, or dictating their ideas. Student responses are scored using a four-point rubric (see D). For more details on the rubric and sample responses, go to www.mi.gov/mi-access.

The Accessing Print and Expressing Ideas scores are added together to obtain a student's overall score, or total earned points, for ELA (see E). The table below shows your son's scores.

DETAILED ENGLISH LANGUAGE ARTS RESULTS FOR SCORE 08 2FIES1

Performance by Assessment Component		Earned/Points Possible
ACCESSING PRINT (AP)		8/43
PART 1 - WORD RECOGNITION		8/20
PART 2 - TEXT COMPREHENSION		0/21
EXPRESSING IDEAS (EI)		0/4
TOTAL (AP + EI)		8/45

Once a student's total earned points are calculated, they are assigned a scale score, which is used to determine the performance level. The letter F (below) shows your son's ELA scale score and where it falls in the range of scale scores possible. It also shows his corresponding performance level - Surpassed, Attained, or Emerging Toward the Performance Standard.

Emerging Toward 2499 (E) Attained Surpassed

2399 2500 2511 2584

DESCRIPTION OF AND RESULTS FOR MATHEMATICS

The MI-Access Functional Independence Mathematics Assessment focuses on four mathematics areas: Data and Probability (see A), Geometry (see B), Measurement (see C), and Numbers and Operations (see D). These areas reflect a complexity level that is appropriate for the student population being assessed. The scores for the four areas are added together to obtain a student's overall score, or total earned points, for mathematics (see E). The table below shows your son's mathematics scores.

DETAILED MATHEMATICS RESULTS FOR SCORE 08 2FIES1

Performance by Assessment Strand		Earned/Points Possible
DATA AND PROBABILITY		0/2
GEOMETRY		2/2
MEASUREMENT		4/10
NUMBERS AND OPERATIONS		2/16
TOTAL		8/30

Once a student's total earned points are calculated, they are assigned a scale score, which is used to determine the performance level. The letter F (below) shows your son's mathematics scale score and where it falls in the range of scale scores possible. It also shows his corresponding performance level - Surpassed, Attained, or Emerging Toward the Performance Standard.

Emerging Toward 2471 (E) Attained Surpassed

2396 2500 2515 2589

Functional Independence - Grade 5 Page 2

DESCRIPTION OF AND RESULTS FOR SCIENCE

The MI-Access Functional Independence Science Assessment focuses on five areas: Constructing New Scientific Knowledge (see A), Reflecting on Scientific Knowledge (see B), Using Life Science Knowledge (see C), Using Physical Science Knowledge (see D), and Using Earth Science Knowledge (see E). These areas reflect a complexity level that is appropriate for the student population being assessed. The scores for the five areas are added together to obtain a student's overall score, or total earned points, for science (see F). The table below shows your son's science scores.

DETAILED SCIENCE RESULTS FOR SCORE 08 2FIES1

Performance by Assessment Strand		Earned/Points Possible
CONSTRUCTING NEW SCIENTIFIC KNOWLEDGE		0/2
REFLECTING ON SCIENTIFIC KNOWLEDGE		1/2
USING LIFE SCIENCE KNOWLEDGE		7/12
USING PHYSICAL SCIENCE KNOWLEDGE		0/11
USING EARTH SCIENCE KNOWLEDGE		0/8
TOTAL		8/35

Once a student's total earned points are calculated, they are assigned a scale score, which is used to determine the performance level. The letter H (below) shows your son's science scale score and where it falls in the range of scale scores possible. It also shows his corresponding performance level - Surpassed, Attained, or Emerging Toward the Performance Standard.

Emerging Toward 2446 (H) Attained Surpassed

2333 2500 2517 2542

RELEASED ITEM ANALYSIS

The remainder of this report contains your son's individual item analysis for released assessment items. The analysis includes the EGLCE or EB assessed by that item, an abbreviated description of the EGLCE or EB, the released item number, and the answer choice (A, B, or C) your son selected. A plus sign (+) before the answer choice means it was the correct answer. (You may obtain the Released Item Booklets at www.mi.gov/mi-access.) If you would like to learn more about MI-Access, go to www.mi.gov/mi-access-info.

