



2008/2009

# Coordinator and Assessment Administrator Manual

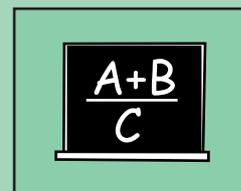
*Participation*  
*Supported Independence*  
*Functional Independence*

*Instructions for Distributing,  
Using, and Returning  
MI-Access Assessment  
Materials*



**English Language  
Arts**

Fall 2008  
Grades 3-8  
Spring 2009  
Grade 11



**Mathematics**

Fall 2008  
Grades 3-8  
Spring 2009  
Grade 11



**Science**

Fall 2008  
Grades 5 & 8  
Spring 2009  
Grade 11

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# Note to Readers

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## **HOW TO USE THIS MANUAL**

This manual is designed to inform District and School MI-Access Coordinators, as well as teachers and other professional staff (hereafter referred to as "assessment administrators"), about how to obtain, distribute, use, and return MI-Access assessment materials. It also includes important information about how the MI-Access assessments are designed and how they should be administered.

The manual starts with a "General Information" section, which contains important information that is relevant to everyone involved with MI-Access, regardless of the role they play in the assessment administration process. Then, it has one section dedicated specifically to District MI-Access Coordinators and another section dedicated specifically to School MI-Access Coordinators.

There are two other sections dedicated specifically to assessment administrators—one section is for those who are administering the MI-Access Participation and Supported Independence assessments, and the other is for those who are administering the MI-Access Functional Independence assessments. Both sections start with important information about how the assessments are designed, and are followed by detailed instructions on (1) the assessment administration process, and (2) how and when to use and complete the assessment materials. Each section in the manual is clearly labeled at the top of the page and marked with a tab at the side of the page so you can find it quickly and easily.

The Michigan Department of Education's (MDE) Office of Educational Assessment and Accountability (OEAA) recommends that you read the entire manual, if possible, so you understand who is responsible for what and how all the pieces of the assessment administration process work together. If you cannot read the entire manual, please be sure to read, at a minimum, the "General Information" section and the section (or sections) that pertain to your role in the assessment administration process. Doing so will ensure not only that students are appropriately and meaningfully assessed, but also that their efforts are accurately scored, reported, and counted for No Child Left Behind Adequate Yearly Progress purposes.

# MI-Access Assessments

MI-Access, Michigan's Alternate Assessment Program, is designed for students whose Individualized Education Program (IEP) Teams have determined that it is not appropriate for them to participate in the state's general education assessments, including the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Examination (MME).

## Students Assessed

At this time, MI-Access assessments are available for three student populations.

1. The **Participation** assessments are for students who have, or function as if they have<sup>1</sup>, **severe** cognitive impairment. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and thus makes determining their actual abilities and skills difficult.
2. The **Supported Independence** assessments are for students who have, or function as if they have, **moderate** cognitive impairment. These students 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.
3. The **Functional Independence** assessments are for students who have, or function as if they have, **mild** cognitive impairment. These students typically can assess their personal strengths and limitations, and access resources, strategies, supports, and linkages to help them maximize their independence.

It is up to the student's IEP Team—not individual teachers, principals, or others—to determine which MI-Access assessment is most appropriate for the student based on his or her cognitive functioning level, curriculum, and instruction.

## Content Areas Assessed

At present, MI-Access covers three content areas: English language arts (ELA), mathematics, and science. As Table 1 shows, the first two content areas—ELA and mathematics—are assessed in grades 3 through 8 and 11, and the third content area—science—is assessed in grades 5, 8, and 11. (There currently are no state-level alternate assessments for social studies; therefore, IEP Teams need to determine how their students will be assessed in that content area.) If students are ungraded in the state's Single Record Student Database (SRSD), see Table 2 to determine which "grade" assessment they should take.

<sup>1</sup> The phrase "or those who function as if they have" such impairment refers to students who adaptively function in environments that differ from their special education categories and, as a result, should be given the MI-Access assessment that best suits their "adaptive functioning" level of independence. To obtain more information on the students being assessed, go to the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

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As required by federal law, the MI-Access assessments reflect Michigan’s ELA, mathematics, and science Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and/or Benchmarks. However, they have been extended—or reduced in depth, breadth, and complexity—so they are appropriate for the student populations being assessed. The Extended GLCEs (EGLCEs), Extended HSCEs (EHSCEs), and Extended Benchmarks (EBs) on which the assessments are based can be downloaded from the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

<b>Table 1 Grades and Content Areas Assessed with MI-Access</b>								
<b>Content Areas</b>	<b>Grades</b>							
	3rd	4th	5th	6th	7th	8th	9th	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 grades shaded in dark grey are assessed in the spring MI-Access assessment cycle.

<b>Table 2 MI-Access Assessments for Ungraded Students</b>	
<b>Ungraded Student Age*</b>	<b>Corresponding MI-Access Assessment</b>
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. For ages to apply, the student must be entered in the state's Single Record Student Database as "ungraded."

## Assessment Administrators

MI-Access assessment administrators vary by student population. The Participation and Supported Independence assessments are designed to be administered by **two** school personnel—one certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) who will act as the Primary Assessment Administrator (PAA) and another certified staff

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member (as just described) or other school personnel (such as a highly qualified<sup>2</sup> paraprofessional) who will act as the Shadow Assessment Administrator (SAA). Both the PAA and SAA must be familiar with the student and not impede or influence any interaction particular to an assessment item.

When two assessment administrators are involved, the PAA is responsible for making all decisions about when to provide assistance to a student and what type of assistance to provide. The SAA is there only to simultaneously and independently provide a second score for the student. (For more information on the roles of assessment administrators and how to administer the assessments, see Section IV of this manual and review the *MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program* at [www.mi-access.info](http://www.mi-access.info).)

The Functional Independence assessments are designed to be administered by **one** person, most likely the student's teacher. Other professionals in the school or district—such as school psychologists, resource room teachers, or related services providers—may also administer the assessments if necessary. Paraprofessionals, teacher aides, and others may assist during assessment administration—with such things as making sure the student is on the correct page, addressing the right question, and so forth—but may not administer the assessments.

## **MI-Access Assessment Windows**

MI-Access assessments are administered during two windows: (1) students in grades 3 through 8 are assessed in the fall of each school year, and (2) students in grade 11 are assessed in the spring of each school year.

As Figure 1 shows, for the 2008/2009 school year, the fall assessment window runs from **October 13 through November 21, 2008**, and the spring assessment window runs from **February 16 through March 31, 2009**. It is important to complete the MI-Access assessments on or before the closing dates of the windows to allow scanning and scoring to take place and data to be reviewed and reported in a timely manner.

Figure 1

<b>MI-Access Assessment Windows</b>	
<b>Fall 2008</b> Grades 3-8 October 13 – November 21	<b>Spring 2009</b> Grade 11 February 16 – March 31

## **Ordering Assessment Materials**

District MI-Access Coordinators are responsible for ordering assessment materials. For the first time this school year, they will do so through the Office of Educational Assessment and Accountability

<sup>2</sup> A "highly qualified" paraprofessional is a school employee who performs the duties and meets the requirements of a noncertified district employee providing instructional support under Title 1, Part A of the No Child Left Behind Act. (For more information on NCLB and highly qualified criteria, go to [www.mi.gov/mde](http://www.mi.gov/mde).)

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(OEAA) Secure Site ([www.mi.gov/oeaa-secure](http://www.mi.gov/oeaa-secure)). If District MI-Access Coordinators do not have an OEAA Secure Site user name and password (which are required to enter the system), they should contact their MEAP District Coordinator for assistance. (If you do not know who your MEAP District Coordinator is, contact the superintendent's office in your district.)

There are three different types of orders that may be placed—original orders, additional materials orders, and missing materials orders.

## Original Orders

District MI-Access Coordinators are contacted before each assessment window by the MI-Access contractor and asked to enter teacher, student, and manual counts in the OEAA Secure Site. These numbers, which must be submitted at specific times, indicate (1) how many assessment administrators will be administering assessments (which determines, among other things, how many *Teacher Identification Sheets* and *Teacher Return Envelopes* are shipped), (2) how many students will be taking the assessments, and (3) which MI-Access assessments the students will take. Once these counts are entered in the system AND saved, the MI-Access contractor will use them to determine the number and types of assessment materials that need to be printed and sent to each district for distribution to schools. (Please note that pre-identifying students does NOT take the place of submitting counts.)

## Additional Materials Orders

If the teacher, student, and manual counts entered by District MI-Access Coordinators are based on sound estimates and there are no changes, then additional materials should not be needed. However, if there are new students, teachers, classrooms, or schools, or if a student's IEP Team determines that a different assessment should be administered, then District MI-Access Coordinators may need to enter "additional" counts in the OEAA Secure Site.

The MI-Access contractor will ship some overages (or extras) of the Functional Independence assessment booklets and student answer documents to help alleviate the need for additional materials orders. In addition, it will ship one additional ELA, mathematics, and/or science assessment booklet and one additional corresponding student answer document specifically for the assessment administrator to refer to during assessment administration. The assessment administrator "extras" may be used by a Functional Independence student if necessary.

## Missing Materials Orders

When materials are shipped to District MI-Access Coordinators, district and school packing slips are included indicating how many assessment materials are enclosed. If the number of materials shipped does not match what is stated on the packing slips, District MI-Access Coordinators need to call the MI-Access Toll-free Hotline immediately at 1-888-382-4246. The call will serve two purposes: (1) to alert the contractor that there may be a problem with the packing of assessment materials, and (2) to allow additional materials to be ordered and shipped.

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## Pre-ID Student Barcode Labels

To increase the accuracy of student demographic information when reporting performance results, the OEAA requires that all students taking state-level assessments—including MI-Access—be pre-identified. The Pre-ID process must be completed by each district in the OEAA Secure Site ([www.mi.gov/oeaa-secure](http://www.mi.gov/oeaa-secure)). The types of preprinted materials that districts receive from the contractor depend on the time at which the Pre-ID process was completed.

<b>Table 3 Pre-ID Tasks, Dates, and Materials for 2008/2009</b>	
<b>Tasks and Dates</b>	<b>Materials</b>
<b>Fall 2008</b>	
If districts pre-identify students in the MI-Access Test Cycle of the OEAA Secure Site* ON or BEFORE September 12, 2008...	...they will receive Pre-ID student barcode labels from the MI-Access contractor.
If districts pre-identify students in the MI-Access Test Cycle of the OEAA Secure Site AFTER September 12, 2008...	...they MUST print labels locally from the MI-Access Test Cycle in the OEAA Secure Site.
<b>Spring 2009</b>	
If districts pre-identify students in the MI-Access Test Cycle of the OEAA Secure Site* ON or BEFORE January 21, 2009...	...they will receive Pre-ID student barcode labels from the MI-Access contractor.
If districts pre-identify students in the MI-Access Test Cycle of the OEAA Secure Site AFTER January 21, 2009...	...they MUST print labels locally from the MI-Access Test Cycle in the OEAA Secure Site.
* The password-protected OEAA Secure Site may be accessed at <a href="http://www.mi.gov/oeaa-secure">www.mi.gov/oeaa-secure</a> .	

### Contractor-printed Pre-ID Student Barcode Labels

Districts that pre-identify students in the MI-Access Test Cycle of the OEAA Secure Site by the designated deadline will receive Pre-ID student barcode labels printed by the MI-Access contractor. (See Table 3 for fall and spring Pre-ID deadlines.) The labels will be organized and shipped by school; therefore, School MI-Access Coordinators will need to affix them to the appropriate student answer documents prior to distribution.

### District-printed Pre-ID Student Barcode Labels

Districts that miss the designated Pre-ID deadline MUST print Pre-ID student barcode labels locally from the OEAA Secure Site. District MI-Access Coordinators may affix the locally printed labels to the correct student answer documents before distributing them to schools or assign that task to School MI-Access Coordinators.

When districts print labels locally from the OEAA Secure Site, they must

- print them from the MI-Access Test Cycle (so that MI-Access labels are printed, NOT MEAP/MME labels);

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- use 1"x 4" adhesive labels (NO paper with glue, paste, staples, or tape); and
- use a laser printer whenever possible (the scanning equipment may not pick up ink from ink jet printers).

The MEAP contractor provides MEAP District Coordinators with blank labels for this purpose; therefore, District MI-Access Coordinators may want to consult with their MEAP counterparts to determine whether there are extra labels available for use with MI-Access.

If a student answer document is returned to the MI-Access contractor without a Pre-ID label (regardless of whether it was provided by the contractor or the district), a processing fee will be assessed to the district to cover the costs associated with researching to whom the answer document belongs.

## Districts That Do Not Enter Any Counts or Pre-ID Students

Districts that do not enter any counts or Pre-ID any students in the OEAA Secure Site will NOT receive any MI-Access assessment materials.

## Important Pre-ID Information

When completing the Pre-ID process, be sure to indicate which type of MI-Access assessment (Participation, Supported Independence, and Functional Independence) and content area (ELA, mathematics, and/or science) each student will take. Also be sure that the each student is flagged as "Special Education" in both the OEAA Secure Site and the Single Record Student Database (SRSD). If a student is assessed with MI-Access but NOT flagged as "Special Education," he or she will be considered not assessed. (Contact your local SRSD administrator to ensure that students are flagged correctly in the SRSD data files.)

## Professional Assessment Administration

The purpose of the MI-Access assessments is to accurately measure what students know and are able to do in the content areas of ELA, mathematics, and science. District and school personnel can help accomplish this purpose and minimize problems that may interfere with accurate administration by (1) maintaining the security of ALL assessment materials, (2) administering the assessments in a manner consistent with established assessment procedures, (3) establishing assessment conditions that prevent opportunities for students to engage in prohibited behaviors, (4) reviewing student information on completed student answer documents, and (5) following the communication procedures established for asking and answering questions.

To help ensure professional assessment administration practices, the OEAA has developed a State Board of Education (SBE)-approved document called *Professional Assessment and Accountability Practices for Educators*, which establishes "ground rules" for administering statewide assessments. All those involved with MI-Access should download the document from the OEAA Web page ([www.mi.gov/oeaa](http://www.mi.gov/oeaa)) or the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)) and read it in its entirety as it contains specific information for individuals based on their particular assessment responsibilities.

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### **Security Compliance Forms**

A MI-Access Security Compliance Form, indicating that *Professional Assessment and Accountability Practices for Educators* has been read and understood, will be provided for each person (District MI-Access Coordinator, School MI-Access Coordinator, assessment administrator, accommodations provider, and proctor) involved with MI-Access. The original forms (not copies) **MUST** be completed and signed by all parties **PRIOR** to assessment administration. Assessment administrators must return their forms to School MI-Access Coordinators **BEFORE** assessment administration begins. School MI-Access Coordinators must return their forms to the District MI-Access Coordinator, along with used and unused assessment materials (except manuals and rulers, if applicable), after administration is complete. District MI-Access Coordinators must keep their own signed and completed forms—as well as those signed and completed by school coordinators, assessment administrators, accommodations providers, and proctors—on file at the district for one year following assessment administration. The forms must be provided to the MDE upon request.

## **Assessment Accommodations**

The MI-Access assessments were developed using universal design principles, which are based on the premise that every child deserves to participate in assessment, and that assessment results should not be affected by disability, gender, ethnicity, or English language ability. In addition, universally designed assessments aim to reduce the need for assessment accommodations by removing access barriers associated with the assessments themselves.

Following are examples of some of the universal design principles that were used to develop the MI-Access assessments.

- Many of the items on the Participation and Supported Independence assessments use an activity-based observation format because the formats typically used on traditional paper and pencil tests were not considered appropriate for the student populations being assessed.
- The selected-response items on the Participation and Supported Independence assessments use picture answer choices instead of word answer choices because most students taking these assessments are not fluent readers and because picture identification is a typical part of their instruction. (The use of objects is also allowed if assessment administrators believe students will respond more readily to objects than to pictures or if students with visual impairment cannot see the pictures.)
- The Functional Independence assessments allow assessment administrators to read the questions and answer choices aloud to students (with a few exceptions) even though the assessments are written specifically to accommodate the reading levels of the students being assessed. This decision was made to ensure that a student's knowledge of the content area was being assessed as opposed to his or her reading ability.

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Despite every effort to ensure that the MI-Access assessments are accessible, it is understood that some students may still need accommodations in order to participate fully and meaningfully in assessment. As the next two sub-sections of this manual explain, however, the accommodations allowed vary somewhat by student population.

## **Assessment Accommodations for Participation and Supported Independence**

Because most of the items on the Participation and Supported Independence assessments use an activity-based observation format and are administered during everyday classroom activities and routines, accommodations specific to the assessment may not be needed. The student will simply do whatever he or she typically does during instruction using the same accommodations he or she would typically use in the classroom. Nonetheless, assessment administrators do have the option of using accommodations should they be needed.

### **Group vs. One-on-One Administration**

There are some Participation and Supported Independence activity-based observation items where the activities take place in the context of a group. However, only one student should be observed and scored at a time. This will enable the PAA and the SAA to focus their full attention on the student being assessed.

With selected-response items, although there may be some students who are capable of reading them and marking their own answers in their assessment booklets, the use of picture cards and required presentation styles means that these items **MUST** also be administered in a one-on-one situation. Thus, group administration is not allowed.

### **Readers**

The only time readers may be needed for the Participation and Supported Independence assessments is on selected-response items. For these items, a reader is considered a standard assessment accommodation, which means that both the item stem and the words that accompany the picture answer choices may be read aloud to the student, except when specifically noted in the student's assessment booklet. (Do Not Read Aloud Tables have been included at the front of each assessment booklet, indicating which item stems and/or answer choices may not be read aloud.)

### **Tactile Graphics**

In spring 2008, the OEAA piloted the use of tactile graphics on the grade 11 Participation and Supported Independence assessments. Feedback from the field indicated that the assessments were sufficiently accessible to students with visual impairment without the tactile graphics, so they will no longer be provided.

### **Timing, Setting, and Response Modes**

Regardless of the item format (activity-based observation or selected response), assessment administrators are allowed to adjust the assessment timing, setting, presentation, and student response mode to enable a student to demonstrate his or her knowledge of ELA, mathematics, and science concepts. For example, with regard to presenting items, assessment administrators may

# GENERAL INFORMATION

adjust the presentation of a picture or sound item so that students with visual or hearing impairment can access them in the same way they would access such information during instruction (as long as the adjustment does NOT change the construct being measured.) With regard to response modes, the assessment administrator may decide to have the student vocalize, eye gaze, or point instead of providing an oral response to indicate a choice or demonstrate knowledge. Following are some examples of other types of adjustments that could be made without affecting a student's score on the Participation and Supported Independence assessments.

### Timing/Scheduling

The PAA may, among other things,

- determine the number of assessment items the student will be administered in one sitting;
- allow adequate motor and processing response time for the student;
- allow adequate time for the completion of comprehension activities; and/or
- monitor the student for fatigue (stop as needed).

### Setting

The PAA may, among other things,

- administer the assessment in a setting that is familiar to the student; and/or
- choose a distraction-free space, when appropriate.

### Presentation

The PAA may, among other things,

- tailor directions to a student's movement abilities or physical access;
- enlarge or minimize materials specific to a student's visual acuity and field;
- determine whether the student requires an object, actual photograph, or line-drawing pictorial representation to better understand materials or to demonstrate responses to questions;
- use objects or tactile symbols when pictures cannot be visually accessed; and/or
- set up a system (or systems) for students using computer scanning, augmentative communication, or low-tech picture and/or word communication so that he or she can scan through or point to pictures, words, numbers, objects, and so forth while administering the assessment.

### Response

The PAA may, among other things,

- set up materials (i.e., pictures, objects, etc.) that the student can gaze at, touch, or point to with a pointer to demonstrate understanding;

# GENERAL INFORMATION

- use a picture symbol program and arrange familiar pictures, numbers, and/or words in the student's vocabulary in a computer scanning program or on a low-tech communication system;
- provide access to voice output systems (screen readers), word predictors, or storywriter programs with switch outputs for students who use these tools for written output;
- allow the student to smile, eye gaze, nod, use an assistive technology device, and so forth to indicate a choice or preference;
- watch for signals of communicative intent from the student (which may be demonstrated by changes in posture, body position, respiration, voice, movement, or facial expression);
- look for a pattern of behavior (such as head down, twitching) that may indicate attention or a consistent response from the student; and/or
- provide appropriate computer access, including computers with switching systems, voice output, voice activation, accessible keyboards, touch windows, screen enlargement programs, and so forth.

## **Assessment Accommodations for Functional Independence**

Unlike the Participation and Supported Independence assessments, the Functional Independence assessments (1) contain only traditional selected-response items (with word answer choices), (2) are administered by only one person, and (3) are NOT scored using a standardized scoring rubric (except for responses to ELA Expressing Ideas prompts). Therefore, assessment accommodations differ slightly for this student population. Following are descriptions of some of the standard assessment accommodations commonly used on the Functional Independence assessments.

### **Audio Versions**

Audio versions of the Functional Independence assessment booklets will be available for use with students whose IEPs indicate that audiotapes or CDs are an appropriate assessment accommodation and who routinely use them during instruction. The audio versions of the assessments will come packaged with a companion standard print assessment booklet. Both the audio version and the print booklet will have the same form number, which will always end with the number 1 (for example, Form FIM-51 for grade 5 Functional Independence mathematics). Please note that these form numbers may differ from numbers on the other assessment booklets being administered in a school; therefore, assessment administrators **MUST** be sure to print and bubble in the correct form number on the student's answer document.

Track lists for audio CDs are posted on the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access) under "Assessment Window") and at the MI-Access Information Center ([www.mi-access.info](http://www.mi-access.info) under the "Manuals and Handbook" tab). Instructions on how to use the CDs are included in Appendix A of this manual. Assessment administrators who are administering audio CD versions of the assessments should review the lists and instructions prior to administration. Please note that audiotapes and CDs may be used **ONLY** in one-on-one assessment situations.

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### Braille and Enlarged Print Versions

Braille and enlarged print versions of the Functional Independence assessment booklets will be available for students with visual impairment whose IEPs indicate they are an appropriate assessment accommodation and who routinely read Braille or enlarged print during instruction. All booklets will (1) be produced by the American Printing House (APH) for the Blind, (2) follow APH transcription and printing standards, (3) use contracted Braille, and (4) where needed, use Nemeth numbers.

All Braille versions of the assessments will come packaged with a companion *Assessment Administrator Booklet for Braille*, which includes transcriber notes indicating how the items and/or directions have been adapted for Braille. Specific directions for administering the Braille versions of the assessments are included in Section V of this manual where needed. In addition, tables showing print and Braille page correspondences are posted on the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access) under "Assessment Window") and at the MI-Access Information Center ([www.mi-access.info](http://www.mi-access.info) under the "Manuals and Handbook" tab) since the Braille booklets are formatted somewhat differently. Assessment administrators who are administering Braille versions of the assessments should review the instructions and tables prior to administration.

Please note that Braille and enlarged print versions of the assessments will always have form numbers that end with the number 1 (for example, Form FIE-61 for grade 6 Functional Independence ELA). These form numbers may differ from the form numbers on the other assessment booklets being administered in a school; therefore, assessment administrators **MUST** be sure to print and bubble in the correct form number on the student's answer document.

### Calculators

Students may use calculators on the Functional Independence mathematics assessments if they are routinely used in the classroom during instruction. Please note, however, that no items were written to be calculator dependent.

### Group vs. One-on-One Administration

The Functional Independence assessments may be administered to groups of students if they are able to (1) read the item stems and answer choices themselves, and (2) respond by marking the answer choices themselves in their assessment booklets. In all other instances (for example, where readers are used, where audio versions are used, where oral responses are given, where a student directs the assessment administrator to mark his or her response, and so forth), the assessments **MUST** be administered in a one-on-one assessment situation.

### Optional Materials

There may be instances with the mathematics and science assessments where assessment administrators choose to have actual materials on hand instead of relying on the pictures/graphics in the assessment booklets. Some examples of optional materials include coins, bills, clocks, base ten blocks, sand, and water. The use of optional materials is allowed provided they do not change the nature of the question or elicit a different response.

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## Readers

Readers may be used in one-on-one assessment situations for the Functional Independence ELA, Mathematics, and Science Assessments. When making decisions about the use of readers, however, keep in mind that the assessments were developed specifically to accommodate the reading levels of the Functional Independence student population. Thus, while students may typically be read to in the classroom when working with grade-level materials (i.e., those that are beyond their instructional reading level), they **MAY NOT** need to be read to during the assessment.

It is important to note that there are some assessment items where reading the item stem and/or answer choices aloud would give the answers away—such as reading the answer choices for word recognition items. Therefore, a Do Not Read Aloud Table has been included at the beginning of each Functional Independence student assessment booklet indicating the items, or parts of items, that should not be read to the student. (General information on the types of items that should not be read aloud is also included in Appendix B.)

## Recording Student Responses

For the Functional Independence assessments, students are directed in their student assessment booklets to choose the best answer. If a student's disability prevents him or her from physically marking his or her answer, the student may respond orally or direct the assessment administrator to record his or her answer in the assessment booklet. Please note, however, that oral and directed responses may be provided **ONLY** in one-on-one assessment situations.

## Scribes

For the Expressing Ideas component of the Functional Independence ELA Assessment, students are directed to write or draw their responses on the student answer document. If a student's disability prevents him or her from writing or drawing his or her response, the student may dictate it. The assessment administrator will need to transcribe the student's response verbatim onto the student answer document, and note that the response was "scribed" where indicated at the bottom of the student's ELA answer document. Similarly, if a student with visual impairment Brailles his or her response, the assessment administrator must transcribe it onto the student answer document following the same procedures.

## Time

None of the Functional Independence assessments are timed; therefore, assessment administrators may use their professional judgment to determine how much time should be allotted for the assessment and how much of the assessment should be administered in one sitting. The time allotted may vary depending on whether the assessment is being administered to a group of students, to an individual, in one session, or in multiple sessions.

## Word Processors

Word processors may be used for the Expressing Ideas component of the Functional Independence ELA Assessment by students who cannot write their responses. However, because this part of the assessment takes into account writing conventions, all spelling, dictionary, thesaurus, and

# GENERAL INFORMATION

grammatical software must be deactivated. If the software is not deactivated, word processing will be considered a nonstandard assessment accommodation. Word-processed responses do NOT need to be transcribed onto the student answer document by the assessment administrator. Instead, each word-processed page may simply be inserted into the student's *Functional Independence Student Answer Document for English Language Arts* and returned as directed. (Assessment administrators must remember to check the boxes on the front of the *Teacher Return Envelope* to indicate that a word-processed response is enclosed.) Prior to insertion, however, the assessment administrator must write in the upper right-hand corner of each word-processed page (1) the student's name, birth date, and state Unique Identification Code; (2) the school and district names and codes; (3) the assessment window (either Fall 2008 or Spring 2009); (4) the student's grade; and (5) the assessment content area (ELA). (Labels with this information may be printed from the OEAA Secure Site and affixed to the pages if desired.)

### **Assessment Accommodation Decisions**

All decisions about which accommodations a student needs must (1) be made by the student's IEP Team, (2) be documented in the student's IEP (by content area), and (3) reflect what the student routinely uses or how he or she routinely responds during instruction (in other words, it is not appropriate to introduce a new accommodation just for the assessment). Assessment administrators are responsible for making sure the assessment accommodations are available during the assessment and tailoring them, as needed, to the assessment situation.

### **Assessment Accommodation Summary Table**

In summer 2005, the Michigan SBE approved an "OEAA Assessment Accommodation Summary Table," which (1) indicated the assessment accommodations that are standard and nonstandard for the MEAP and MI-Access, and (2) provided information on permitted and not permitted assessment accommodations for the National Assessment for Educational Progress (NAEP). The table was revised in winter 2006 to also include accommodations for the English Language Proficiency Assessment (ELPA). IEP Teams should use this table when discussing which accommodations may be needed for students taking the MI-Access assessments. The table is posted on the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access) under "Resources"). Information on accommodations for the MME can be found in a separate table.

### **Accommodations Providers**

Accommodations providers may be used, as needed, to help administer the MI-Access assessments. Accommodations providers are responsible for ensuring that students have access to those assessment accommodations (1) deemed appropriate by their IEP Teams, and (2) routinely used during classroom instruction. They should be familiar with each student's IEP as it relates to assessment, so that they can make sure the appropriate accommodations are (1) prepared ahead of time, (2) available during the assessment, and (3) used correctly. Accommodations providers may also assist with such tasks as putting the assessment on a computer using specialized software programs, sitting with the student to make sure he or she is on the correct page, assisting with the operation of a CD or audiotape player (if applicable), deleting the assessment "booklet" from the computer after assess-

# GENERAL INFORMATION

ment administration, and/or making sure that CDs or audiotapes are returned with the student's assessment booklet and answer document. Paraprofessionals, teacher aides, and others may serve as accommodations providers, but only under the direct supervision of the assessment administrator.

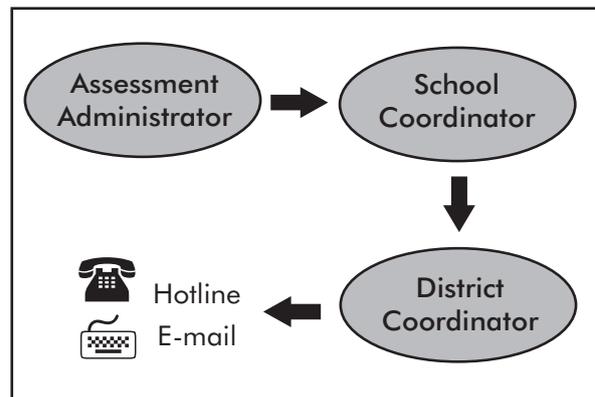
## Proctors

Proctors may be used to help administer the MI-Access assessments. Proctors typically are needed only when many students are being assessed at the same time, thereby necessitating additional supervision. Paraprofessionals, teacher aides, and others may serve as proctors, but only under the direct supervision of the assessment administrator.

# Contacts and Materials

As with any assessment program, there will likely be questions about the MI-Access assessments and how to administer them. Therefore, the OEAA has developed a communication procedure, which should be used when asking assessment-related questions. As Figure 2 shows, if assessment administrators have questions after reviewing the manual and other MI-Access resources (including the MI-Access Webcasts, the *MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program*, the MI-Access Web page, and the MI-Access Information Center), they should take them to their School MI-Access Coordinator. If he or she cannot answer the questions, the School MI-Access Coordinator should take them to the District MI-Access Coordinator. If that person cannot answer them, the District MI-Access Coordinator should contact either the MI-Access contractor or the OEAA, depending on the nature of the question or concern. (See "Contact Information" below.) If you do not know who your District or School MI-Access Coordinator is, consult the "MI-Access Coordinator List" on the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

Figure 2



## Contact Information

District MI-Access Coordinators should contact the MI-Access operational contractor—Questar Assessment, Inc.—for questions related to MI-Access coordinator designees; assessment administration; the OEAA Secure Site; and ordering, receiving, packaging, and/or returning MI-Access assessment materials.

MI-Access Toll-free Hotline: 1-888-382-4246

E-mail: [mi-access@questarai.com](mailto:mi-access@questarai.com)

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District MI-Access Coordinators should contact the OEAA for questions related to the content and/or scheduling of the MI-Access assessments.

Linda Howley  
Interim Assessment Consultant for Students with Disabilities  
Phone: 517-241-4416  
Fax: 517-335-1186  
E-mail: [howleyl@michigan.gov](mailto:howleyl@michigan.gov)  
Web page: [www.mi.gov/mi-access](http://www.mi.gov/mi-access)  
MI-Access Information Center: [www.mi-access.info](http://www.mi-access.info)

(The Web pages/sites above include information on conferences, resources, online learning opportunities, the statewide assessment of students with disabilities, and the Michigan Educational Assessment System [MEAS].)

## ***MI-Access Assessment Materials***

The following pages include graphic representations of the MI-Access assessment materials referenced in this manual. Please review them to become familiar with the various documents, envelopes, labels, and organizational tools.

# Assessment Materials

**MI Access**  
Michigan Alternate Assessment Program

2008/2009  
Coordinator and Assessment Administrator Manual

English Language Arts  
Fall 2008  
Grades 3-8  
Spring 2009  
Grade 11

Mathematics  
Fall 2008  
Grades 3-8  
Spring 2009  
Grade 11

Participation Supported Independence  
Functional Independence

Instructions for Distributing, Storing, and Returning Assessment Materials

**MI-Access**  
Fall 2008  
School Packing List  
Shipment 1 - Test Materials

**MICHIGAN Department of Education**

District Code: 80120  
District Name: Hartford Public School District  
School Address: 1118 School Street, Hartford, MI 49057, (517) 621-7102

Packed For School: Woodside Elementary School, Cheryl Boothby, MI 49057

Ship To District: 80120  
Hartford Public School District  
Cheryl Boothby  
1118 School Street  
Hartford, MI 49057  
(517) 621-7102

Quantity: 80120  
Material Name: Fall 2008 Test Materials  
Packaging Information: Each  
Security Range: [ ]  
Received: [ ]  
Returned: [ ]

Order #: 234830  
Date: May 26, 2008  
Print Date: June 25, 2008

**MI Access**  
Michigan Alternate Assessment Program

**PLEASE REMEMBER TO...**

- Affix the provided UPS RS label(s) onto the original shipping box(es).
- Complete your District ID Sheet and put it in box "1 of X" if there are multiple boxes.
- Place School ID Sheets on top of Teacher Return Envelopes more than one school per box.
- Organize the box as follows:

**How to Prepare Materials for Shipment to Questar Assessment, Inc.**

**MI Access**  
Michigan Alternate Assessment Program

**Divider Sheet**

**MI Access**  
Michigan Alternate Assessment Program

**DISTRICT CONTINUATION SHEET**

DISTRICT NAME: \_\_\_\_\_ DISTRICT CODE: \_\_\_\_\_

5. School Name and School Code	6. No. of Teacher Return Envelopes	7. No. of Completed Student Answer Documents
	CONTRACTOR USE ONLY	CONTRACTOR USE ONLY

**MI Access**  
Michigan Alternate Assessment Program

**DISTRICT IDENTIFICATION SHEET**

**Directions (continued)**

- Verify the information preprinted below. Add the name and code of any participating school that is not listed. Use additional lines, use the District Continuation Sheet(s). Each preprinted school name and code on this form must match those on the School Identification Sheets submitted with the completed student answer documents.
- Transfer the number of Teacher Return Envelopes submitted for each school by taking the number in Section 6 of the School Identification Sheet and placing it in Column 6 below. After transferring the numbers for each school, total Column 6.
- Verify and then transfer the number of completed student answer documents submitted for each school by taking the number in Section 7 of the School Identification Sheet and placing it in Column 7 below. After transferring the numbers for each school, total Column 7.

**MI Access**  
Michigan Alternate Assessment Program

**DISTRICT IDENTIFICATION SHEET**  
English Language Arts, Mathematics, and Science

**Directions**

- Verify all preprinted information. If the preprinted district name and code is incorrect, please ask your district DSD Coordinator to verify CPEI of any changes.
- If the preprinted information for the District MI-Access Coordinator is incorrect, please change it in the Educational Entry Master (EEM).
- Mark whether the assessment results should be returned to the District Superintendent or the District MI-Access Coordinator.
- Verify that the preprinted code is correct.

**TURN THE SHEET OVER AND COMPLETE AS DIRECTED.**

**TO COMPLETE:**

**TO RETURN:**

Return to Questar Assessment, Inc., the MI-Access contractor. (See instructions on the Reverse of General Pencil and the Coordinator and Assessment Administrator Manual.)

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.

Page \_\_\_\_\_ of \_\_\_\_\_

**MI Access**  
Michigan Alternate Assessment Program

**Divider Sheet**

Please place this divider sheet on top of assessment materials:

- All unused assessment materials.

**UPS Tracking Number(s):**

**MI Access**  
Michigan Alternate Assessment Program

**Return of Materials Packet**

**Directions:** Follow the steps below to prepare MI-Access Participation, Supported Independence, and Functional Independence ELA, Mathematics, and/or Science assessment materials for shipment.

- PLEASE RETURN ALL Participation, Supported Independence, and Functional Independence ASSESSMENT BOOKLETS, STUDENT ANSWER DOCUMENTS, AND ID SHEETS. Also, please return ALL picture cards. (See checklist inside this envelope.)
- DO NOT RETURN 2008/2009 MI-Access Coordinator and Assessment Administrator Manuals, ID sheets, or Security Compliance Forms.
- Collect from schools ALL USED and UNUSED materials (including assessment booklets, student answer documents, ID sheets, and picture cards) and Security Compliance Forms. NEW Security Compliance Forms do not need to be returned to the contractor, but they MUST BE KEPT ON FILE by the District MI-Access Coordinator. You DO NOT need to collect materials/knowledge or rules as these do not have to be returned to the contractor. The total number of used and unused bookleted assessment booklets (including accommodated versions: Braille booklets, audio versions, enlarged print booklets, and Assessment Administrator Booklets for Braille), student answer documents, and ID sheets returned MUST equal the total number received.
- Place the unused booklets, unused scan documents, used and unused picture cards, and ALL used and unused accommodated versions (including Braille booklets, enlarged print booklets, audio versions, and Assessment Administrator Booklets for Braille) in the bottom of the box (or boxes) in which they were received. Place the green divider sheet on top of this pile. Assemble all used assessment booklets and place on top of the green divider sheet. Place the gold-bordered divider sheet on the top of this pile.
- Assemble the unsealed Teacher Return Envelopes from each school. Place the corresponding School Identification Sheet (preprinted) on top of the envelopes and secure them together using the paper strips provided. (Do not use paper clips, staples, rubber bands, or adhesives of any kind, as they will interfere with the processing technology.)
- Complete the District Identification Sheet (on/with). Make a photocopy of the sheet to keep in your files.
- Place the original District Identification Sheet—as well as any District Continuation Sheets (if applicable)—on top of the materials in the box. If you have more than one box, make sure this sheet is in the first ("1 of X") box.
- Fill any open space at the top of the box with paper packing or bubblewrap (not foam) so the box does not collapse.
- Seal the box or boxes with packing tape.
- Remove your prepaid UPS RS label(s) from this envelope. The MI-Access contractor will cover your shipping costs only if the enclosed labels are used. If not, the district will incur the cost of shipping.
- Peel off the backing and affix the label(s) to the original shipping box or boxes. Use one label for each box.
- Before shipment, write down the tracking number—or make a copy of the label—and keep it in a safe, easily remembered place. (We have included a space for the tracking number on the bottom of this envelope for this purpose.) The tracking number can be found in between the two barcodes in the middle of the label.
- Give the box or boxes to your regular UPS driver NO LATER THAN DECEMBER 4, 2008. If you do not have a UPS account, you can call for a pickup at 1-877-536-2997. Reference your tracking number and the contractor name, Questar Assessment, Inc., for a free pickup. If a service charge is applied, call the MI-Access Helpline at 1-888-383-4244 to have the charge reversed.

**UPS Tracking Number(s):**

( Back )

( Front )

# Assessment Materials

(Student Barcode Labels)

This collage shows several key documents:
 

- Student Barcode Labels:** Multiple labels for 'BEER, NATHAN R' from 'Demo Elementary School' (District: MIA Demo District 99999). Each label includes a barcode, MI Access ID (428114913), and personal information (DOB: 03/27/96, Gender: M, Ethnic: S, Student ID: 9900000002).
- MI Access Security Compliance Form:** A form for educators to certify and attest to the use of assessment materials, signed by 'NATHAN R. BEER' on 05/16/2008.
- School Packing List:** A 'Fall 2008 School Packing List Shipment 1 - Test Materials' for 'Cherry Health' school. It lists various test materials like 'MI-45' and 'MI-54' with their respective quantities and security ranges.
- Calendar:** A calendar for the months of August, September, October, November, January, February, and March.
- MI-Access Contact:** Information for Linda Howard, MI-Access Coordinator, including contact details and a website link.