RELEASED ITEM ANALYSIS FOR SCORE 08 2FIES1

ELA Item Analysis for Released Items			
EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor	Released Item Number	Response
ACCESSING PRINT			
PART 1 - WORD RECOGNITION			
IL.WS.04.FI.EG03	Recognize frequently encountered words	R1	+C
IL.WS.04.FI.EG03	Recognize frequently encountered words	R2	
IL.WS.04.FI.EG03	Recognize frequently encountered words	R3	B
IL.WS.04.FI.EG03	Recognize frequently encountered words	R4	B
PART 2 - TEXT COMPREHENSION			
Functional Passage			
IL.CH.04.FI.EG02	Identify main ideas and details	R5	A
IL.CH.04.FI.EG02	Identify main ideas and details	R6	M
IL.CH.04.FI.EG02	Identify main ideas and details	R7	C
IL.CH.04.FI.EG02	Identify main ideas and details	R8	A
IL.CH.04.FI.EG01	Make inferences, predictions, and conclusions	R9	A
IL.WS.04.FI.EG07	Use context clues	R10	A
IL.CH.04.FI.EG02	Identify main ideas and details	R11	M
EXPRESSING IDEAS			
W.GN.04.FI.EG01	Write/draw personal narrative	R12	

Functional Independence - Grade 5 Page 3

Mathematics Item Analysis for Released Items

EGLCE Code	STRAND or Abbreviated Extended GLCE Descriptor	Released Item Number	Response
GEOMETRY			
GL.D.04.FI.EG02	Use relative position of objects on a plane and in space	R2	+B
DATA AND PROBABILITY			
D.ME.04.FI.EG03	Solve problems using tables, graphs, tables and pictographs	R5	A
NUMBERS AND OPERATIONS			
N.NF.04.FI.EG11	Add and subtract two numbers with 1 or 2 digits each	R9	M
N.NF.04.FI.EG15	Apply estimation in solving problems	R10	B
N.ME.04.FI.EG01	Read, write and count using whole numbers to 1000 in numerals and words, and relate them to the quantities they represent	R6	B
N.ME.04.FI.EG03	Represent whole numbers to 1000 using concrete representations	R7	M
N.ME.04.FI.EG04	Express numbers up to 1000 using place value, e.g., 137 in 1 hundred, 3 tens, and 7 ones	R8	B
MEASUREMENT			
M.PS.04.FI.EG09	Tell the amount of money	R3	B
M.PS.04.FI.EG10	Add and subtract money in dollars and cents only	R4	M
M.UN.04.FI.EG02	Select units of measure	R1	+B

Science Item Analysis for Released Items

EB Code	STRAND or Abbreviated Extended Benchmark (EB) Descriptor	Released Item Number	Response
USING LIFE SCIENCE KNOWLEDGE			
L.HE.FI.EB.III.3.e.1a	Identify how parents and their young look alike	R1	A
L.EC.FI.EB.III.5.e.4a	Identify positive and negative effects of humans on the environment	R2	M
USING PHYSICAL SCIENCE KNOWLEDGE			
P.CH.FI.EB.IV.2.e.2a	Prepare mixtures and separate them into their component parts	R3	A
P.ME.FI.EB.IV.1.a.2a	Identify properties of materials that make them useful	R4	C
USING EARTH SCIENCE KNOWLEDGE			
E.HY.FI.EB.V.2.a.1a	Identify the three states of water on earth	R5	C
E.HY.FI.EB.V.2.a.3a	Identify sources of water and its household/personal uses	R6	

Functional Independence - Grade 5 Page 4

Functional Independence

MI-Access Functional Independence: Comprehensive Reports (District and Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade. School data are included in district reports only when ten or more students in the same school take part in the same assessment, and district data are included in ISD reports only when 100 or more students in the same district take part in the same assessment.

Since the format of the district and ISD reports is similar, only the *District Comprehensive Report* is included in the handbook. The report includes the following information.

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C lists the schools or, for ISD reports, the districts by which data are reported.

Section D shows the total number of students assessed and the mean scale score for each school by content area or, for ISD reports, the total number of students assessed and the mean scale score for each district by content area.

Section E shows, by content area, the number and percent of students who achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve for each content area and the scale score range that corresponds to each performance level. A sample report (front) is provided on the opposite page.



Functional Independence



DISTRICT COMPREHENSIVE REPORT Functional Independence Grade 5 Fall 2008



District Name: **Report Demo District**
District Code: **99990**

B

A

C

	English Language Arts					Mathematics					Science				
	Students Assessed	Mean Scale Score	Emerging # and %	Attained # and %	Surpassed # and %	Students Assessed	Mean Scale Score	Emerging # and %	Attained # and %	Surpassed # and %	Students Assessed	Mean Scale Score	Emerging # and %	Attained # and %	Surpassed # and %
Computer Aggregate District	24	2495	12 50.0%	0 0.0%	12 50.0%	24	2493	12 50.0%	2 8.3%	10 41.7%	24	2489	12 50.0%	0 0.0%	12 50.0%
MI-Access Functional Independence School (09903)	12	2495	6 50.0%	0 0.0%	6 50.0%	12	2493	6 50.0%	1 8.3%	5 41.7%	12	2489	6 50.0%	0 0.0%	6 50.0%
MI-Access Functional Independence School 02 (09906)	12	2495	6 50.0%	0 0.0%	6 50.0%	12	2493	6 50.0%	1 8.3%	5 41.7%	12	2489	6 50.0%	0 0.0%	6 50.0%

* < 10 students assessed

† No students assessed

Page 1 of 1

Functional Independence

MI-Access Functional Independence: Student Labels

Labels for every student who participated in MI-Access Functional Independence are included in the School Results Folders. They include the following information.

Section A shows the assessment type, the assessment grade, and the year the assessments were administered.

Section B includes the student's name, the teacher's name, the school name and code, the district name and code, the student's codes, and other identifying information.

Section C shows the student's scale score for each content area in which he/she was assessed with MI-Access Functional Independence, his/her corresponding performance level, and his/her performance level change, if applicable.

Sample student labels are provided on the right.



Functional Independence
Grade 5 A
Fall 2008



Student Name: **PETER, WANG**
 Teacher: ELA Class 02
 School: MI-Access F.I. Demo School (09903)
 District: Report Demo District (99990)
 State UIC: 2000058849 Date of Birth: 01/10/1996 B
 Student ID: 2134567822 Gender: M

	Scale Score	Perf. Level	Perf. Level Change
ELA C	2564	Surpassed	Maintain
Mathematics	2550	Surpassed	No Matching Student
Science	2583	Surpassed	



Functional Independence
Grade 8 A
Fall 2008



Student Name: **FANNIE, SOKOL**
 Teacher: ELA Class 02
 School: MI-Access F.I. Demo School (09903)
 District: Report Demo District (99990)
 State UIC: 2000058989 Date of Birth: 07/20/1993 B
 Student ID: 9674312222 Gender: F

	Scale Score	Perf. Level	Perf. Level Change
ELA C	2897	Surpassed	Significant Improvement
Mathematics	2900	Surpassed	No Matching Student
Science	2970	Surpassed	

SECTION 12 — CONCLUSION

The data contained in the MI-Access reports provide a great deal of information about student performance on the MI-Access assessments. They do not, however, provide all the answers to curricular and instructional questions. For that reason, it may be helpful to think of MI-Access results as one part of a much larger puzzle. The assessments provide some of the pieces, but educators and parents need to put them together with other data—and what they already know about the student—to see a more complete picture of the student's performance. The important thing is that, with MI-Access, educators and parents have reliable, concrete state-level information to help them.