This collage features forms for handling and tracking assessment materials:
 

- Teacher Return Envelope:** A form with 'Directions' for returning materials, including instructions on how to place the envelope in a return box and how to handle documents.
- School Identification Sheet:** A form for tracking the return of materials, with columns for 'Teacher Name', 'Total Number of Completed Student Answer Documents', and 'Contractor Use Only'.
- School Continuation Sheet:** A form for tracking the return of materials, with columns for 'School Code', 'Total Number of Completed Student Answer Documents', and 'Contractor Use Only'.

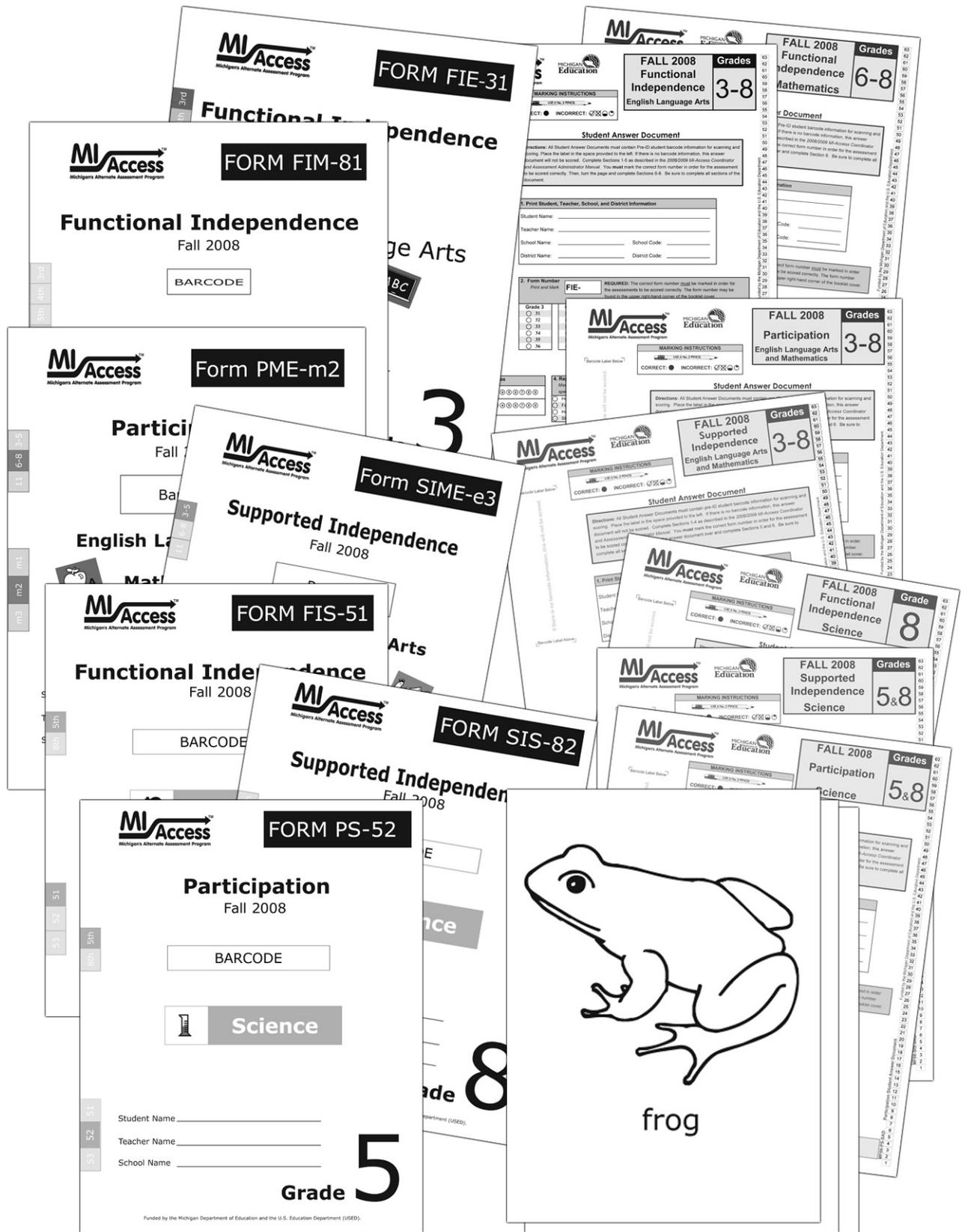
This collage shows forms for identifying students and schools:
 

- Teacher Identification Sheet:** A form for identifying teachers, with columns for 'Teacher Name', 'Total Number of Completed Student Answer Documents', and 'Contractor Use Only'.
- School Identification Sheet:** A form for identifying schools, with columns for 'District and School Name and State-Assigned Codes', 'District Code', 'School Name', and 'School Code'.

(Back)

(Front)

# Assessment Materials



(Picture cards)

# Accommodated Versions

The image displays several MI Access assessment forms for Fall 2008, illustrating different accommodated versions:

- FORM FIM-81:** Functional Independence Mathematics, Fall 2008. Accommodated versions include Braille and Enlarged Print.
- FORM FIE-41:** Functional Independence English Language Arts, Fall 2008. Accommodated versions include Braille and Enlarged Print.
- FORM FIS-81:** Functional Independence Science, Fall 2008. Accommodated versions include Braille/Large Print and Enlarged Print.

Accommodations shown include:

- Braille
- Enlarged Print
- Braille/Large Print

Additional items shown include a CD and an Audiotape.

# DISTRICT COORDINATOR

## **District MI-Access Coordinator Quick List:**

### **Major Tasks to Complete Before, During, and After Assessment Administration**

#### ● BEFORE

- Inventory materials received
- Complete a *MI-Access Security Compliance Form*
- Begin filling out the *District Identification Sheet*
- Prepare materials for distribution to schools
  - Establish an internal district return date
  - Distribute materials to schools

#### ● DURING

- Assist school coordinators and assessment administrators as needed
  - Be available to answer questions
- Relay questions to the MI-Access Hotline or OEAA staff as needed
- Ensure that professional assessment administration practices are followed

#### ● AFTER

- Review the returned assessment materials for accuracy
  - Complete the *District Identification Sheet*
- Prepare used and unused materials for return shipment (except manuals, rulers, and security compliance forms)
  - Ship materials to Questar Assessment, Inc.
  - Complete the online survey

| <b>IMPORTANT MI-ACCESS DATES</b>                 |  |  |
|--|--|--|
|  | <b>Fall 2008<br/>Grades 3-8</b>          | <b>Spring 2009<br/>Grade 11</b>        |
| Assessment Materials Start Arriving in Districts | Week of September 29                     | Week of February 2                     |
| MI-Access Webcast                                | September 30                             | February 6                             |
| MI-Access Assessment Window                      | October 13 - November 21                 | February 16 - March 31                 |
| Assessment Materials Return Date                 | Ship to Questar no later than December 4 | Ship to Questar no later than April 10 |

## Introduction

Each district (LEA and ISD) must designate one person as its District MI-Access Coordinator. Some districts have opted to have their MEAP District Coordinator act as their District MI-Access Coordinator since that person is already responsible for managing most student assessments. Others, however, have designated different district staff, such as Special Education Directors or Supervisors. (Secretaries or support staff should not be designated as coordinators.)

District MI-Access Coordinators have numerous responsibilities, including

1. informing administrators, teachers, related services providers, school psychologists, and others in the district about MI-Access and that it is one component of the Michigan Educational Assessment System (MEAS) along with the Michigan Educational Assessment Program (MEAP), the Michigan Merit Examination (MME), and the English Language Proficiency Assessment (ELPA);
2. making sure that all School MI-Access Coordinators and assessment administrators in the district receive training on how to administer the MI-Access assessments;
3. making arrangements so that those involved with MI-Access can watch the state's Webcast, during which viewers receive important information from the OEAA staff about the assessment administration process;
4. making sure that all assessment materials received from the MI-Access contractor are disseminated to appropriate district and school staff, and returned as directed;
5. making sure that all those involved with administering the MI-Access assessments have been provided the State Board of Education (SBE)-approved Office of Educational Assessment and Accountability (OEAA) document called *Professional Assessment and Accountability Practices for Educators* (which is posted at [www.mi.gov/mi-access](http://www.mi.gov/mi-access) and [www.mi.gov/oeaa](http://www.mi.gov/oeaa)); and
6. distributing, collecting, completing, and keeping on file all signed and returned *MI-Access Security Compliance Forms*.

The MI-Access contractor ships all assessment materials to District MI-Access Coordinators; therefore, it is extremely important that district coordinator information—such as name, shipping address, and so forth—be kept up to date. In the past, coordinator information was entered and updated in the MI-Access Online System, but starting this school year it will be done in the Educational Entity Master (EEM), previously known as the School Code Master. (For more information on accessing and using the EEM, see Section 2 on page 30.) Once District MI-Access Coordinators receive materials from the contractor, they are responsible for distributing them to School MI-Access Coordinators, who, in turn, distribute them to assessment administrators. Following is information on the materials district coordinators will receive and what to do before, during, and after the assessments are administered.

# DISTRICT COORDINATOR

## Before

### **Receiving Assessment Materials**

MI-Access assessment materials will arrive in boxes with fluorescent yellow MI-Access labels. The boxes will include

- ❖ a district packing slip listing the materials shipped (placed inside the district shipping box on top of the materials—if the district receives more than one box, the packing slip will be in the first box);
- ❖ one *Return of Materials Packet* (yellow envelope) with prepaid UPS Return Shipment (RS) labels, paper strips, a packing checklist, and two divider sheets (one green and one gold);
- ❖ a *District Identification Sheet* (teal/tan);
- ❖ one or more *District Continuation Sheets* (provided to districts with more than 15 schools participating in MI-Access);
- ❖ *2008/2009 MI-Access Coordinator and Assessment Administrator Manuals* (one each for District MI-Access Coordinators, School MI-Access Coordinators, assessment administrators, accommodations providers, and proctors);
- ❖ *MI-Access Security Compliance Forms* (to be completed and signed by all those involved with administering MI-Access);
- ❖ MI-Access calendars (one each for District MI-Access Coordinators, School MI-Access Coordinators, assessment administrators, proctors, and accommodations providers);
- ❖ school packing slips (one slip accompanying each school's materials and another from each participating school attached to the district packing slip for use in inventorying returned materials);
- ❖ *School Identification Sheets* (green/orange);
- ❖ *School Continuation Sheet(s)* (provided to schools with more than 15 teachers participating in MI-Access);
- ❖ standard print student assessment booklets (all assessment types and content areas as ordered plus some overage);
- ❖ audio versions of the Functional Independence assessment booklets if ordered (with companion print assessment booklets and acetate rulers, if applicable);

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- ❖ Braille versions of the Functional Independence assessment booklets if ordered (with companion *Assessment Administrator Booklets for Braille* and Braille/Large Print rulers, if applicable);
- ❖ enlarged print versions of the Functional Independence assessment booklets if ordered (with companion standard print assessment booklets and Braille/Large Print rulers, if applicable);
- ❖ student answer documents (all assessment types and content areas as ordered plus some overage);
- ❖ acetate rulers (for use with the standard print MI-Access Functional Independence Mathematics Assessments, if applicable);
- ❖ picture cards (one set for each Primary Assessment Administrator [PAA] administering the Participation and Supported Independence assessments based on the content area(s) and grade(s) he or she is assessing);
- ❖ *Teacher Identification Sheets* (blue/maroon);
- ❖ *Teacher Return Envelopes*; and
- ❖ Pre-ID student barcode labels (for students pre-identified by the designated deadline as taking the MI-Access ELA, mathematics, and/or science assessments).

### ***Inventorying Materials***

Once the MI-Access assessment materials arrive in the district, open the original shipping box or boxes and SAVE IT/THEM for returning used and unused assessment materials (except manuals, rulers, and security compliance forms) to the MI-Access contractor. Then, use the district packing slip to inventory district materials and the school packing slips to inventory school materials. The school slips will reflect the teacher, student, and manual counts entered by the district in the OEAA Secure Site plus some overage of Functional Independence student assessment booklets and student answer documents. The same slips can be used to determine which materials in what amounts should be returned from each school.

### ***Ordering Missing and Additional Materials***

After conducting a thorough inventory of district and school materials, if District MI-Access Coordinators find that some materials are missing (for example, if the packing slip says the district or school should have received 4 of something but only 3 are included), they should call the MI-Access Toll-free Hotline immediately at 1-888-382-4246.

If additional materials are needed (for example, there are new students who need to be assessed who were not included in the district's original estimates), the additional student (and teacher counts, if applicable) must be entered and submitted in the OEAA Secure Site. The relevant additional ma-

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materials will be sent to the district coordinator for distribution. (See page 9 for more information on ordering additional materials, including how and where to place orders.) Please note that if any of the new students are from a school that did not previously have counts submitted, a new preprinted *School Identification Sheet* will be shipped along with the additional assessment materials.

## Completing Security Compliance Forms

Before taking any further steps, complete and sign a *MI-Access Security Compliance Form*, using the directions at the bottom of the form. Put the completed form in a safe, easily remembered place; it will need to be kept on file along with all the other forms returned by schools for one year following assessment administration. (For more information on security, see page 12 of this manual.)

## Entering Information on the District Identification Sheet

Obtain the *District Identification Sheet* and complete Sections 1 through 3 and Column 5, using a Number 2 pencil. Detailed directions, along with a graphic representation of the sheet, are provided on pages 30 and 31 of this manual and MUST be followed. Then, put the sheet in a safe place, since Columns 6 and 7 will need to be completed after assessment administration. (It is very important that this document be filled out correctly and returned as instructed, because it serves as a header sheet for all of the district's assessment materials.)

## Determining Research Codes

If the district decides to use research codes, be sure to provide them to School MI-Access Coordinators so they, or the assessment administrators, may record them on the student answer documents. Research codes are important because they enable districts to obtain data specially customized to their needs. Remember, using research codes is a district-level decision, NOT a school-level decision; therefore, the District MI-Access Coordinator is responsible for making the final decision and determining what the codes will represent. (See Table 4 for sample research codes.) This research option is similar to that offered with the MEAP assessments; therefore, District MI-Access Coordinators may want to confer with MEAP District Coordinators about potential research.

| Sample Codes | Sample Research Report I          | Sample Research Report II           |
|--------------|-----------------------------------|-------------------------------------|
| 1            | Receives Title I Services         | Mother Completed Grade 9            |
| 2            | Does not receive Title I Services | Mother Completed Grade 10           |
| 3            |                                   | Mother Completed Grade 11           |
| 4            |                                   | Mother Completed Grade 12           |
| 5            |                                   | Mother Completed 1 Year of College  |
| 6            |                                   | Mother Completed 2 Years of College |
| 7            |                                   | Mother Completed 3 Years of College |
| 8            |                                   | Mother Completed 4 Years of College |
| 9            |                                   | Mother Completed Bachelor's Degree  |



## District ID Sheet - Back

**Column 5.** Review the preprinted school names and state-assigned school codes. If a school appears on the list but it is NOT participating in MI-Access, please cross it off. If there are schools participating that are NOT listed, please add their names and state-assigned codes. If there is not enough room on this sheet for all participating schools, use a *District Continuation Sheet*. Each name and code on this sheet (and any continuation sheets) must match those on the *School Identification Sheets* completed and returned by School MI-Access Coordinators. Now, put the sheet in a safe, easily remembered place as Columns 6 and 7 will need to be filled in after assessment administration is complete.

| 5. School Name and School Code | 6. No. of Teacher Return Envelopes | CONTRACTOR USE ONLY | 7. No. of Completed Student Answer Documents<br><small>Participation, Supported Independence, and/or Functional Independence ELA, Mathematics, and Science</small> | CONTRACTOR USE ONLY |
|--------------------------------|------------------------------------|---------------------|--|---------------------|
| 1.                             |                                    |                     |  |                     |
| 2.                             |                                    |                     |  |                     |
| 3.                             |                                    |                     |  |                     |
| 4.                             |                                    |                     |  |                     |
| 5.                             |                                    |                     |  |                     |
| 6.                             |                                    |                     |  |                     |
| 7.                             |                                    |                     |  |                     |
| 8.                             |                                    |                     |  |                     |
| 9.                             |                                    |                     |  |                     |
| 10.                            |                                    |                     |  |                     |
| 11.                            |                                    |                     |  |                     |
| 12.                            |                                    |                     |  |                     |
| 13.                            |                                    |                     |  |                     |
| 14.                            |                                    |                     |  |                     |
| 15.                            |                                    |                     |  |                     |
| TOTAL no. of envelopes         |                                    |                     | TOTAL no. of answer documents  |                     |

**Column 6.** After assessment materials are returned, obtain the completed *School Identification Sheet* for each school listed in Column 5. Count the number of *Teacher Return Envelopes* for each school to ensure that it matches what is written in Section 6 of the corresponding *School Identification Sheet*. Then, transfer that number from Section 6 of the *School Identification Sheet* to the appropriate place in Column 6 of this sheet. Do this for every school, then total the column. (If continuation sheets were used, record the total ONLY on the last continuation sheet.)

**Column 7.** Verify the number of completed student answer documents (Participation, Supported Independence, and Functional Independence) for each school. Then, transfer the number from Section 7 of the *School Identification Sheet* to the appropriate place in Column 7 of this sheet. Do this for every school, then total the column. (If continuation sheets were used, record the total ONLY on the last continuation sheet.)

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## **Matching Student Assessment Booklets with Student Answer Documents**

Because there are three different student populations and three different content areas being assessed, it is important for District MI-Access Coordinators to understand how the assessment booklets and student answer documents are organized. The OEAA and the MI-Access contractor have color-coded the materials by assessment type (Participation, Supported Independence, or Functional Independence) and/or by content area (ELA, mathematics, or science) to assist with matching. (See Table 5 on page 33 for a summary of the following written information.)

### **Participation and Supported Independence: ELA and Mathematics**

For the Participation and Supported Independence ELA and Mathematics Assessments, both content areas and both assessments are covered in ONE assessment booklet and there is one booklet per grade cluster (that is, one for grades 3 through 5, one for grades 6 through 8, and one for grade 11). The front cover of the booklet is blue and the Participation assessment items immediately follow the front cover. The back cover is upside-down and green, and the Supported Independence items immediately follow the back cover.

There are, however, two separate student answer documents (one for Participation and another for Supported Independence) that cover both content areas (ELA and mathematics) and all grades (that is, one student answer document for Participation ELA and mathematics that covers all grades assessed in a particular assessment cycle, and another for Supported Independence ELA and mathematics that covers all grades assessed in that cycle). The Participation student answer document is blue, and the Supported Independence student answer document is green. (See Table 1 on page 7 of this manual for information on which content areas are assessed in which grades, and the grades that are assessed in each assessment cycle.)

### **Participation and Supported Independence: Science**

For science, both assessments (P and SI) are covered in ONE assessment booklet and there is one booklet per grade. The front cover of the booklet is pink and the Participation assessment items immediately follow the front cover. The back cover is upside-down and maroon, and the Supported Independence items immediately follow the back cover.

There are, however, two separate science student answer documents (one for Participation, which is pink, and another for Supported Independence, which is maroon), both of which cover all grades assessed in a particular assessment cycle.

### **Functional Independence: ELA, Mathematics, and Science**

For Functional Independence, each student assessment booklet covers only one content area (ELA, mathematics, or science) and one grade. The ELA assessment booklets and corresponding student answer documents are purple, the mathematics assessment booklets and corresponding student answer documents are gold, and the science assessment booklets and corresponding student answer documents are orange.

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| <b>Table 5 MI-Access Student Assessment Booklets and Answer Documents</b> |  |  |   |
|---|--|--|---|
| <b><i>Student Assessment Booklets</i></b>                                 |  |  |   |
|   | <b>Participation</b>   | <b>Supported Independence</b>  | <b>Functional Independence</b>  |
| <b>Content Areas</b>  | ELA and mathematics are covered in the same booklet with Participation items rightside-up and Supported Independence items upside-down.  |  | Each content area has its own assessment booklet.   |
|   | Science is covered in one booklet with Participation items rightside-up and Supported Independence items upside-down.                    |  |   |
| <b>Grades</b>   | There is one booklet per grade cluster for ELA and mathematics, and one booklet per grade for science.                                   | There is one booklet per grade cluster for ELA and mathematics, and one booklet per grade for science. | There is one booklet per grade.   |
| <b>Colors</b>   | The front cover of the ELA/mathematics booklet is blue (for Participation) and the back cover is green (for Supported Independence).     |  | The ELA booklets are purple, the mathematics booklets are gold, and the science booklets are orange.  |
|   | The front cover of the science assessment booklet is pink (for Participation) and the back cover is maroon (for Supported Independence). |  |   |
| <b><i>Student Answer Documents</i></b>                                    |  |  |   |
| <b>Content Areas</b>  | ELA and mathematics are covered on one answer document and science is covered on another.  | ELA and mathematics are covered on one answer document and science is covered on another.              | Each content area has its own answer document.  |
| <b>Grades</b>   | The answer document covers all grades assessed during a particular assessment cycle.   | The answer document covers all grades assessed during a particular assessment cycle.                   | The ELA and science answer documents cover each grade assessed in a particular assessment cycle, and the mathematics answer documents cover grade clusters (one document for grades 3-5, one for grades 6-8, and one for grade 11). |
| <b>Colors</b>   | The ELA and mathematics answer document is blue, and the science answer document is pink.  | The ELA and mathematics answer document is green, and the science answer document is maroon.           | The ELA answer documents are purple, the mathematics answer documents are gold, and the science answer documents are orange.  |

With regard to the Functional Independence student answer documents, there is

- ❖ one ELA student answer document, which covers all grades assessed in a particular assessment cycle;
- ❖ one mathematics student answer document for each grade cluster (3-5, 6-8, and 11) assessed in a particular assessment cycle; and

# DISTRICT COORDINATOR

- ❖ one science student answer document for each grade assessed in a particular assessment cycle.

The contractor has organized and shipped materials by school, so district coordinators should not need to prepare assessment booklets and answer documents for distribution; however, it is important that they understand the organizational principles should they be called upon for assistance.

## **Preparing Materials for Distribution**

In addition to understanding how to match student assessment booklets with student answer documents, there are several other important factors to keep in mind when preparing materials for distribution.

### **School Materials**

The MI-Access contractor will provide District MI-Access Coordinators with a copy of each school packing slip (secured to the district packing slip). These slips can be used to track the materials that were sent to each school and to inventory school materials once they are returned.

### **Extra Functional Independence Booklets and Answer Documents**

Each school's shipment contains an extra Functional Independence ELA, mathematics, and science assessment booklet and an extra corresponding student answer document for each assessment administrator to use during assessment administration. (The extra booklets and answer documents correspond to the assessments being administered by that particular assessment administrator.) Some overage has also been provided to help reduce the need for additional materials orders.

### **Security Serial Numbers**

All MI-Access assessment booklets (including Functional Independence audio, Braille, and enlarged print versions) have security serial numbers on the front and back covers. These numbers are scanned by the contractor prior to distribution and will be scanned upon return to make sure that all the booklets—which are secure materials—have been shipped back. The MI-Access contractor will provide District MI-Access Coordinators with information on the security serial numbers distributed to each school on the school packing slips. These numbers can be used to track assessment booklets and ensure they are returned.

### **Packaging of Accommodated Versions**

Accommodated versions of the Functional Independence assessments are packaged in very specific ways. Audio versions of the assessment come packaged with a companion standard print assessment booklet and an acetate ruler, if applicable. Braille versions of the assessment come packaged with a companion *Assessment Administrator Booklet for Braille* (which includes transcription notes indicating how items/directions have been adapted for Braille when needed) and a Braille/Large Print ruler, if applicable. Enlarged print versions of the assessment come packaged with a companion standard print assessment booklet and a Braille/Large Print ruler, if applicable. District MI-Access Coordinators and School MI-Access Coordinators should keep accommodated

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versions packaged this way for distribution to assessment administrators. That way they will have everything they need to administer the accommodated versions in one place.

## **Accommodated Version Form Numbers**

Accommodated versions of the Functional Independence assessments—and any companion booklets—will have the same form number, which will always end with the number 1 (for example, Form FIS-51 for grade 5 Functional Independence science). Please note that the form numbers on the accommodated versions may differ from the form numbers on the other assessment booklets being administered in a school. (For more information on accommodated versions, see page 15 of this manual.)

## **Participation and Supported Independence Picture Cards**

Picture cards will be provided by the MI-Access contractor for Participation and Supported Independence ELA, mathematics, and science selected-response items. Although all the necessary pictures/graphics are included in the assessment booklets, these cards **MUST** be used during administration. The MI-Access contractor will ship one set of picture cards for each PAA based on the type of assessment(s) he or she is administering, and the content area(s) and grade(s) he or she is assessing.

## **Distribution of Manuals and Calendars**

In past years, the MI-Access contractor has shipped manuals and calendars to District MI-Access Coordinators. They, in turn, would count out and distribute the appropriate number to each school. Starting this school year, the MI-Access contractor will include the appropriate number of manuals and calendars in each school's box of assessment materials, thereby relieving district coordinators of this responsibility.

## **Obtaining Reference Materials**

All non-booklet assessment materials (scan documents, envelopes, organizational tools, etc.) will be posted on the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)). District MI-Access Coordinators may refer to the electronic copies should questions arise about how to complete and/or use them. Please note that the electronic copies **MAY NOT** be used in place of the printed documents shipped by the MI-Access contractor.

## **Establishing an Internal District Return Date**

Before distributing materials to schools, determine the date by which materials must be returned to the district to ensure they will be shipped to Questar Assessment, Inc., the MI-Access contractor, **NO LATER THAN December 4, 2008** for the fall assessment cycle and **NO LATER THAN April 10, 2009** for the spring assessment cycle. Inform all School MI-Access Coordinators of the district's internal return date as well as any other special instructions if needed. Please note that if a student's answer document is returned after the contractor's requested return date, a late fee will be assessed for scanning and scoring that document.

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## **Informing Others about Professional Practices**

District MI-Access Coordinators must inform School MI-Access Coordinators and assessment administrators about the SBE-approved OEAA document called *Professional Assessment and Accountability Practices for Educators*. It is available on the OEAA Web page ([www.mi.gov/oeaa](http://www.mi.gov/oeaa)) and the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)), and must be reviewed by all those involved with MI-Access prior to assessment administration and signing of the *MI-Access Security Compliance Forms*. (See page 11 of this manual for more information on professional practices and security.)

## **Distributing Assessment Materials to Schools**

Once all the "before" steps have been completed, District MI-Access Coordinators may distribute assessment materials to each school participating in MI-Access. The MI-Access contractor will ship each school's materials in a separate box (or boxes), so the district coordinator will simply need to inventory them and pass the materials along to the appropriate schools as packaged.

## **During**

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Although District MI-Access Coordinators do not have any specific tasks to complete during the assessment window, it is imperative that they be available to answer questions from School MI-Access Coordinators and relay any questions they cannot answer to the MI-Access Hotline or the OEAA staff. (See page 19 of this manual for contact names, phone numbers, and e-mail addresses.)

In addition, it is advised that District MI-Access Coordinators check in periodically with School MI-Access Coordinators to make sure that they have the materials and information needed to accurately administer the MI-Access assessments and that professional administration practices are followed.

## **After**

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### **Inventorying Returned Materials**

When completed assessment materials are returned by schools, pull out copies of the school packing slips (secured to the district packing slip) and use them to make sure that all the assessment materials were returned, except manuals and rulers (which may be shredded or recycled). If materials are missing, obtain them from the appropriate School MI-Access Coordinators.

### **Completing the District Identification Sheet**

Obtain the *District Identification Sheet* and the *School Identification Sheet* for each school listed in Column 5. On the *District Identification Sheet*, fill in Columns 6 and 7 as directed on page 31 of this manual. These directions **MUST** be followed.

# DISTRICT COORDINATOR

## Checking Teacher Identification Sheets and Teacher Return Envelopes

Check each *Teacher Return Envelope* to make sure (1) it has one completed *Teacher Identification Sheet*, (2) that the name on the sheet matches the name written on the front of the *Teacher Return Envelope*, and (3) that ALL Functional Independence ELA student answer documents containing word-processed responses to the Expressing Ideas prompts are grouped together and placed on top of all the other used student answer documents. (There are two boxes on the front of the *Teacher Return Envelope* that assessment administrators **MUST** check if word-processed responses are enclosed.) If any information is inaccurate, please correct it.

In addition, make sure the contents of each *Teacher Return Envelope* accurately reflect what is recorded on the *Teacher Identification Sheet* and that the correct numbers were transferred from the sheet to the front of the *Teacher Return Envelope*.

Once the contents and information are verified, put the *Teacher Return Envelopes* in a pile, but **DO NOT SEAL THEM**. Although District MI-Access Coordinators have been asked to do this in the past, the MI-Access contractor now needs the envelopes open for return shipment.

## Preparing Materials for Shipment

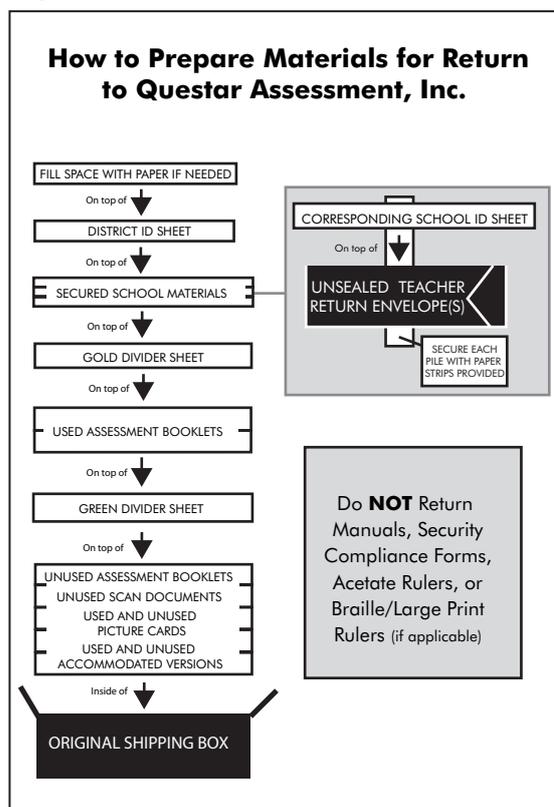
Locate the yellow *Return of Materials Packet*. On the outside, it has detailed information about how to prepare and return assessment materials to the MI-Access contractor. On the inside, it has the district's prepaid UPS RS shipping labels, paper strips, a yellow packing checklist, a green divider sheet, and a gold divider sheet.

As indicated on the front of the *Return of Materials Packet*, start by placing all of the used and unused assessment booklets (including standard print and accommodated versions), used and unused picture cards, and unused scan documents in the original shipping box or boxes in which they were received. Then, place the green divider sheet on top of those materials. (See Figure 3 for a graphic representation of this and subsequent steps.)

Next, place the used assessment booklets (including standard print and accommodated versions) in the box and place the gold divider sheet on top of them.

Now, group the **UNSEALED Teacher Return Envelopes** from each school together and place the corresponding *School Identification Sheet* on top of the envelopes. Secure each school pile with the paper strips provided in the *Return of Materials Packet*. (Do not use paper

Figure 3



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clips, staples, rubber bands, or adhesives of any kind as they will interfere with the processing technology.) Then, put all of the secured school materials in the box on top of the gold divider sheet.

Put all signed *MI-Access Security Compliance Forms* (the one completed and signed by the District MI-Access Coordinator, as well as those returned by School MI-Access Coordinators and assessment administrators) in the district's MI-Access file. The state requires districts to keep these forms on file for one year following assessment administration. Do NOT return the forms to the contractor.

Make a photocopy of the completed *District Identification Sheet* (as well as any *District Continuation Sheets*, if applicable), and keep it in the district's MI-Access file as a record of the materials returned to the contractor. (Do NOT, however, copy any assessment booklets or student answer documents.) Then, put the original sheet (as well as any continuation sheets, if applicable) on top of all the materials in the box. (Please do NOT staple the identification sheet to the continuation sheet[s]. Just place them both in the box on top of the assessment materials being returned.) If more than one box is being returned, make sure the district sheet(s) is in the first (or "1 of X") box.

If there is any open space between the materials and the top of the box, please fill it with paper packing or bubble wrap (NO FOAM PLEASE) so the box does not collapse and damage the assessment materials during shipment.

### **Shipping Materials to the MI-Access Contractor**

Once all the assessment materials have been packed in the original shipping box or boxes, seal them securely with packing tape. Then, retrieve the prepaid UPS RS label(s) from the *Return of Materials Packet*. If the UPS RS labels are used, the MI-Access contractor will cover shipping costs. **IF NOT, THE DISTRICT WILL INCUR THE COST OF SHIPPING.** (If the district uses its own labels, it must provide Questar Assessment, Inc., with tracking information at [mi-access@questarai.com](mailto:mi-access@questarai.com).) Please do not use UPS RS labels from previous test cycles; it will result in out-of-date shipping information and may delay processing of results.

Next, verify the preprinted number of boxes to be returned on the upper right-hand corner of the label(s) and correct if necessary. If there is more than one box, the labels should read "1 of X," "2 of X," and so forth. Also verify the return address information on the upper left-hand corner of the UPS RS label(s) and correct if necessary. Then, peel off the backing and affix the label(s) to the original shipping box(es). Use one label for each box being returned.

Before shipment, be sure to write the tracking number down—or make a copy of the label—and keep it in a safe, easily remembered place. (A line has been provided on the bottom of the *Return of Materials Packet* for this purpose.) The tracking number can be found in between the two bar codes in the middle of the label.

Finally, give the box or boxes to the district's regular UPS driver **NO LATER THAN December 4, 2008** in the fall and **NO LATER THAN April 10, 2009** in the spring. If the district does not have a scheduled UPS pickup, drop the box off at the nearest UPS site or call UPS to schedule a pickup at 1-877-536-2697. Reference the tracking number and the contractor name (Questar Assessment, Inc.) for a free

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pickup. (If a service charge is applied, please call the MI-Access Toll-free Hotline at 1-888-382-4246 to have the charge reversed.)

## **Completing the MI-Access Online Survey**

When the district's assessment materials have been returned to the MI-Access contractor, complete the *2008/2009 MI-Access Assessment Online Feedback Survey* at **[www.mi.gov/mi-access](http://www.mi.gov/mi-access)** (under "Survey Information"). The MDE conducts this survey every year to obtain feedback from the field on the assessment administration process.

## **Checking Tested Rosters**

After districts have been notified that their data have been processed, there will be a period during which MEAP and MI-Access coordinators may work together to check the district's "Tested Roster" to ensure that student answer documents were, in fact, scanned for all students thought to be assessed. More details on "Tested Roster" review will be provided by the MI-Access contractor.

# SCHOOL COORDINATOR

## **School MI-Access Coordinator Quick List:**

### **Major Tasks to Complete Before, During, and After Assessment Administration**

#### ● BEFORE

- Complete a *MI-Access Security Compliance Form*
  - Inventory the materials received
  - Begin filling out the *School Identification Sheet*
- Prepare materials for distribution to assessment administrators
  - Establish an internal school return date
  - Distribute materials to assessment administrators
- Collect the completed and signed compliance forms from assessment administrators, accommodations providers, and proctors (if applicable)

#### ● DURING

- Be available to answer questions
- Relay questions to the District MI-Access Coordinator as needed
  - Periodically monitor the assessments
- Ensure that professional assessment administration practices are followed

#### ● AFTER

- Collect all used and unused envelopes, student answer documents, assessment booklets, and picture cards
  - Review the returned assessment materials for accuracy
    - Complete the *School Identification Sheet*
- Prepare and return materials to the District MI-Access Coordinator (except manuals and rulers)
  - Complete the online survey

#### **IMPORTANT MI-ACCESS DATES**

|  | <b>Fall 2008<br/>Grades 3-8</b>          | <b>Spring 2009<br/>Grade 11</b>        |
|--|--|--|
| Assessment Materials Start Arriving in Districts | Week of September 29                     | Week of February 2                     |
| MI-Access Webcast                                | September 30                             | February 6                             |
| MI-Access Assessment Window                      | October 13 - November 21                 | February 16 - March 31                 |
| Assessment Materials Return Date                 | Ship to Questar no later than December 4 | Ship to Questar no later than April 10 |

## Introduction

Each school building involved with administering MI-Access must designate a School MI-Access Coordinator. Some schools have indicated they would like their MEAP School Coordinators to also be their School MI-Access Coordinators since they already are responsible for managing most student assessments. Others, however, have chosen to designate different school staff, such as special education administrators, teachers, or teacher consultants. (Secretaries or support staff should not be designated as coordinators.)

School MI-Access Coordinators are responsible for

1. informing school administrators, special education teachers, related services providers, and others in the school about MI-Access and that it is one component of the Michigan Educational Assessment System (MEAS) along with the Michigan Educational Assessment Program (MEAP), the Michigan Merit Examination (MME), and the English Language Proficiency Assessment (ELPA);
2. participating in professional development sessions organized by the District MI-Access Coordinator to show School MI-Access Coordinators and assessment administrators how to administer the MI-Access assessments;
3. watching the state's Webcast, during which viewers receive important information from the OEAA staff about the assessment administration process;
4. making sure that all assessment materials received from the District MI-Access Coordinator are disseminated to appropriate school staff and returned as directed;
5. making sure that assessment administrators have been provided the State Board of Education (SBE)-approved Office of Educational Assessment and Accountability (OEAA) document called *Professional Assessment and Accountability Practices for Educators* (which is posted at [www.mi.gov/mi-access](http://www.mi.gov/mi-access) and [www.mi.gov/oeaa](http://www.mi.gov/oeaa)); and
6. distributing, collecting, and returning signed *MI-Access Security Compliance Forms*.

The MI-Access contractor ships all assessment materials to District MI-Access Coordinators. They are then responsible for distributing them to the School MI-Access Coordinators, who, in turn, distribute them to assessment administrators. Following is information on the materials that School MI-Access Coordinators will receive from District MI-Access Coordinators and what to do before, during, and after the assessments are administered. (NOTE: The asterisks indicate materials that need to be distributed by School MI-Access Coordinators to assessment administrators.)

# Before

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## **Receiving Assessment Materials**

Assessment materials will most likely arrive from the District MI-Access Coordinator in one delivery, which will include

- ❖ a school packing slip (listing the materials that should have been provided by the District MI-Access Coordinator);
- ❖ a *School Identification Sheet* (green/orange);
- ❖ one or more *School Continuation Sheets* (provided to schools with more than 15 teachers administering MI-Access assessments);
- ❖ *2008/2009 MI-Access Coordinator and Assessment Administrator Manuals* (one for the School MI-Access Coordinator to keep and multiple copies to distribute to assessment administrators, accommodations providers, and proctors)\*;
- ❖ standard print student assessment booklets (all assessments and content areas as ordered by the District MI-Access Coordinator plus some overage)\*;
- ❖ audio versions of the Functional Independence assessment booklets if ordered (with companion standard print assessment booklets and acetate rulers, if applicable)\*;
- ❖ Braille versions of the Functional Independence assessment booklets if ordered (with companion *Assessment Administrator Booklets for Braille* and Braille/Large Print rulers, if applicable)\*;
- ❖ enlarged print versions of the Functional Independence assessment booklets if ordered (with companion standard print assessment booklets and Braille/Large Print rulers, if applicable)\*;
- ❖ student answer documents (all assessments and content areas as ordered by the District MI-Access Coordinator plus some overage)\*;
- ❖ Pre-ID student barcode labels (to affix to answer documents for students pre-identified by the designated deadline in the OEAA Secure Site, if applicable);
- ❖ locally-printed Pre-ID student barcode labels (to affix to student answer documents for students who were not pre-identified by the designated deadline, if applicable);
- ❖ acetate rulers (for use with the standard print Functional Independence Mathematics Assessments, if applicable)\*;

# SCHOOL COORDINATOR

- ❖ picture cards (one set for each PAA administering the Participation and Supported Independence assessments based on the content area(s) and grade(s) he or she is assessing)\*;
- ❖ *Teacher Identification Sheets* (blue/maroon)\*;
- ❖ *Teacher Return Envelopes*\*;
- ❖ *MI-Access Security Compliance Forms* (one for the School MI-Access Coordinator to complete and sign, and multiple copies to distribute to assessment administrators, accommodations providers, and proctors)\*; and
- ❖ MI-Access calendars (one for the School MI-Access Coordinator to keep and multiple copies to distribute to assessment administrators)\*.