In future years, the handbook will include a section (as it has in the past) on how to interpret and use MI-Access data to inform instruction and curriculum. The OEAA hopes this information will help parents and educators as they strive to increase learning and improve student achievement.



Share your experiences on using MI-Access data in meaningful ways to improve student achievement at

mi-access@questarai.com

Appendix A

GLOSSARY

Alternate Assessment: An assessment used to measure the learning progress and performance of students with disabilities whose IEP Teams have determined it is not appropriate for them to participate in general education assessments (i.e., the MEAP and the MME).

Assessment Accommodation: The goal of an assessment accommodation is to minimize the impact of a student's disability on his/her performance on an assessment. Decisions regarding assessment accommodations are to be made on a case-by-case basis and are to be based on relative appropriateness to a disability and the impact it has on the student. The IEP Team should make decisions about assessment accommodations well in advance of the actual assessment.

Benchmarks: While content standards describe what all students should know and be able to do in certain broad subject areas, benchmarks indicate what students should know and be able to do at various developmental levels (i.e., early elementary, later elementary, middle, and high school) within the content standard (*Michigan Curriculum Framework*, page 8).

Comprehensive Reports: Reports at the local and intermediate school district level that show the overall performance of students by school, grade, and content area.

Condition Code (Functional Independence): A code that is given to a student whose ELA Expressing Ideas prompt response is not scorable because it is off topic, illegible, written in a language other than English, or blank. Each condition code (A, B, C, and D) equals zero points, but provides educators and parents with specific information on why a score point was not achieved. This information is valuable because it has different instructional and curricular implications.

Condition Code (Participation and Supported Independence): A code that is given to a student who does not answer an item correctly, even after receiving allowable assistance from an assessment administrator. Each condition code (A, B, and C) equals zero points, but provides educators and parents with specific information on why a score point was not achieved. This information is valuable because it has different instructional and curricular implications.

Content Standards: As identified in the *Michigan Curriculum Framework*, content standards are presented as models for the development of local district curriculum by the Michigan State Board of Education and the Michigan Department of Education. They represent rigorous expectations for student performance and describe the knowledge and abilities needed to be successful in today's society.

GLOSSARY (continued)

Cut Score: A specific point on a score scale, such that scores at or above that point are interpreted or acted upon differently from the scores below that point (*Standards for Educational and Psychological Testing, 1999*).

Demographic Reports: Reports at the school, district, and state level that show the overall performance of students by various demographic categories, such as gender, ethnicity, and additional reporting groups (including economically disadvantaged, English language learners, formerly limited English proficient, migrant, and homeless).

Economically Disadvantaged: A student from a low-income family as defined by the income guidelines for free and reduced-price meals. (This information is required for all districts that receive Title I funds. The U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)

English Language Learner: The Michigan definition is a student who has a primary or home language other than English who—because of limited proficiency in speaking, reading, writing, and understanding the English language—requires alternative programs or services to equally access the local educational agency's total academic curriculum.

English Language Proficiency Assessment (ELPA): One of four components of the MEAS that is designed to include all limited English proficient students in the state assessment system. It responds to the Title I requirement that students be able to take assessments in the language and form most likely to yield accurate and reliable information on what such students know and can do.

Ethnicity: The following classifications and definitions are based on the U.S. Office of Management and Budget's directives on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal programs." The classifications will be used only for the purpose of reporting.

- **American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition.
- **Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian sub-conti-

Appendix A

GLOSSARY (continued)

ment, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

- **Black, not of Hispanic Origin:** A person having origins in any of the black racial groups of Africa.
- **Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White, not of Hispanic Origin:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** A person of mixed racial and/or ethnic origins.