Please note that the school is responsible for providing (1) age appropriate materials, if needed, for each assessment item; (2) materials and/or assessment accommodations for particular students, if needed; and (3) Number 2 pencils for completing scan documents.

## **Completing Security Compliance Forms**

Before inventorying the materials, obtain, complete, and sign a *MI-Access Security Compliance Form*, using the directions at the bottom of the form. Keep the completed form in a safe, easily remembered place; it will need to be returned to the District MI-Access Coordinator after assessment administration is complete. (For more information on security, see page 12 of this manual.)

## **Inventorying Materials**

To inventory the school's materials, obtain the school packing slip. If any materials are missing (for example, if the school packing slip says there should be 4 *Teacher Identification Sheets* but there are only 3) or if additional materials are needed (for example, there is a new student who just enrolled in the school and needs to be assessed), contact the District MI-Access Coordinator immediately. He or she will work through established channels to obtain the needed materials from the MI-Access contractor.

## **Entering Information on the School Identification Sheet**

Obtain the *School Identification Sheet* and complete Sections 1 through 3 and Column 4, using a Number 2 pencil. Detailed directions, along with a graphic representation of the sheet, are provided on pages 44 and 45 of this manual and **MUST** be followed. Then, put the sheet in a safe place, since Column 5 and Sections 6 and 7 will need to be completed after assessment administration. (It is very important that this document be completed correctly and returned as instructed since it serves as a header sheet for all of the school's assessment materials.)

## School ID Sheet - Front

**Section 1.** Verify the preprinted district and school information. If the information is incorrect, notify the District MI-Access Coordinator. Do NOT try to correct information on the sheet. If the information is not preprinted, write in the district name and state-assigned code, and the school name and state-assigned code.

**MI Access**  
Michigan's Alternate Assessment Program

**MICHIGAN Education**

**MARKING INSTRUCTIONS**  
USE A No. 2 PENCIL  
Use a No. 2 pencil only.  
Make solid marks that fill the response completely.  
Make no stray marks on this form.  
CORRECT: ● INCORRECT: ○

**SCHOOL IDENTIFICATION SHEET**  
English Language Arts, Mathematics, and Science

**Directions**

**TO COMPLETE:**

**If the information is preprinted:**  
Verify all preprinted information in Section 1. If the district or school name and/or code are incorrect, contact your District MI-Access Coordinator. Turn the sheet over and complete as directed.

**If the information is not preprinted:**

- Print the district name and code and the school name and code, as directed in the *Coordinator and Assessment Administrator Manual*.
- Print and mark the **district code** on the grid, entering leading zeros if necessary (for example, "01234").
- Print and mark the **school code** on the grid, entering leading zeros if necessary (for example, "01234").

**TURN THE SHEET OVER AND COMPLETE AS DIRECTED.**

**TO RETURN:**

- Place this completed sheet on top of the *Teacher Return Envelopes* and return them to the District MI-Access Coordinator as directed in the *Coordinator and Assessment Administrator Manual*.

**1. DISTRICT AND SCHOOL NAMES AND STATE-ASSIGNED CODES**

DISTRICT NAME: \_\_\_\_\_  
DISTRICT CODE: \_\_\_\_\_  
SCHOOL NAME: \_\_\_\_\_  
SCHOOL CODE: \_\_\_\_\_

IF EITHER THE PREPRINTED DISTRICT NAME OR SCHOOL NAME IS INCORRECT, CONTACT YOUR DISTRICT MI-ACCESS COORDINATOR.

**2. DISTRICT CODE**

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 |

**3. SCHOOL CODE**

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 |

**CONTRACTOR USE ONLY**

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 |

Funded by the Michigan Department of Education and the U.S. Education Department.  
DE Mark Reflex® forms by NCS Pearson EW-252081-1-654321 ED05 Printed in U.S.A.

MI-SID School Identification Sheet

**Section 2.** If the information is not preprinted, write in the five-digit district code and mark the corresponding circles in the grid, entering leading zeros if necessary ("00011" as an example).

**Section 3.** If the information is not preprinted, write in the five-digit school code and mark the corresponding circles in the grid, entering leading zeros if necessary ("00123" as an example).

Do NOT mark anything in this box.

## School ID Sheet - Back

**Column 4.** Print the names of all teachers who will be administering MI-Access assessments and receiving student results. If you need additional lines, use the *School Continuation Sheet*, which has been provided to schools with more than 15 teachers participating in MI-Access. Put the sheet in a safe place, since Column 5 and Sections 6 and 7 will need to be completed after assessment administration.

**Column 5.** After assessment materials are returned, count the number of student answer documents in each *Teacher Return Envelope* and verify that the count is entered correctly in Section 2 of the *Teacher Identification Sheet*. Then, enter that number in Column 5 of the *School Identification Sheet* (or the *School Continuation Sheet*, if applicable) for the appropriate teacher.

**MI Access** Michigan's Alternate Assessment Program

**SCHOOL IDENTIFICATION SHEET** MICHIGAN Department of Education

**Directions (continued)**

- Print the names of all teachers who will be administering MI-Access Participation, Supported Independence, and/or Functional Independence assessments. If you need additional lines, use the *School Continuation Sheet(s)*.
- When you receive the *Teacher Return Envelopes* back, count the number of student answer documents, verify that the count is correctly entered in Section 2 on the *Teacher Identification Sheet*, and transfer that number for each teacher to Column 5.
- Total the number of *Teacher Return Envelopes*.
- Total the number of completed student answer documents.

| 4. Teacher Name<br>(You should have one <i>Teacher Return Envelope</i> for each teacher listed below.) | 5. Total Number of Completed Student Answer Documents Enclosed in the <i>Teacher Return Envelope</i> (Participation, Supported Independence, and/or Functional Independence ELA, Mathematics, and Science) | CONTRACTOR USE ONLY |
|--|--|---------------------|
| 1.   |  |                     |
| 2.   |  |                     |
| 3.   |  |                     |
| 4.   |  |                     |
| 5.   |  |                     |
| 6.   |  |                     |
| 7.   |  |                     |
| 8.   |  |                     |
| 9.   |  |                     |
| 10.  |  |                     |
| 11.  |  |                     |
| 12.  |  |                     |
| 13.  |  |                     |
| 14.  |  |                     |
| 15.  |  |                     |
| 6. TOTAL number of <i>Teacher Return Envelopes</i>   | 7. TOTAL number of completed student answer documents  |                     |

Page \_\_\_\_ of \_\_\_\_

III. School Coordinator

**Sections 6 and 7.** Once numbers have been entered for every teacher on the list, record the total number of *Teacher Return Envelopes* being submitted in Section 6 and the total number of student answer documents being submitted in Section 7. (If continuation sheets were used, fill in Sections 6 and 7 ONLY on the last continuation sheet.)

# SCHOOL COORDINATOR

## **Affixing Pre-ID Student Barcode Labels**

Affix all Pre-ID student barcode labels (those provided by the MI-Access contractor as well as those printed locally by the district) to the appropriate student answer documents. The labels should be affixed where indicated on the student answer document with the print oriented toward the center of the page. (For more information on student barcode labels, see page 10 of this manual.)

## **Matching Student Assessment Booklets with Student Answer Documents**

Because there are three different student populations and three different content areas being assessed, it is important for School MI-Access Coordinators to understand how the assessment booklets and student answer documents should be organized for distribution. The OEAA and the MI-Access contractor have color-coded the materials by assessment type (Participation, Supported Independence, or Functional Independence) and/or by content area (ELA, mathematics, or science) to assist with matching. (See Table 5 on page 33 of this manual for a summary of the following written information.)

### **Participation and Supported Independence: ELA and Mathematics**

For the Participation and Supported Independence ELA and Mathematics Assessments, both content areas and both assessments are covered in ONE assessment booklet and there is one booklet per grade cluster (that is, one for grades 3 through 5, one for grades 6 through 8, and one for grade 11). The front cover of the booklet is blue and the Participation assessment items immediately follow the front cover. The back cover is upside-down and green and the Supported Independence items immediately follow the back cover.

There are, however, two separate student answer documents (one for Participation and another for Supported Independence) that cover both content areas (ELA and mathematics) and all grades (that is, one student answer document for Participation ELA and mathematics that covers all grades assessed in a particular assessment cycle, and another for Supported Independence ELA and mathematics that covers all grades assessed in that cycle). The Participation student answer document is blue, and the Supported Independence student answer document is green. (See Table 1 on page 7 of this manual for information on which content areas are assessed in which grades and the grades that are assessed in each assessment cycle.)

### **Participation and Supported Independence: Science**

For science, both assessments (P and SI) are covered in ONE assessment booklet and there is one booklet per grade. The front cover of the booklet is pink and the Participation assessment items immediately follow the front cover. The back cover is upside-down and maroon, and the Supported Independence items immediately follow the back cover.

There are, however, two separate science student answer documents (one for Participation, which is pink and another for Supported Independence, which is maroon), both of which cover all grades assessed in a particular assessment cycle.

# SCHOOL COORDINATOR

## Functional Independence: ELA, Mathematics, and Science

For Functional Independence, each student assessment booklet covers only one content area (ELA, mathematics, or science) and one grade. The ELA assessment booklets and corresponding student answer documents are purple, the mathematics assessment booklets and corresponding student answer documents are gold, and the science assessment booklets and corresponding student answer documents are orange.

With regard to the student answer documents, there is

- ❖ one ELA student answer document, which covers all grades assessed in a particular assessment cycle;
- ❖ one mathematics student answer document for each grade cluster (3-5, 6-8, and 11) assessed in a particular assessment cycle; and
- ❖ one science student answer document for each grade assessed in a particular assessment cycle.

When distributing assessment booklets and answer documents to assessment administrators, it is imperative that they are matched correctly.

## Preparing Materials for Distribution

In addition to understanding how to match student assessment booklets with student answer documents, there are several other important factors to keep in mind when preparing materials for distribution.

### Extra Functional Independence Booklets and Answer Documents

The MI-Access contractor provided District MI-Access Coordinators with one extra Functional Independence ELA, mathematics, and science assessment booklet and one extra corresponding student answer document for each assessment administrator to use during assessment administration. (The extra booklets and answer documents correspond to the assessments being administered by that particular assessment administrator.) Some overage has also been provided to each school to help reduce the need for additional materials orders.

### Packaging of Accommodated Versions

Accommodated versions of the Functional Independence assessments are packaged in very specific ways. Audio versions of the assessment come packaged with a companion standard print assessment booklet and an acetate ruler, if applicable. Braille versions of the assessment come packaged with a companion *Assessment Administrator Booklet for Braille* (which includes transcription notes indicating how items/directions have been adapted for Braille when needed) and a Braille/Large Print ruler, if applicable. Enlarged print versions of the assessment come packaged with a companion standard print assessment booklet and a Braille/Large Print ruler, if

# SCHOOL COORDINATOR

applicable. School MI-Access Coordinators should keep accommodated versions packaged this way for distribution to assessment administrators. That way they will have everything they need to administer the accommodated version in one place.

## **Accommodated Version Form Numbers**

Accommodated versions of the assessments—and any companion booklets—will have the same form number, which will always end with the number 1 (for example, Form FIM-31 for grade 3 Functional Independence mathematics). Please note that the form numbers on the accommodated versions may differ from the form numbers on the other assessment booklets being administered in a school. (For more information on accommodated versions, see page 15 of this manual.)

## **Participation and Supported Independence Picture Cards**

Although all necessary pictures/graphics are included in the Participation and Supported Independence assessment booklets, separate picture cards will also be provided for selected-response items. These cards **MUST** be used during assessment administration. One set of cards will be provided for each PAA based on the type of assessment(s) he or she is administering, and the content area(s) and grade(s) he or she is assessing.

## **Using Research Codes**

If the district has decided to use research codes, provide the codes to assessment administrators so they can mark them where indicated on the student answer documents. (School MI-Access Coordinators may fill in the research codes prior to distribution if desired.)

## **Establishing an Internal School Return Date**

Before distributing materials to assessment administrators, determine the date by which materials must be returned to ensure the school can meet the district's internal return date. (When setting this date, keep in mind any school breaks that may cause delays.) Inform all assessment administrators of the school's return date as well as any other special instructions if needed.

## **Distributing Materials**

Once all the "before" steps in this section of the manual have been completed, School MI-Access Coordinators may distribute the appropriate materials to each assessment administrator in the building. (The materials that should be distributed are indicated with an asterisk under "Receiving Assessment Materials" on pages 42 and 43 of this manual.) Be sure to include the *MI-Access Security Compliance Forms*, manuals, calendars, and picture cards.

## **Collecting Completed Security Compliance Forms**

Before assessment administrators inventory and review their materials, inform them that they must (1) read the SBE-approved OEAA document called *Professional Assessment and Accountability Practices*

# SCHOOL COORDINATOR

for Educators, which is available on the OEAA Web page ([www.mi.gov/oeaa](http://www.mi.gov/oeaa)) and the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)); (2) complete and sign their *MI-Access Security Compliance Form*, and (3) return the completed and signed form to the School MI-Access Coordinator before doing anything else related to assessment. (See page 11 of this manual for more information on professional practices and security.)

## During

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Although School MI-Access Coordinators do not have any specific tasks to complete during the assessment window, it is important that they be available to address questions and concerns from assessment administrators. If School MI-Access Coordinators cannot answer a question or address a particular concern, they should relay the question or concern to the District MI-Access Coordinator for follow-up. In addition, it is advised that School MI-Access Coordinators check in periodically with assessment administrators to make sure they have the materials and information needed to accurately administer the MI-Access assessments and that professional administration practices are followed.

## After

---

### ***Inventorying Returned Materials***

Once the assessments are complete, collect ALL used and unused *Teacher Return Envelopes*, student answer documents, student assessment booklets (including accommodated versions), and picture cards. Assessment administrators should NOT return manuals or rulers (which can be recycled or shredded).

### ***Checking Teacher Return Envelopes***

Check each *Teacher Return Envelope*. It should include one *Teacher Identification Sheet* on top of one or more student answer documents. Count the number of student answer documents in the envelope, and verify that the count is correctly entered in Section 2 of the *Teacher Identification Sheet*.

Also check the envelopes that indicate they contain *Functional Independence Student Answer Documents for English Language Arts* with word-processed responses. (There are two boxes on the front of the *Teacher Return Envelope* that assessment administrators must check if word-processed responses are enclosed.) Make sure all of these student answer documents are grouped together and placed on top of all other student answer documents. DO NOT SEAL THE ENVELOPES.

### ***Completing the School Identification Sheet***

Once the *Teacher Return Envelopes* have been checked, obtain the *School Identification Sheet* and fill in Column 5 and Sections 6 and 7 as directed on page 45 of this manual. After the sheet is com-

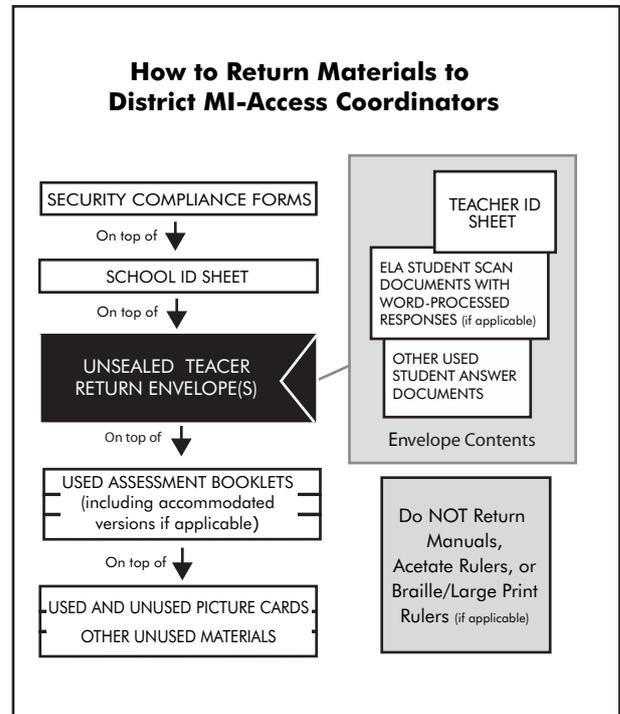
# SCHOOL COORDINATOR

pleted, place it (and any *School Continuation Sheets*, if applicable) on top of the checked *Teacher Return Envelopes* for the school. Then, place those materials on top of the used assessment booklets (including accommodated versions) and any unused materials (booklets, answer documents, and/or envelopes).

## Returning Materials to the District MI-Access Coordinator

Put the School MI-Access Coordinator's completed and signed *MI-Access Security Compliance Form* on top of all the compliance forms returned by assessment administrators prior to assessment administration. (These forms will be kept on file by the District MI-Access Coordinator for one full year following assessment administration.) Then, put the forms on top of the other assessment materials and return them to the District MI-Access Coordinator by the date requested. Remember, manuals and rulers must NOT be returned. (See Figure 4 for a graphic representation of how to prepare materials for return.)

Figure 4



## Completing the MI-Access Online Survey

Once materials have been returned to the District MI-Access Coordinator, complete the *2008/2009 MI-Access Assessment Online Feedback Survey* at [www.mi.gov/mi-access](http://www.mi.gov/mi-access) (under "Survey Information"). The MDE conducts this survey every year to obtain feedback from the field on the assessment administration process.

# ASSESSMENT ADMINISTRATOR

## **Participation and Supported Independence Assessment Administrator Quick List:**

### *Major Tasks to Complete Before, During, and After Assessment Administration*

#### ● BEFORE

- Read "About the Assessments" to learn how the assessments are designed and should be administered
  - Complete and return a *MI-Access Security Compliance Form*
    - Inventory the materials received
- Set aside the correct assessment booklets, answer documents, and picture cards for each student being assessed
- Review the assessment booklets, answer documents, scoring rubrics, and picture cards to prepare for assessment administration
  - Schedule the assessments

#### ● DURING

- Administer the assessments as directed
- Relay questions to the School MI-Access Coordinator as needed
- Ensure that professional assessment administration practices are followed

#### ● AFTER

- Transfer students' scores and/or condition codes to their answer documents
  - Complete other components of the student answer documents
- Insert all completed student answer documents and the completed *Teacher Identification Sheet* into the *Teacher Return Envelope* as directed
- Return used and unused materials to the School MI-Access Coordinator (except manuals and rulers)
  - Complete the online survey

#### **IMPORTANT MI-ACCESS DATES**

|  | <b>Fall 2008<br/>Grades 3-8</b>          | <b>Spring 2009<br/>Grade 11</b>        |
|--|--|--|
| Assessment Materials Start Arriving in Districts | Week of September 29                     | Week of February 2                     |
| MI-Access Webcast                                | September 30                             | February 6                             |
| MI-Access Assessment Window                      | October 13 - November 21                 | February 16 - March 31                 |
| Assessment Materials Return Date                 | Ship to Questar no later than December 4 | Ship to Questar no later than April 10 |

## About the Assessments

In order to yield valid assessment data, it is imperative that assessment administrators understand how the Participation and Supported Independence (P/SI) assessments are designed and how they should be administered. Therefore, the first portion of this section is dedicated to providing detailed information about the assessments themselves. Then, the remainder of the section explains (1) the assessment administration process, and (2) how to use, complete, and return the P/SI assessment materials.

### **Students Assessed**

The P/SI assessments are designed for students who have, or function as if they have, severe (Participation) or moderate (Supported Independence) cognitive impairment. It is up to the student's IEP Team to determine which assessment is most appropriate for the student given his or her cognitive functioning level, curriculum, and instruction.

### **Assessment Administrators**

The P/SI assessments must be administered by two school personnel—one certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) who will act as the Primary Assessment Administrator (PAA) and another certified staff member or other school personnel (such as a highly qualified paraprofessional) who will act as the Shadow Assessment Administrator (SAA). Both the PAA and the SAA must be familiar with the student and not impede or influence any interaction particular to an item. All decisions about when to provide assistance to students and what type of assistance to provide should be made by the PAA; the SAA is there only to simultaneously and independently provide a second score for the student.

### **Content Areas Assessed**

At this time, the P/SI assessments cover three content areas: English language arts (ELA), mathematics, and science. As required by federal law, the assessments reflect Michigan's Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and/or Benchmarks in these content areas; however, they have been extended—or reduced in depth, breadth, and complexity—so they are appropriate for the student populations being assessed. The Extended GLCEs (EGLCEs), Extended HSCEs (EHSCEs), and Extended Benchmarks (EBs) on which the P/SI assessments are based can be downloaded from the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)). Following is a brief description of each P/SI content area assessment.

#### **P/SI ELA Assessments**

The P/SI ELA assessments ask students to (1) identify familiar words using print, pictures, and/or objects; (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; and (3) express their ideas about various topics—such as academic subjects, self-ad-

# ASSESSMENT ADMINISTRATOR

vocacy, and effective communication—using one or a combination of response modes (including, but not limited to, writing, drawing, speaking, and/or gesturing). There are 15 items on each Participation ELA assessment and 20 items on each Supported Independence ELA assessment.

## P/SI Mathematics Assessments

The P/SI mathematics assessments focus on key mathematics areas or strands, such as Data and Probability, Geometry, Measurement, Numbers and Operations, Algebra, Quantitative Literacy and Logic, and so forth. There are 15 items on each Participation mathematics assessment and 20 items on each Supported Independence mathematics assessment.

## P/SI Science Assessments

The P/SI science assessments focus on five areas or strands—(1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science, (4) Using Earth Science, and (5) Using Physical Science. There are 20 items on each Participation science assessment and 22 items on each Supported Independence science assessment.

## Item Formats

The MI-Access P/SI ELA, Mathematics, and Science Assessments use two item formats—(1) activity-based observation, and (2) selected response. 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. (See Table 6 for a summary of the item formats used on each P/SI content-area assessment.) Following is a detailed description of each item format and how to administer it.

| Item Format                                     | Participation |             |         | Supported Independence |             |         |
|---|---------------|-------------|---------|------------------------|-------------|---------|
|   | ELA           | Mathematics | Science | ELA                    | Mathematics | Science |
| Activity-based observation                      | X             | X           | X       | X                      | X           |         |
| Selected-response with 2 picture answer choices | X             | X           | X       |                        |             |         |
| Selected-response with 3 picture answer choices |               |             |         | X                      | X           | X       |

## Administering P/SI Selected-Response Items

Selected-response items have two components—(1) the item stem (or question), and (2) picture answer choices. The Participation items have two picture answer choices and the Supported Independence items have three picture answer choices. When administering selected-response items, there are a number of important factors to keep in mind.

# ASSESSMENT ADMINISTRATOR

## Reading Selected-Response Answers Choices Aloud

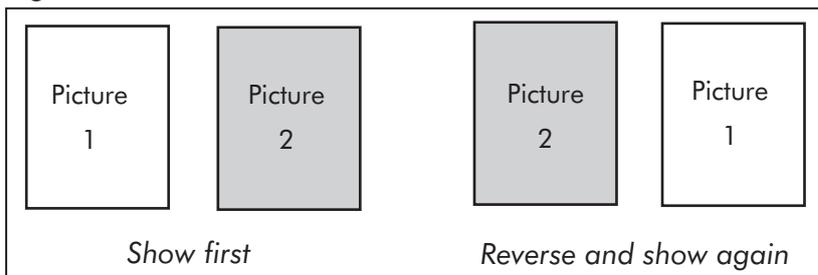
In most cases, the picture answer choices are accompanied by labels that may be read aloud to the student along with the item stems. There are, however, some instances where reading the labels that accompany the pictures would give the answers away; therefore, in these instances, the labels have been omitted and students must respond to the questions without verbal assistance. There is a Do Not Read Aloud Table at the front of each student's assessment booklet indicating which items, or parts of items, should not be read aloud.

## Using Picture Cards

Although all selected-response picture answer choices are included in the student's assessment booklet, the MI-Access contractor will also provide separate picture cards—one set for each PAA based on the type of assessment he or she is administering and the content area(s) and grade(s) he or she is assessing. The picture cards **MUST** be presented to the student during assessment administration. PAAs may decide whether to use the picture cards as is or to reproduce them in a format (such as real photographs), size, or pictorial program that is more familiar to the student. The reproduced images, however, must **NOT** change the nature of the question or elicit a different response. Actual objects may also be used if needed.

When using the picture cards, there are specific presentation styles that **MUST** be followed. On the Participation assessments, where there are two answer choices, both picture cards must be presented at the same time in one order, then presented to the student again with the positions of the cards reversed. (See Figure 5 below.) On the Supported Independence assessments, where there are three answer choices, all three picture cards must be presented to the student at the same time in one order, then presented to the student again in a different order. (See Figure 6 on the next page.) The purpose of these presentation styles is to ensure that the student is intentionally selecting the correct answer and not merely responding to a dominant side or selecting the picture by chance.

Figure 5



With these presentation styles, if a student is unable to select his or her answer due to physical limitations, the answer choices may be presented to the student for "yes/no" selection. The PAA must show the student all the cards in one order and ask if each card is a correct or incorrect choice; then, the PAA must show the cards again in a different order and ask if each card is a correct or incorrect choice. The student must identify the correct picture answer choice by indicating "yes" both times. If the student indicates "yes" for a wrong answer choice or "no" for a correct

# ASSESSMENT ADMINISTRATOR

answer choice, the response is incorrect and should be scored accordingly. In this presentation format, the student must answer "yes" or "no" to all cards.

Because selected-response items are scored using a standardized scoring rubric that is based on the student answering correctly or incorrectly (see Table 7 on page 57 of this manual for more information on the rubric), the PAA and SAA will need to know the "correct" answer to each question during administration. For that reason, the MI-Access contractor has indicated on the back of each picture card whether the answer choice on that card is correct or incorrect. It may be helpful for PAAs and SAAs to review the cards and answer choices before administering the assessment.

Figure 6



## Presenting Introductory Art

Some selected-response items have introductory art that appears before the item stem; for those items, the MI-Access contractor will provide picture cards for the introductory art as well as for the answer choices. For more information on how to administer these types of items, please review the *MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program* (at [www.mi-access.info](http://www.mi-access.info)).

## Administering P/SI Activity-Based Observation Items

Activity-based observation items—which are used on portions of the P/SI ELA and Mathematics Assessments and portions of the Participation Science Assessments—are designed to reflect activities that typically take place in the classroom and with which students most likely are familiar; therefore, they can and should be administered as part of the student's regular schedule or routine whenever possible. For example, if an ELA assessment item requires a student to identify one or two words associated with a lunchtime routine, the item could be observed as the student helps to prepare a meal. Or, if a mathematics item requires a student to identify a missing object, the item could be observed as the student takes part in a table-setting routine. In this way, the assessment item is integrated into—or becomes part of—the normal instructional routine. Keep in mind, however, that the instructional activity or routine does NOT have to stop once the assessment activity is complete. The PAA and the SAA can simply score the student and continue with the instructional activity or routine until it is finished.

When administering activity-based observation items, there are a number of important factors to keep in mind.

# ASSESSMENT ADMINISTRATOR

## Item Components

Each activity-based observation item has two components. The first component is an activity that will allow a specific EGLCE, EHSCE, or EB to be assessed. For example, an ELA activity description might be: **The student will correctly use one common courtesy word and/or phrase, such as "please," "thank you," or "you're welcome," while interacting with staff during snack or lunchtime.**

The second item component is the scoring focus, which in this example, might be: **Using language to communicate effectively for different purposes.** The scoring focus is a very important part of the item, because it (1) reflects the portion of the item that is directly linked to Michigan's EGLCEs, EHSCEs, or EBs, and (2) is what the PAA and SAA need to look for when observing and scoring the student. It is imperative that both assessment administrators carefully review and understand the scoring focus prior to administering the item.

## Student Directions

When administering activity-based observation items, PAAs usually will say or do whatever is typically said or done to allow the student to engage in the activity. There may, however, be instances where more explicit directions are provided in the activity description. For example, in the mathematics item below, the second sentence includes more detailed directions about how to conduct the item, because the scoring focus depends on the student doing the same number of repetitions of two different exercises.

**ACTIVITY:** The student will correctly demonstrate knowledge of the term **same as** while completing 2 familiar fitness exercises, such as bending, lifting, or jumping. For example, the student could complete 10 sit-ups and then be asked to, "Do a number of arm raises that is the **same as** the number of sit-ups." The student then correctly completes 10 arm raises.

**SCORING FOCUS:** Demonstrating an understanding of the term **same as**

It is important for PAAs and SAAs to review all assessment items prior to administration to (1) check for specific directions, and (2) ensure that they are planned for and followed.

## Preparing the Environment

Another reason it is important for assessment administrators to review activity-based observation items ahead of time is that while most activities will occur naturally in the classroom or school, some may require more detailed planning in order to ensure that a specific scoring focus can be observed. For example, a student with visual impairment may need tactile graphics, a student with hearing impairment may need signing or a sound field system, and a student with some other disability may need a communication system and/or technology device to allow him or her to access the assessments and/or demonstrate what he or she has learned. Keep in mind that any aids or materials used must (1) be chronologically age appropriate, (2) reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration), and (3) be documented in the student's IEP.

# ASSESSMENT ADMINISTRATOR

## Administering ELA Words-Paired-with-Picture Items

A number of ELA activity-based observation items involve properly selecting 1, 2, or 3 words paired with pictures. There are several different methods that should be used to administer these types of items depending on the number of words the student must identify. Please see Appendix C for detailed descriptions of the various presentation methods, and follow them during assessment administration. Keep in mind that any picture cards used for activity-based observation items (as opposed to selected-response items) will be provided by the assessment administrator (as opposed to the contractor) since they are supposed to be part of the student's normal instructional routine.

## Using the P/SI Scoring Rubrics for Selected-Response and Activity-Based Observation Items

Both item formats—selected response and activity-based observation—MUST be scored using a standardized scoring rubric. During the assessment, the PAA will record his or her scores or condition codes on the *MI-Access Primary Assessment Administrator Scoring Document*, and the SAA will simultaneously and independently record his or her scores or condition codes on the *MI-Access Shadow Assessment Administrator Scoring Document*. Both of these documents are located at the back of the student's assessment booklet and should be torn or cut out prior to assessment administration. Once all the items have been administered, both the PAA and the SAA will transfer their own score points and/or condition codes to the student's answer document.

## Participation Scoring Rubric

The scoring rubric for the Participation assessments has three score points and three condition codes. It is based on the student responding correctly and takes into consideration the amount of assistance required to engage the student in the item. Table 7 shows what the Participation score points and condition codes are. Then, the *Participation Scoring Rubric Flow Chart* in Appendix D shows how to apply the rubric during assessment administration. Keep in mind that both the PAA and SAA score the student at the same time on both selected-response and activity-based observation items.

| Table 7 MI-Access P/SI Scoring Rubrics |                                   |   |
|--|-----------------------------------|---|
| P Score Point/<br>Condition Code       | SI Score Point/<br>Condition Code | Term  |
| 3                                      | 2                                 | Responds correctly with no assessment administrator assistance  |
| 2                                      | 1                                 | Responds correctly after assessment administrator provides verbal/physical cues                         |
| 1                                      | Not Allowed in SI                 | Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance |
| A                                      | A                                 | Incorrect response  |
| B                                      | B                                 | Resists/Refuses   |
| C                                      | C                                 | Assessment administrator provides step-by-step directions and/or hand-over-hand assistance              |

# ASSESSMENT ADMINISTRATOR

## Supported Independence Scoring Rubric

The scoring rubric for MI-Access Supported Independence is similar to the Participation scoring rubric, except it has only TWO score points and the same three condition codes. Like the Participation scoring rubric, it is based on the student responding correctly and takes into consideration the amount of assistance required to engage the student in the item. Table 7 (on the previous page) shows what the Supported Independence score points and condition codes are. Then, the *Supported Independence Scoring Rubric Flow Chart* in Appendix E shows how to apply the rubric during assessment administration. Again, keep in mind that both the PAA and SAA observe and score the student at the same time.

## Scoring Rubric Terms and Definitions

The P/SI scoring rubrics include such terms as verbal cues, physical cues, modeling, hand-over-hand assistance, and step-by-step directions. Appendices F and G provide definitions for these terms and examples of how they may be applied. Assessment administrators **MUST** review the appendices prior to administering the P/SI assessments.

## Scoring Rubric Online Learning Program

To learn more about scoring the MI-Access P/SI ELA, Mathematics, and Science Assessments, PAAs and SAAs **MUST** complete the *MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program* (at [www.mi-access.info](http://www.mi-access.info)). It includes a detailed explanation of the scoring rubrics, and shows video clips of assessment administrators applying the rubric when scoring students on sample activity-based observation and selected-response assessment items.

## Preparing for Administration

Prior to administering the MI-Access P/SI ELA, Mathematics, and Science Assessments, there are a number of factors that PAAs and SAAs need to take into consideration and steps they need to complete.

### Anticipated Response Modes

The P/SI assessment items are designed to permit students to demonstrate their knowledge of ELA, mathematics, and science in a variety of ways and "answer" using individual response modes. Therefore, the PAA and the SAA should discuss, beforehand, which response mode the student will most likely use to indicate his or her answer. For example, the student may respond verbally or by signing his or her answer. The student may point to his or her answer or eye gaze to indicate a choice. Or, the student may nod his or her head, or blink once for "yes" and twice for "no." It is important for the PAA and the SAA to agree on the type of response they are looking for during the assessment.

### Assessment Accommodations

Although the assessments were designed to be accessible to all students identified in their IEPs as taking the P/SI assessments, there may be students who need assessment accommodations to participate fully and meaningfully. The "General Information" section of this manual includes detailed information on the types of accommodations that may be used (see page 12). Prior to

# ASSESSMENT ADMINISTRATOR

assessment administration, PAAs should review that section of the manual and each student's IEP to ensure that the appropriate accommodations are available and ready for use. Keep in mind that all assessment accommodation decisions must be made on a student-by-student basis and may affect how the assessment is administered.

## Group vs. One-on-One Administration

There are some P/SI activity-based observation items where the activities take place in the context of a group. However, only one student should be observed and scored at a time. This will enable the PAA and the SAA to focus their full attention on the student being assessed.

With selected-response items, although there may be some students who are capable of reading them and marking their own answers in their assessment booklets, the use of picture cards and required presentation styles means that these items **MUST** also be administered in a one-on-one situation. Thus, group administration is not allowed.

## Physical Assistance

There may be assessment items in which students with physical limitations and/or sensory impairment know how to complete the item correctly, but cannot do so—because of their disability—without physical help from another individual. Providing physical assistance in these cases should **NOT** adversely affect a student's score if he or she is capable of directing and then receiving the requested assistance. For example, if students in wheelchairs are cognitively able to demonstrate their understanding of maps and directions by navigating through the school building to designated locations but they need help to move the wheelchair and/or open and close doors, these students should not be penalized if they can direct another person on where to go and when to open and close the doors.

## Positioning

While an assessment item is being administered, both the PAA and the SAA must be positioned so they can clearly see and hear the student. This is important because if a student uses eye gaze to indicate the correct answer, both assessment administrators need to be able to see where the student is looking. Similarly, if the student verbalizes to indicate the correct answer, both assessment administrators need to be able to hear the student's response.

## Preparing the Environment

Some mathematics and science activity-based observation items call for the use of real-world objects, such as manipulatives, sorting blocks, or natural materials. The descriptions of the assessment activities typically contain examples of common objects or materials that may be appropriate for use by the student being assessed, but the PAA is responsible for (1) determining which ones will be used, and (2) making sure they are on hand before the assessment item is administered.

Similarly, because some ELA and science activity-based observation items and all selected-response items rely on pictures (often paired with words), the PAA is responsible for (1) determining which pictorial program (or actual photographs) should be used (if the picture cards

# ASSESSMENT ADMINISTRATOR

provided are not sufficient), and (2) generating the materials, if needed, for use during assessment administration.

Along the same lines, there may be times when the instructional environment, itself, needs to be manipulated. For example, in a mathematics activity-based observation item that requires a student to identify a missing object as part of a table-setting routine, the PAA will need to plan ahead to ensure that the required object is, in fact, missing. This is one reason why it is so important for both assessment administrators to review the items, answer choices, and picture cards ahead of time.

## The Administration Process and Assessment Materials

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Now that assessment administrators understand how the assessments are designed, this portion of the manual describes the administrative steps that need to be taken before, during, and after assessment administration. Keep in mind that the PAA is responsible for making sure that these steps are carried out. Some steps—such as inventorying materials, scheduling and planning for the assessment, filling in general information on the student's answer document, determining when and what types of assistance to provide to students during the assessment, and returning assessment materials to the School MI-Access Coordinator—are the sole responsibility of the PAA. Other steps, however—such as signing security compliance forms, reviewing the assessment booklets and picture cards, scoring the students, and reading the part of the manual that explains how to administer the assessments—must be completed by both PAAs and SAAs.

## Before

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### ***Receiving Assessment Materials***

The MI-Access contractor ships all assessment materials to District MI-Access Coordinators. They are then responsible for distributing them to School MI-Access Coordinators, who, in turn, distribute them to assessment administrators.

Some materials will be provided to ALL assessment administrators, including

- ◆ one *2008/2009 MI-Access Coordinator and Assessment Administrator Manual*;
- ◆ one *Teacher Identification Sheet*;
- ◆ one *Teacher Return Envelope*;

# ASSESSMENT ADMINISTRATOR

- ◆ Participation and/or Supported Independence picture cards (one set for each PAA based on the assessments he or she is administering, and the content area(s) and grade(s) he or she is assessing);
- ◆ one MI-Access calendar; and
- ◆ multiple *MI-Access Security Compliance Forms* (one for the PAA, one for the SAA, and extras for any accommodations providers and/or proctors).

The other assessment materials provided by the School MI-Access Coordinator will vary depending on the grades the assessment administrator is assessing. (English language arts and mathematics are assessed in grades 3 through 8 and 11, but science is assessed ONLY in grades 5, 8, and 11.) They may include some or all of the following:

- ◆ Participation and Supported Independence ELA and mathematics student assessment booklets (blue front/green back)
- ◆ Participation and Supported Independence science student assessment booklets (pink front/maroon back)
- ◆ *Participation ELA and Mathematics Student Answer Documents* (blue) (all grades assessed during a particular assessment cycle)
- ◆ *Participation Science Student Answer Documents* (pink) (all grades assessed during a particular assessment cycle)
- ◆ *Supported Independence ELA and Mathematics Student Answer Documents* (green) (all grades assessed during a particular assessment cycle)
- ◆ *Supported Independence Science Student Answer Documents* (maroon) (all grades assessed during a particular assessment cycle)

Please note that the school and/or assessment administrator is expected to provide

- ◆ any optional materials, if needed, for each assessment item;
- ◆ materials and/or assessment accommodations, if needed, for particular students; and
- ◆ Number 2 pencils for completing the scan documents.