Extended Benchmark (EB): Benchmarks indicate what students should know and be able to do at various developmental levels (i.e., early elementary, later elementary, middle, and high school) within the content standard. Extended Benchmarks are those that have been "extended" to more appropriately reflect what the student population taking MI-Access should know and be able to do based on their cognitive functioning level, curriculum, and instruction.

Extended Grade Level Content Expectation (EGLCE): GLCEs indicate what elementary and middle school students should know and be able to do in specific grades within the content standards.

Extended GLCEs are those that have been "extended" to more appropriately reflect what the student population taking MI-Access should know and be able to do based on their cognitive functioning level, curriculum, and instruction.

Extended High School Content Expectation (EHSCE): HSCEs indicate what high school students should know and be able to do within the content standards. Extended HSCEs are those that have been "extended" to more appropriately reflect what the student population taking MI-Access should know and be able to do based on their cognitive functioning level, curriculum, and instruction.

Formerly Limited English Proficient (FLEP): A student who was, but no longer is, designated LEP (or ELL) by a school or school district or who is no longer receiving support services to acquire English language proficiency. As required by federal law, this designation must be used to track student achievement for two years after the LEP designation has been removed.

Functional Independence Assessments: The MI-Access English Language Arts, Mathematics, and Science Assessments for students who have, or function as if they have, mild cognitive impairment.

Grade Level Content Expectation (GLCE): GLCEs indicate what elementary and middle school students should know and be able to do in specific grades within the content standards.

GLOSSARY (continued)

High School Content Expectation (HSCE): HSCEs indicate what high school students should know and be able to do within the content standards.

Hand-Over-Hand Assistance: The type of assistance provided when a P/SI student requires an assessment administrator to physically take his/her hand and guide him/her through the item for instructional purposes. It may be used alone or along with step-by-step instructions. Only the Primary Assessment Administrator may decide if and when this type of assistance is necessary.

Homeless: A student who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

IDEA 1997: The federal Individuals with Disabilities Education Act, which describes and regulates educational opportunities for individuals with disabilities. It also requires that students with disabilities be included in statewide assessments.

IDEA 2004: The reauthorization of IDEA 1997.

Individual Student Reports: Reports that provide comprehensive information on how an individual student performed on MI-Access.

Inter-rater Agreement/Reliability: The consistency with which two or more judges (in the case of MI-Access, the Primary and Shadow Assessment Administrators) rate the work or performance of test takers (*Standards for Educational and Psychological Testing*, 1999).

Item Analysis Reports: Reports that provide detailed, aggregated information on the items that are released to the public. The information included in these reports can be used by schools, districts, the state, and others—along with released item booklets produced by the MDE—to identify areas of collective strength and areas that need improvement.

MI-Access: One of four components of the MEAS. MI-Access, Michigan's Alternate Assessment Program, is intended for students for whom the MEAP or the MME with or without assessment accommodations is not appropriate as determined by a student's Individualized Education Program Team.

Michigan Curriculum Framework: A resource for helping Michigan's public and private schools design, implement, and assess their core content-area curricula. Three components are the content standards, benchmarks, and grade level content expectations, which represent rigorous expectations for student performance and describe the knowledge and abilities needed to be successful in today's society (*Michigan Curriculum Framework*, page 6).

GLOSSARY (continued)

Michigan Department of Education: Under the direction of the Superintendent of Public Instruction, carries out the policies of the State Board of Education and implements federal and state legislative initiatives.

Michigan Educational Assessment Program (MEAP): One of four components of the MEAS. It is the state's general education assessment for students in grades 3 through 8 and is used statewide to assess student performance in specific content areas. The MEAP's content is aligned to the Model Content Standards of the *Michigan Curriculum Framework*.

Michigan Educational Assessment System (MEAS): The State Board of Education-approved assessment system in Michigan, which is comprised of four assessments: the MEAP, the MME, MI-Access, and the English Language Proficiency Assessment (ELPA).