## **Completing, Distributing, and Returning Security Compliance Forms**

Before inventorying the materials, obtain, complete, and sign a *MI-Access Security Compliance Form*, using the directions at the bottom of the form. (For more information on security, see page 12 of this manual.) Next, distribute security compliance forms to others who will assist in the classroom

# ASSESSMENT ADMINISTRATOR

with administering the assessments, including SAAs, accommodations providers, and proctors (if applicable). Make sure the forms are completed and signed prior to sharing assessment materials. Then, return all the signed forms to the School MI-Access Coordinator BEFORE assessment administration begins.

## ***Inventorying Assessment Materials***

Keeping in mind the students being assessed, conduct an inventory to make sure that the correct materials have been provided and that there are sufficient quantities. If any materials are missing, notify the School MI-Access Coordinator so that he or she may go through the appropriate channels to obtain them. (See Table 1 on page 7 of this manual for more information on which content areas must be assessed at which grades.)

## ***Identifying Assessment Administrators***

Determine which two school personnel will observe each student and score the items. As mentioned previously, a certified professional staff member—such as a teacher, school psychologist, related service provider, or teacher consultant—must act as the PAA. Other school personnel—including those mentioned in the list above, as well as highly qualified paraprofessionals—may act as the SAA. Both the PAA and the SAA must be familiar with the student.

## ***Understanding Assessment Design***

Before completing any other steps, be sure to read "About the Assessments" at the beginning of this section of the manual. It explains how the MI-Access P/SI ELA, Mathematics, and Science Assessments are designed and should be administered. All assessment administrators must also complete the *MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program* (at [www.mi-access.info](http://www.mi-access.info)). Completing these two important steps will help ensure the validity and reliability of assessment results.

## ***Reviewing Booklets, Picture Cards, and Scoring Rubrics***

Thoroughly review the student assessment booklets and picture cards to become familiar with the assessment items, administration directions, and correct answer choices. Also review the scoring rubrics (including related information in Appendices D, E, F, and G) to ensure that students are properly scored.

## ***Preparing for Assessment Administration***

For each student being assessed, pull out the correct assessment booklet and corresponding student answer document. In the space provided on the front of the student assessment booklet, fill in the student name (which should correspond with the Pre-ID student barcode label affixed to the student answer document), teacher name, and school name.

With that student in mind, schedule the assessment. Whenever possible, schedule activity-based observation items (for P/SI ELA and mathematics, and Participation science) for times when the activ-

# ASSESSMENT ADMINISTRATOR

ity might typically occur. Also, keep in mind that while some activity-based observation items will occur naturally in the classroom, others may require more detailed planning. Prepare to adjust the instructional environment as needed. (See page 59 of this manual for more information on making environmental adjustments.)

With the PAA and SAA working together, determine the student's anticipated response mode—such as verbalization, head nodding, signing, vocalizations, blinking, eye gazing, pointing, and so forth—so that both assessment administrators look for the same type of response during the assessment.

Next, make sure that all materials (such as manipulatives, picture cards, etc.), technology devices (such as augmentative communication devices or other specialized equipment), and other assessment accommodations (as indicated in the student's IEP) are available and ready for use. (See page 13 of this manual for more information about allowable accommodations for the P/Sl assessments.) Keep in mind that any aids or materials used must be chronologically age appropriate and reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration). Also, prepare for and follow universal health precautions as needed.

If there are any questions or concerns about the assessments, refer them to the School MI-Access Coordinator. If he or she cannot answer them, they will be referred to the District MI-Access Coordinator for follow-up. (For information on District and School MI-Access Coordinators, consult the "MI-Access Coordinator List" on the Web at [www.mi.gov/mi-access](http://www.mi.gov/mi-access).)

## During

Immediately prior to administering the assessment, obtain the correct assessment booklet and picture cards for each student being assessed. Check to make sure the proper information has been recorded for each student on the front of the booklet in the space provided.

Tear or cut out the appropriate *MI-Access Primary Assessment Administrator Scoring Document* and the appropriate *MI-Access Shadow Assessment Administrator Scoring Document*, both of which are located in the assessment booklet immediately following the corresponding assessment items. The PAA and SAA will use these documents to independently record scores during the assessment.

If desired, also tear or cut out the correct corresponding "Scoring Rubric Flow Chart" in Appendix D or E, and the correct corresponding "Scoring Rubric Score Point and Condition Code Definitions" in Appendix F or G to use as references during the assessment.

Administer each item in the assessment booklet as directed, ensuring that professional assessment administration practices are followed.

# After

## Completing the Student Answer Document

After the assessment is administered, obtain the student's answer document and complete all sections using a Number 2 pencil. (Be sure to print all requested information AND mark all corresponding grids unless otherwise directed.) Detailed directions, along with a graphic representation of an answer document, are provided on pages 67 and 68 of this manual and MUST be followed. (The directions apply to ALL P/SI answer documents, regardless of the content area or grade shown, because they are formatted in similar ways.)

When completing Section 4 of each student answer document, there are 4 report codes that should be marked if they apply to the student being assessed. Following are definitions for those report codes.

- ◆ Home Schooled (NOT Homebound): A student who is assessed, but because he or she is home schooled, should not be included in the district's or school's reports. Home-schooled students are not required to take MI-Access assessments, but may be assessed during the district's assessment window if they wish. (Public school districts are required to administer MI-Access assessments to home-schooled students who want to be assessed.) Districts will receive separate *Individual Student Reports* for home-schooled students as well as separate *Parent Reports*. The reports should be forwarded to the parents of each home-schooled student.
- ◆ 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 (No Child Left Behind, Title III, Subpart 2, Section 3121), this designation must be used to track student achievement for two years after the LEP designation has been removed.
- ◆ 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.
- ◆ Student Prohibited Behavior: A student engages in prohibited behavior when he or she
  - communicates or collaborates in any way with another student (including written, electronic, verbal, or gestured forms of communication);
  - copies another student's answers, or requests or accepts help from another person;
  - uses any material or equipment that is not expressly permitted by the Office of Educational Assessment and Accountability (OEAA);

# ASSESSMENT ADMINISTRATOR

- answers an assessment question or any part of an assessment for another student or provides any other assistance to another student before or while that student is being assessed;
- returns to previously administered sections of the assessment after an assessment session is complete;
- uses prohibited communication or information storage devices (i.e., pagers, cell phones, PDAs, etc.) and/or;
- engages in any other practice that has the intent of artificially affecting a student's score or the score of another student.

If an assessment administrator observes a student who appears to be engaged in one or more of these behaviors, he or she should allow the student(s) to finish the assessment and code the student's answer document by filling in the "Student Prohibited Behavior" circle. Then follow the procedural directions for reporting the behavior in the document called *Professional Assessment and Accountability Practices for Educators* ([www.mi.gov/mi-access](http://www.mi.gov/mi-access) and [www.mi.gov/oeaa](http://www.mi.gov/oeaa)).

Once all the sections of the answer document have been completed according to the directions on pages 67 and 68 of this manual, go back over the student answer document one more time to make sure everything has been recorded accurately and there are no stray marks. Then, put the completed answer documents in one pile, making sure they are all facing the same direction.

## **Completing the Teacher Identification Sheet and Teacher Return Envelope**

The *Teacher Identification Sheet and Teacher Return Envelope* should be filled out ONLY by the assessment administrator who (1) assessed the student, and (2) will be receiving the student's results. Obtain the sheet and envelope now and, using a Number 2 pencil, complete all sections as directed on page 69 of this manual. Then, put the *Teacher Identification Sheet* on top of the completed student answer documents and insert them into the *Teacher Return Envelope*. DO NOT SEAL THE ENVELOPE AT THIS TIME.

If Functional Independence students were assessed in addition to P/SI students, and if any of those students used a word-processor to record their ELA Expressing Ideas responses, be sure to check the boxes on the front of the *Teacher Return Envelope* indicating that "special handling" is required. (See page 17 for details on the information that MUST be recorded on all word-processed responses.)

## **Returning Materials to the School MI-Access Coordinator**

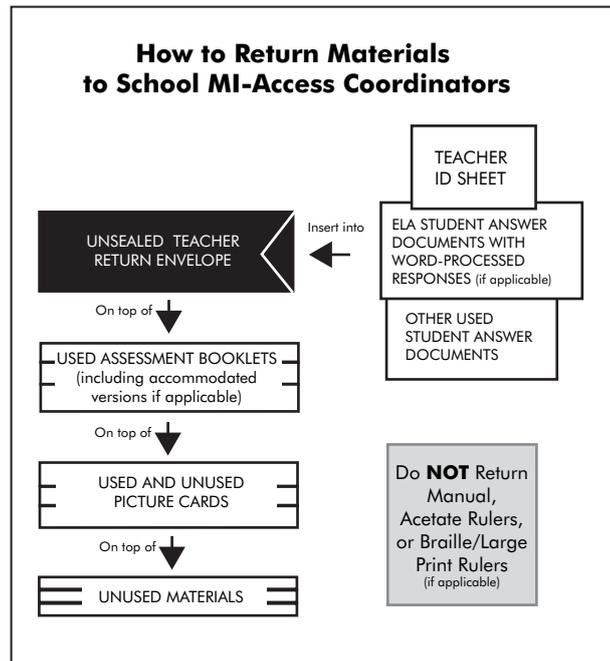
Gather up all used and unused assessment materials (including picture cards) and return them to the School MI-Access Coordinator by the date requested. Do NOT return manuals or rulers (they may be shredded or recycled). (See Figure 7 on the following page for a graphic representation of how to prepare the materials for return.)

# ASSESSMENT ADMINISTRATOR

## Completing the MI-Access Online Survey

Once materials have been returned to the School MI-Access Coordinator, complete the 2008/2009 MI-Access Assessment Online Feedback Survey at [www.mi.gov/mi-access](http://www.mi.gov/mi-access) (under "Survey Information"). The MDE conducts this survey every year to obtain feedback from the field on the assessment administration process.

Figure 7



## Student Answer Documents - Front

**Section 1.** Print the student's first and last name, the teacher's first and last name, the school name and code, and the district name and code.

**Section 2.** Print the form number in the box and fill in the appropriate circle to indicate the grade and form number of the assessment taken by the student. The form number can be found in the top right corner of the front cover of the student's assessment booklet. This number **MUST** be filled in correctly.

**Section 3.** Fill in research codes only if the School MI-Access Coordinator has requested that it be done and has provided the proper codes.

**Section 4.** Mark as many codes as apply to the student. These codes are used to disaggregate assessment data as required by federal law. Please note that there is information about a student's report codes already entered in the OEAA Secure Site. If any of the report codes are filled in on the student's answer document, they will override what is entered in the OEAA Secure Site. (For code definitions, see pages 64 and 65 of this manual.)

## Student Answer Documents - Back

**Section 5 All.** Working from the *MI-Access Primary Assessment Administrator Scoring Document*, have the PAA transfer his or her ELA or science score points and/or condition codes to the first line of circles for each item. Working from the *MI-Access Shadow Assessment Administrator Scoring Document*, have the SAA transfer his or her ELA or science score points and/or condition codes to the second line of circles for each item.

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**MI-Access**  
Michigan's Alternate Assessment Program

**MICHIGAN**  
Department of Education

**Student Answer Document**

Directions: Complete sections 5-6 as described in the 2008/2009 MI-Access Coordinator and Assessment Administrator Manual.

**ENGLISH LANGUAGE ARTS**

**5. Mark each ITEM below.**  
The Primary Assessment Administrator should use the first line (P) to record score points or condition codes.  
The Shadow Assessment Administrator should use the second line (S) to record score points or condition codes.

|   |   |   |  |
|---|---|---|--|
| <b>ITEM 1</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 4</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 7</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 10</b><br>P: ○○○○○○<br>S: ○○○○○○ |
| <b>ITEM 2</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 5</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 8</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 11</b><br>P: ○○○○○○<br>S: ○○○○○○ |
| <b>ITEM 3</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 6</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 9</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 12</b><br>P: ○○○○○○<br>S: ○○○○○○ |

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**Student Answer Document**

Directions: Complete Section 5 as described in the 2008/2009 MI-Access Coordinator and Assessment Administrator Manual.

**5. Mark each ITEM below.**  
The Primary Assessment Administrator should use the first line (P) to record the score points or condition codes. The Shadow Assessment Administrator should use the second line (S) to record the score points or condition codes.

|   |  |  |  |
|---|--|--|--|
| <b>ITEM 1</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 6</b><br>P: ○○○○○○<br>S: ○○○○○○  | <b>ITEM 11</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 16</b><br>P: ○○○○○○<br>S: ○○○○○○ |
| <b>ITEM 2</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 7</b><br>P: ○○○○○○<br>S: ○○○○○○  | <b>ITEM 12</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 17</b><br>P: ○○○○○○<br>S: ○○○○○○ |
| <b>ITEM 3</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 8</b><br>P: ○○○○○○<br>S: ○○○○○○  | <b>ITEM 13</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 18</b><br>P: ○○○○○○<br>S: ○○○○○○ |
| <b>ITEM 4</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 9</b><br>P: ○○○○○○<br>S: ○○○○○○  | <b>ITEM 14</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 19</b><br>P: ○○○○○○<br>S: ○○○○○○ |
| <b>ITEM 5</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 10</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 15</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 20</b><br>P: ○○○○○○<br>S: ○○○○○○ |

**MATHEMATICS**

**6. Mark each ITEM below.**  
The Primary Assessment Administrator should use the first line (P) to record score points or condition codes.  
The Shadow Assessment Administrator should use the second line (S) to record score points or condition codes.

|  |  |  |  |
|--|--|--|--|
| <b>ITEM 16</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 19</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 22</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 25</b><br>P: ○○○○○○<br>S: ○○○○○○ |
| <b>ITEM 17</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 20</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 23</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 26</b><br>P: ○○○○○○<br>S: ○○○○○○ |
| <b>ITEM 18</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 21</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 24</b><br>P: ○○○○○○<br>S: ○○○○○○ | <b>ITEM 27</b><br>P: ○○○○○○<br>S: ○○○○○○ |

**Do NOT write in this area.**

**Section 6 ELA and Mathematics ONLY.** Have the PAA and SAA transfer their mathematics score points and/or condition codes as described in Section 5.

**IMPORTANT!** After all of the score points and condition codes have been transferred, go back over the student's answer document one more time to make sure everything has been recorded accurately and there are no stray marks. If a mistake was made, be sure to erase it completely.

## Teacher ID Sheet and Teacher Return Envelope

**Section 1.** Write your last name in the first 16 boxes, your first name in the following 9 boxes, and your middle initial in the last box. Omit all spaces, hyphens, apostrophes, Jr., or III, and complete the grid.

**Section 2.** Print the total number of completed student answer documents (Participation, Supported Independence, AND Functional Independence, if applicable) being submitted and mark the corresponding circles in the grid, entering leading zeros if necessary ("025" as an example).

**Section 3.** Verify that the preprinted district name and state-assigned code, and school name and state-assigned code are correct. (If they are incorrect, please notify the School MI-Access Coordinator. Do NOT try to correct the information on the sheet.) If the information is not preprinted, enter the correct information.

**MI-Access** Michigan Alternate Assessment Program

**MICHIGAN Education**

**TEACHER IDENTIFICATION SHEET**  
English Language Arts, Mathematics, and Science

**NAME GRID (fill in completely)**

|           |            |    |
|-----------|------------|----|
| LAST NAME | FIRST NAME | MI |
| 1         | 2          | 3  |
| 4         | 5          | 6  |
| 7         | 8          | 9  |
| 10        | 11         | 12 |
| 13        | 14         | 15 |
| 16        | 17         | 18 |
| 19        | 20         | 21 |
| 22        | 23         | 24 |
| 25        | 26         | 27 |
| 28        | 29         | 30 |
| 31        | 32         | 33 |
| 34        | 35         | 36 |
| 37        | 38         | 39 |
| 40        | 41         | 42 |
| 43        | 44         | 45 |
| 46        | 47         | 48 |
| 49        | 50         | 51 |

**2. Total Number of Completed Student Answer Documents**

Print the total number of completed student answer documents being submitted in the three spaces at the top of the number grid, entering leading zeros if necessary (for example, "025"). Mark the corresponding circles.

**3. DISTRICT AND SCHOOL NAME AND STATE-ASSIGNED CODE**

DISTRICT NAME: Demo District  
 DISTRICT CODE: 01010  
 SCHOOL NAME: Demo Public Schools  
 SCHOOL CODE: 12345

**Directions**

Complete Sections 1 through 3, verifying any preprinted information.

- Print your last name, first name, and middle initial (MI). Bubble in the corresponding circles.
- Print the total number of completed student answer documents being submitted in the three spaces at the top of the number grid, entering leading zeros if necessary (for example, "025"). Mark the corresponding circles.
- Verify the preprinted information. If it is not preprinted, enter the correct information. Please contact your School MI-Access Coordinator for assistance.

MI-Access Hotline (888) 382-4246  
E-mail: mi-access@QuestarAI.com

Once the *Teacher Identification Sheet* is completed, obtain the *Teacher Return Envelope*. On the front, print the teacher name and the total number of completed student answer documents (Participation, Supported Independence, AND Functional Independence, if applicable) being returned. (This number should match what is written in Section 2 of the *Teacher Identification Sheet*.)

**Teacher Return Envelope**

**Directions**

- On the outside of the envelope, print the teacher name and the number of completed student answer documents included.
- Place the Teacher Identification Sheet on top of the completed student answer documents and put them in the envelope.
- Make sure the district and school name show through the window.
- Do not seal the envelope.
- Return to your School MI-Access Coordinator.

**Special Handling: word-processed documents enclosed** (See the Coordinator and Assessment Administrator Manual for details.)

Do you have any word-processed documents?  YES  NO

**Teacher Return Envelope**

Teacher Name: \_\_\_\_\_

No. of completed student answer documents: \_\_\_\_\_

**MI-Access**

**QUESTAR** ASSESSMENT, INC.

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If Functional Independence students were assessed in addition to Participation and Supported Independence students, and if any of those students used a word-processor to record their ELA Expressing Ideas responses, check the boxes on the front of the *Teacher Return Envelope* indicating that "special handling" is required. (See page 17 for details on the information that MUST be recorded on all word-processed responses.)

# ASSESSMENT ADMINISTRATOR

## **Functional Independence Assessment Administrator Quick List:**

### **Major Tasks to Complete Before, During, and After Assessment Administration**

#### ● BEFORE

- Read "About the Assessments" to learn how the assessments are designed and should be administered
  - Complete and return a *MI-Access Security Compliance Form*
    - Inventory the materials received
- Set aside the correct assessment booklets and answer documents for each student being assessed
- Review the assessment booklets and answer documents to prepare for assessment administration
  - Schedule the assessments

#### ● DURING

- Administer the assessments as directed (using the scripts provided)
  - Relay questions to the School MI-Access Coordinator as needed
- Ensure that professional assessment administration practices are followed

#### ● AFTER

- Transfer students' answers to their answer documents
- Complete the other components of the student answer documents
- Insert all completed student answer documents and the completed *Teacher Identification Sheet* into the *Teacher Return Envelope* as directed
- Return used and unused materials to the School MI-Access Coordinator (except manuals and rulers)
  - Complete the online survey

#### IMPORTANT MI-ACCESS DATES

|  | <b>Fall 2008<br/>Grades 3-8</b>          | <b>Spring 2009<br/>Grade 11</b>        |
|--|--|--|
| Assessment Materials Start Arriving in Districts | Week of September 29                     | Week of February 2                     |
| MI-Access Webcast                                | September 30                             | February 6                             |
| MI-Access Assessment Window                      | October 13 - November 21                 | February 16 - March 31                 |
| Assessment Materials Return Date                 | Ship to Questar no later than December 4 | Ship to Questar no later than April 10 |

## About the Assessments

In order to yield valid assessment data, it is imperative that assessment administrators understand how the Functional Independence assessments are designed and how they should be administered. Therefore, the first portion of this section is dedicated to providing detailed information about the assessments themselves. Then, the remainder of the section explains (1) the assessment administration process, and (2) how to use, complete, and return the Functional Independence assessment materials.

### **Students Assessed**

The Functional Independence assessments are designed for students who have, or function as if they have, mild cognitive impairment. It is up to the student's IEP Team to determine if this assessment is appropriate for the student given his or her cognitive functioning level, curriculum, and instruction.