Michigan Merit Examination (MME): One of four components of the MEAS. It is the state's general education assessment for students in grade 11 and is used statewide to assess student performance in specific content areas. The MME's content is aligned to the Model Content Standards of the *Michigan Curriculum Framework*.

Migrant: A student who has moved with a parent/guardian within the past year across state boundaries for the purpose of the parent securing temporary or seasonal agricultural employment.

Modeling: A type of assistance provided to a Participation student where an assessment administrator demonstrates the correct completion of the assessment item in a manner that permits the student to observe what he/she is being asked to do. It may be provided only when a student does not engage in an assessment item after being provided verbal and/or physical cues.

Multi: An abbreviation used on MI-Access reports to indicate that the assessment administrator bubbled in more than one response for an assessment item on the student's answer document.

No Child Left Behind Act of 2001: An act that reauthorizes the Elementary and Secondary Education Act, including Title programs I-IX. It is designed, in part, to (1) increase the accountability of states, districts, and schools; (2) expand choices for parents and students, particularly those attending low performing schools; (3) provide greater flexibility for states and local educational agencies in the use of federal dollars; and (4) increase emphasis on reading, especially for young children. In addition, it requires states to implement a single accountability system for all public schools and all students, and increases the number of times students—including those with disabilities and limited English proficiency—must be assessed.

Office of Educational Assessment and Accountability (OEAA): An office in the MDE that oversees all statewide educational assessment and accountability programs.

GLOSSARY (continued)

Omit: An abbreviation used on MI-Access reports to indicate that the assessment administrator failed to bubble in a response for an assessment item on the student's answer document.

"Or those who function as if they have such impairment": A phrase that refers to students who may, by diagnostic category, be identified as having a certain disability, but who adaptively function within another level of impairment. These students are considered as "those who function as if they have such impairment," and, therefore, should be given the MI-Access assessment that best suits their adaptive functioning level of independence.

Parent Reports: Reports formatted as letters that provide customized student assessment information to the parents or guardians of students.

Participation Assessments: The MI-Access assessment for students who have, or function as if they have, severe cognitive impairment.

Performance Level: The word or term that correlates with a student's overall score. With MI-Access, there are three performance levels a student can achieve: Surpassed the Performance Standard, Attained the Performance Standard, or Emerging Toward the Performance Standard.

Performance Level Change: Words or terms that indicate how a student's performance level changed

from one year to the next when matching data are available. Performance level change can show significant improvement, improvement, maintenance, a decline, or a significant decline.

Performance Level Descriptors: Descriptive statements organized by grade and assessment that explain, in detail, what students are expected to know and be able to do to achieve a certain performance level.

Performance Standard: A statement or description that may be used to guide judgements about the location of a cut score on a score scale. The term often implies a desired level of performance.

Performance Standard Setting: A judgement process using expert judges to determine a specific point on a scale as a frame of reference for interpreting test scores ("How good is good?").

Primary Assessment Administrator (PAA): A certified professional staff member—such as a teacher, school psychologist, related service provider, or teacher consultant—who observes and scores a student taking the Participation or Supported Independence assessments. During assessment administration, the PAA introduces items to the student and makes all decisions regarding when and what types of assistance to provide.

Appendix A

GLOSSARY (continued)

Proficient: For MI-Access, assessment scores are considered "proficient" if they fall within "Surpassed the Performance Standard" or "Attained the Performance Standard."

Rosters: Reports provided at the class, school, and district levels that show students' individual performance levels.

Sample Reports: Reports provided for the sole purpose of showing where various components of assessment data will appear.

Scale Score: A scale score is a psychometrically derived score that, because of its inherent stability, can be reported on the same scale regardless of which year a student is assessed or which test form he/she is administered. Scale scores are not comparable across grade levels or content areas.

Scoring Focus: The component of an assessment item that (1) directly links it to the Extended Grade Level Content Expectation (EGLCE), Extended High School Content Expectation (EHSCE), or Extended Benchmark (EB) being measured, and (2) shows assessment administrators what to look for when observing and scoring a student.

Scoring Rubric: Descriptive scoring schemes that are developed by teachers or other evaluators to guide the analysis of the products or processes of students' efforts. Scoring rubrics are typically employed when judgment of quality is required and may be used

to evaluate a broad range of subjects and activities (*Practical Assessment, Research, & Evaluation, 2000*).

Shadow Assessment Administrator (SAA): A certified staff member or other school personnel—such as a highly qualified paraprofessional—who simultaneously and independently observes and provides a second score for a student taking the Participation or Supported Independence assessments. During assessment administration, the SAA provides assistance to the student only if asked to do so by the Primary Assessment Administrator.

Standard Accommodations: The goal of an assessment accommodation is to minimize the impact of a student's disability on his/her performance on an assessment. The assessment accommodation is considered "standard" if it does not change what a specific assessment is measuring. The score received by a student using a standard assessment accommodation will count when calculating NCLB participation rates. A "nonstandard" assessment accommodation—which does change what a specific assessment is measuring—results in an invalid score.

Step-By-Step Instructions: The type of assistance provided when a P/SI student requires an assessment administrator to explain each step involved in completing an item. It may be used alone or along with hand-over-hand assistance. Only the Primary Assessment Administrator may decide if and when step-by-step instructions are necessary.

GLOSSARY (continued)

Student Answer Document: The MI-Access scan document on which teachers record student answers to be scanned and scored by the MI-Access contractor.

Student Barcode Label: A label printed from the Office of Educational Assessment and Accountability Secure Site either by the MI-Access contractor or a local district that includes important student demographic information. The label is secured to the student's answer document and links that sheet with the student for scoring and reporting purposes.

Student Labels: Labels provided in School Results Folders that include abbreviated information about students' performance on MI-Access.

Summary Reports: Reports provided at the school, district, and state levels that provide executive summaries of student scores disaggregated by grade

and assessment. They are produced only when ten or more students in a particular grade take part in the same assessment.

Supported Independence Assessments: The MI-Access assessment for students who have, or function as if they have, moderate cognitive impairment.

Unique Identification Code: A state-assigned code that allows the state to track student information without using a student's name.

Verbal/Physical Cues: Prompts, or cues, provided by an assessment administrator when a P/SI student does not engage in an item, or begins then hesitates or stops. Verbal and/or physical cues include such things as prompting the student to continue, pointing to the area where an item takes place, or touching the student's arm to bring him/her back on task.

Appendix B

ACRONYMS

ADA: Americans with Disabilities Act (1990)	ISD: Intermediate School District
APWT: Assessment Plan Writing Team	MDE: Michigan Department of Education
AYP: Adequate Yearly Progress	MEAP: Michigan Educational Assessment Program
CAC: Content Advisory Committee	MEAS: Michigan Educational Assessment System
EB: Extended Benchmark	MME: Michigan Merit Examination
EGLCE: Extended Grade Level Content Expectation	NCLB: No Child Left Behind (2001)
EHSCE: Extended High School Content Expectation	OEAA: Office of Educational Assessment and Accountability
ELA: English Language Arts	PAA: Primary Assessment Administrator
ELL: English Language Learner	PLD: Performance Level Descriptor
ELPA: English Language Proficiency Assessment	P/SI: Participation and Supported Independence
ESEA: Elementary and Secondary Education Act (1994)	SAA: Shadow Assessment Administrator
FLEP: Formerly Limited English Proficient	SBE: State Board of Education
GLCE: Grade Level Content Expectation	SRC: Sensitivity Review Committee
HSCE: High School Content Expectation	SRSD: Single Record Student Database
IDEA: Individuals with Disabilities Education Act (1997 and 2004)	TAC: Technical Advisory Committee
IEP: Individualized Education Program	UIC: Unique Identification Code



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