### **Assessment Administrators**

Because the MI-Access Functional Independence assessments rely on written and/or oral responses from students, they will most likely be administered by the student's teacher. Other professionals in the school or district—such as school psychologists, teacher consultants, resource room teachers, or related services providers—may also administer the assessments if necessary. Highly qualified paraprofessionals, teacher aides, and others, may assist with administration (by making sure the student is on the correct page, addressing the correct question, and so forth), but may not be the lead administrator.

### **Content Areas Assessed**

At this time, the Functional Independence assessments cover three content areas: English language arts (ELA), mathematics, and science. As required by federal law, the assessments reflect Michigan's Grade Level Content Expectations (GLCEs) and/or Benchmarks in these content areas; however, they have been extended—or reduced in depth, breadth, and complexity—so they are appropriate for the student population being assessed. The Extended GLCEs (EGLCEs) and Extended Benchmarks (EBs) on which the Functional Independence assessments are based can be downloaded from the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)). Following is a brief description of each content area assessment.

#### **Functional Independence ELA Assessments**

The Functional Independence ELA Assessments have two components: (1) Accessing Print, which includes word recognition and text comprehension, and (2) Expressing Ideas. Following is a description of the different components.

# ASSESSMENT ADMINISTRATOR

- ◆ ELA Accessing Print—Word Recognition. This portion of the ELA assessment assesses high-frequency sight words and high-utility functional vocabulary that are relevant to the Functional Independence student population. Assessed words are (1) highly familiar to students, (2) appear frequently in print in students' daily environments, and (3) measure important vocabulary (that is, words students must be able to recognize in a written format to carry out routine tasks in their daily lives).

There are twenty-four word recognition selected-response items. At grade 3, students are asked to examine a picture and select a printed word that matches the picture. This task measures a student's ability to read words with support from illustrations and link words to the objects/actions they describe. This is very similar to activities presented in traditional emergent-reading materials. At grades 4 through 8 and 11, students are asked to select a word that correctly completes a sentence. This task assesses a student's understanding of the role that word meaning (semantics) and word order (syntax) play in sentence construction. All students—regardless of grade—have three words, or answer choices, from which to choose.

- ◆ ELA Accessing Print—Text Comprehension. In this portion of the ELA assessment, students read or listen to three types of passages: narrative, expository, and functional.
  - Narrative passages are fictional stories presented in a traditional structure (i.e., characters, plot, setting, sequence of events, theme, problem/resolution, and dialogue).
  - Expository (or informational) passages present factual information about a topic in various structures (i.e., description, enumeration, sequence, compare/contrast, problem/solution, and cause/effect).
  - Functional passages present information in a real-life context or format (signs, schedules, brochures, posters, and so forth).

All passages—regardless of type—are based upon one of three adult life contexts: daily living, community experience, or employment. In addition, they consist of content and vocabulary that are appropriate for the students being assessed.

The text comprehension portion of the assessment has 4 passages, each of which is followed by 7 selected-response questions with 3 answer choices. The readability of the passages has been determined by the professional judgment of item writers, content editors, and item review committees composed of Michigan educators. In addition, Degrees of Reading Power® (DRP®) software has been used to analyze the difficulty levels of the passages. (See Appendix H of this manual for more information on DRP readability.)

- ◆ ELA—Expressing Ideas. In this portion of the ELA assessment, students are asked to respond to two prompts by "expressing ideas" related to practical, real-world situations. The prompts have been developed to accommodate various response modes, which means that students

# ASSESSMENT ADMINISTRATOR

may write, draw, or use a combination of the two modes to express themselves. (Students whose disabilities prevent them from writing or drawing may dictate their responses.) Student responses are evaluated by external, specially trained hand-scorers using a four-point rubric that measures topic focus, organization, and use of language and visual conventions. The scoring rubric is shown in Appendix I of this manual.

## Functional Independence Mathematics Assessments

The Functional Independence Mathematics Assessments focus on key mathematics areas or strands, such as Patterns and Relationships, Data Analysis, Geometry, Measurement, Numbers and Operations, Number Sense and Numeration, Algebra, and so forth. To make the assessments meaningful for students, as many items as possible are presented in one of three real-world contexts: daily living, community experience, or employment.

The mathematics assessments for students in grades 3, 4, and 5 have 38 selected-response items; assessments for students in grades 6, 7, and 8 have 45 selected-response items; and assessments for students in grade 11 have 50 selected-response items. Each question is followed by three answer choices. The items are designed so that any data, tables, charts, advertisements, and/or text that are needed to respond to a question are presented as part of the item, not supplied by the assessment administrator. There may be instances, however, where, because of the student population being assessed, assessment administrators choose to have actual materials on hand instead of relying solely on the pictures/graphics in the assessment booklets (coins, bills, clocks, and base ten blocks are some examples). Using actual materials is allowed as long as it does NOT change the nature of a question or elicit a different response.

To help with assessment administration, acetate rulers or Braille/Large Print rulers are provided by the MI-Access contractor for students to use when answering questions that require measurement. Students may also use calculators on the mathematics assessment if they are routinely used during classroom instruction. It should be noted, however, that no items were written to be calculator dependent. Students may record their answers and perform computations directly in their assessment booklets.

## Functional Independence Science Assessments

The Functional Independence Science Assessments focus on five areas or strands—(1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science, (4) Using Earth Science, and (5) Using Physical Science. To make the assessments meaningful for students, as many items as possible are presented in one of three real-world contexts: daily living, community experience, or employment.

The grade 5 science assessments have 43 selected-response items; assessments for students in grade 8 have 50 selected-response items; and assessments for students in grade 11 have 55 selected-response items. Each question is followed by three answer choices (sometimes just words alone, and other times graphics with or without words). Like mathematics, the science items are designed so that any data, tables, charts, graphics, and/or text that are needed to

# ASSESSMENT ADMINISTRATOR

respond to a question are presented as part of the item, not supplied by the assessment administrator. There may be instances, however, where, because of the student population being assessed, assessment administrators choose to have actual materials on hand instead of relying solely on the pictures/graphics in the assessment booklets. Using actual materials is allowed as long as it does NOT change the nature of a question or elicit a different response.

## Assessment Accommodations

Although the assessments were designed to be accessible to all students identified in their IEPs as taking the Functional Independence assessments, there may be students who still need assessment accommodations to participate fully and meaningfully. For example, if a student has a motor or visual impairment that routinely prohibits him or her from physically marking responses, the student may give his or her answer orally or in some other way without affecting his or her score. The "General Information" section of this manual includes detailed information on the types of accommodations that may be used (see page 12). Prior to administration, assessment administrators should review that part of the manual carefully and review each student's IEP to ensure that the appropriate accommodations are available and ready for use. Keep in mind that all assessment accommodation decisions must be made on a student-by-student basis and may affect how the assessment is administered.

## The Administration Process and Assessment Materials

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Now that assessment administrators understand how the assessments are designed, this portion of the manual describes the administrative steps that need to be taken before, during, and after assessment administration. Following is detailed information on the Functional Independence assessment materials that assessment administrators will receive from the School MI-Access Coordinator and a description of how and when to use and complete them. Please also note that assessment administrator scripts have been provided in the "During" portion of this section; these scripts MUST be followed when administering the Functional Independence assessments.

## Before

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### ***Receiving Assessment Materials***

The MI-Access contractor ships all assessment materials to District MI-Access Coordinators. They are then responsible for distributing them to School MI-Access Coordinators, who, in turn, distribute them to assessment administrators.

# ASSESSMENT ADMINISTRATOR

Some materials will be provided to ALL assessment administrators, including

- ◆ one *2008/2009 MI-Access Coordinator and Assessment Administrator Manual*;
- ◆ one *Teacher Identification Sheet*;
- ◆ one *Teacher Return Envelope*;
- ◆ one MI-Access calendar; and
- ◆ multiple *MI-Access Security Compliance Forms* (one for the assessment administrator and extras for any accommodations providers and/or proctors).

The other assessment materials provided will vary depending on the grades the assessment administrator is assessing. (English language arts and mathematics are assessed in grades 3 through 8 and 11, but science is assessed ONLY in grades 5, 8, and 11.) The assessment materials may include some or all of the following:

- ◆ Functional Independence English language arts (ELA) student assessment booklets (purple) (one for the assessment administrator to keep and one for each student being assessed)
- ◆ Functional Independence mathematics student assessment booklets (gold) (one for the assessment administrator to keep and one for each student being assessed)
- ◆ Functional Independence science student assessment booklets (orange) (one for the assessment administrator to keep and one for each student being assessed)
- ◆ Audio versions of the Functional Independence assessment booklets if ordered (one content area per booklet) (with companion standard print assessment booklets and acetate rulers for mathematics)
- ◆ Braille versions of the Functional Independence assessment booklets if ordered (one content area per booklet) (with companion *Assessment Administrator Booklets for Braille* and Braille/ Large Print rulers for mathematics)
- ◆ Enlarged print versions of the Functional Independence assessment booklets if ordered (one content area per booklet) (with companion standard print assessment booklets and Braille/ Large Print rulers for mathematics)
- ◆ *Functional Independence Student Answer Documents for English Language Arts* (purple) (all grades assessed during a particular assessment cycle) (one for the assessment administrator to keep and one for each student being assessed)

# ASSESSMENT ADMINISTRATOR

- ◆ *Functional Independence Student Answer Documents for Mathematics* (gold) (one document for grades 3-5, one for grades 6-8, and one for grade 11) (one for the assessment administrator to keep and one for each student being assessed)
- ◆ *Functional Independence Student Answer Documents for Science* (orange) (all grades assessed during a particular assessment cycle) (one for the assessment administrator to keep and one for each student being assessed)
- ◆ Acetate rulers (one for each student to use with the standard print assessment booklets)

Please note that the school and/or assessment administrator is expected to provide

- ◆ any optional materials (such as actual bills, coins, or clocks) needed for specific assessment items;
- ◆ materials and/or assessment accommodations, if needed, for particular students; and
- ◆ No. 2 pencils for completing the scan documents.

## **Completing, Distributing, and Returning Security Compliance Forms**

Before inventorying the materials, obtain, complete, and sign a *MI-Access Security Compliance Form*, using the directions at the bottom of the form. (For more information on security, see page 12 of this manual.) Next, distribute security compliance forms to others who will assist in the classroom with administering the assessments, including accommodations providers and proctors. Make sure the forms are completed and signed prior to distributing any assessment materials. Then, return all the signed forms to the School MI-Access Coordinator BEFORE assessment administration begins.

## **Inventorying Assessment Materials**

Keeping in mind the students being assessed, conduct an inventory to make sure that the correct materials have been provided and that there are sufficient quantities. If any materials are missing, notify the School MI-Access Coordinator so that he or she may go through the appropriate channels to obtain them. (See Table 1 on page 7 of this manual for more information on which content areas must be assessed at which grades.)

## **Preparing for Assessment Administration**

To start preparing for the assessments, thoroughly review the assessment booklets and answer documents to become familiar with the format, questions, administration directions, materials provided by the state, and optional materials (if applicable) provided by the school or assessment administrator.

Obtain the extra assessment administrator booklets that were provided by the MI-Access contractor. (One extra booklet was provided for each assessment the administrator is administering.) For each

# ASSESSMENT ADMINISTRATOR

assessment, review the Do Not Read Aloud Table in the front of the booklet; then, mark those items that cannot be read in the assessment administrator copy of the booklet so they are administered correctly. (General directions on the types of items that should not be read aloud can be found in Appendix B.)

Also using the extra assessment administrator booklet, insert the appropriate page numbers in the assessment administrator scripts provided in this manual. (See pages 78-85.) The page numbers vary by content area and grade level. Be sure to review the assessment administrator scripts for each content area to become familiar with what can and cannot be said and done.

For each student being assessed, pull out the correct assessment booklet and student answer document. In the space provided on the front of the student assessment booklet, fill in the student name (which should correspond with the Pre-ID student barcode label on the student answer document) teacher name, and school name.

Schedule the assessment keeping in mind that most students will need it administered individually, while a few will participate in group administration. (See page 16 of this manual for more information about group administration of the Functional Independence assessments.) Remember, the assessments are NOT timed; therefore, it is up to each assessment administrator to determine how much time should be allotted for the assessment and how much of the assessment should be administered in one sitting.

For each student being assessed, find out whether any assessment accommodations are needed. Keep in mind that an accommodation may be used ONLY if (1) a student's IEP indicates it is appropriate for the student, and (2) it is what he or she routinely uses or how he or she routinely responds during instruction. (See page 12 of this manual for more information on assessment accommodations.)

Also determine whether optional materials are needed for the student being assessed or if the graphics and words in the assessment booklet are sufficient. If optional materials are needed, make arrangements to obtain them.

If a student will be using a Braille version of the assessment, download the tables showing print and Braille page correspondences. These tables can be used during assessment administration to help ensure that students are on the correct page of their Braille booklets. The tables are posted on the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access) under "Assessment Window") and at the MI-Access Information Center ([www.mi-access.info](http://www.mi-access.info) under the "Manuals and Handbook" tab). Also, be sure to have the *Assessment Administrator Booklet for Braille* on hand as it includes transcriber notes indicating how items/directions have been adapted for Braille when needed.

If a student will be using an audio CD version of the assessment, review the "how to use" instructions in Appendix A of this manual. Also go over the instructions with the student immediately prior to assessment administration. In addition, download the track lists for CDs, which are posted on the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access) under "Assessment Window") and at the MI-Access Information Center ([www.mi-access.info](http://www.mi-access.info) under the "Manuals and Handbook" tab).

# ASSESSMENT ADMINISTRATOR

If there are any questions or concerns about the assessments, refer them to the School MI-Access Coordinator. If he or she cannot answer them, they will be referred to the District MI-Access Coordinator for follow-up. (For information on District and School MI-Access Coordinators, consult the "MI-Access Coordinator List" on the Web at [www.mi.gov/mi-access](http://www.mi.gov/mi-access).)

## **During**

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Immediately prior to assessment administration, obtain the correct assessment booklet for each student being assessed. Check to make sure the proper information has been recorded for each student on the front of the booklet in the space provided. Students' answers should be recorded directly in the assessment booklets, either by the students independently or with assistance from the assessment administrator. Do NOT allow students to write directly on their answer documents (except for ELA Expressing Ideas prompt responses). Administer each question in the assessment booklet as directed, ensuring that professional assessment administration practices are followed. (See directions and scripts below.)

## **Directions and Scripts**

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### **DIRECTIONS AND SCRIPTS FOR ADMINISTERING ELA ACCESSING PRINT—WORD RECOGNITION**

The assessment administration directions for English Language Arts—Word Recognition vary by grade and version (standard print or accommodated). Therefore, the directions are divided into three separate sub-sections in the manual: (1) directions for grade 3 standard print, audio, and enlarged print versions; (2) directions for the grade 3 Braille version; and (3) directions for grades 4 through 8 and 11 (all versions). Turn to the section that is appropriate for the student(s) being assessed.

#### **1. *Word Recognition for Students in Grade 3: Standard Print, Audio, and Enlarged Print Versions***

All directions printed in bold, italic type should be read aloud to the students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

**SAY: *Turn to page 3 in your assessment booklet.***

Make sure all students are on page 3.

# ASSESSMENT ADMINISTRATOR

**SAY: Part 1 of the assessment is called Accessing Print—Word Recognition. It tells me what you know about words. Follow along as I read the directions aloud.**

**"Look at the picture. Then, choose the word that BEST tells about the picture."**

**There are 24 questions to answer. Start with question 1 and stop after question 24.**

If you are reading the assessment aloud to a student, start administering the word recognition items. Keep in mind that, for this part of the assessment, you may read the question (or item stem) aloud, but NOT the answer choices. Also keep in mind that readers may be used ONLY in one-on-one assessment situations.

## **2. Word Recognition for Students in Grade 3: Braille Version**

Because a grade 3 student with visual impairment cannot respond to word recognition items that rely on pictures, assessment administrators will read a sentence aloud and ask the student to find a particular word in that sentence. For example, the item stem might read: "We eat food. Find the word 'food'." The Braille student assessment booklets will list only the three answer choices. They will be presented first in contracted Braille, then in uncontracted Braille. The companion *Assessment Administrator Booklet for Braille* will include the sentence to be read aloud (the item stem) and the same three answer choices (which cannot be read aloud to the student). The assessment administrator booklets will also include transcription notes indicating how the standard print items have been adapted for Braille.

All instructions printed in bold, italic type should be read aloud to the student exactly as written. You will need to have the accompanying *Assessment Administrator Booklet for Braille* on hand in order to read the directions and questions to the student.

**SAY: Turn to the word recognition directions page in your assessment booklet.**

Make sure the student is on the correct page.

**SAY: Part 1 of the assessment is called Accessing Print—Word Recognition. It tells me what you know about words. Follow along as I read the directions aloud.**

**"Listen to the sentence I am going to read aloud. Then, choose the word you are asked to find."**

**There are 24 questions to answer. We will start with question 1 and stop after question 24.**

Read each question aloud until you have finished the picturable word recognition items adapted for Braille. Keep in mind that, for this part of the assessment, you may read the question (or item

# ASSESSMENT ADMINISTRATOR

stem) aloud, but NOT the answer choices. Also keep in mind that readers may be used ONLY in one-on-one assessment situations.

### **3. Word Recognition for Students in Grades 4 through 8 and 11: All Versions**

All directions printed in bold, italic type should be read aloud to the students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: ***Turn to page 3 in your assessment booklet.***

Make sure all students are on page 3.

SAY: ***Part 1 of the assessment is called Accessing Print—Word Recognition. It tells me what you know about words. Follow along as I read the directions aloud.***

***"Read each sentence. Then, choose the word that belongs in the sentence."***

***There are 24 questions to answer. Start with question 1 and stop after question 24.***

If you are reading the assessment aloud to a student, start administering the word recognition items. You will need to fill in the circle in Section 5 of the student's answer document indicating that a reader was used. Keep in mind that, for this part of the assessment, you may read the question (or item stem) aloud, but NOT the answer choices. Also keep in mind that readers may be used ONLY in one-on-one assessment situations.

### **DIRECTIONS AND SCRIPT FOR ADMINISTERING ELA ACCESSING PRINT—TEXT COMPREHENSION**

All directions printed in bold, italic type should be read aloud to students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: ***Turn to page \_\_ in your assessment booklet.*** (The assessment administrator will need to fill in the page number prior to administration depending on the grade level of the students being assessed.)

Make sure students are looking at the correct page.

SAY: ***Part 2 of the assessment is called Accessing Print—Text Comprehension. It tells me how well you understand what you have read (or heard). Follow along as I read the directions aloud.***

# ASSESSMENT ADMINISTRATOR

**"Read the passage. Then, answer the questions that follow. Choose the BEST answer for each question."**

**Turn to the next page of your assessment booklet. There are four passages in this part of the assessment. Each passage is followed by seven questions to answer. You may begin with the first passage now.**

If you want students to stop between each passage (as they are directed to do in the student assessment booklet) or if you are not administering all four passages in one sitting, tell your students when you would like them to stop and start. Otherwise, direct them to continue reading the passages and answering the questions until they have answered question 52. Please note that, if all the passages are not administered in one sitting, you must reread the directions above, starting with "Part 2 of the assessment is called Accessing Print—Text Comprehension," each time you begin. You will need to modify page and question numbers depending on where you start.

If you are reading the assessment aloud to a student, begin reading the passages and questions now. The ELA passages, questions, and answer choices may be read (by the student and/or the assessment administrator) as many times as necessary. However, each time a passage or question is read aloud by the assessment administrator, he or she **MUST** read it from beginning to end, unless the student requests to have a specific sentence, paragraph, or word reread. Be sure to fill in the circle in Section 5 of the student's answer document indicating that a reader was used.

## **DIRECTIONS AND SCRIPT FOR ADMINISTERING ELA—EXPRESSING IDEAS**

In this part of the assessment, students are asked to respond to two different prompts contained in questions 53 and 54 of each assessment booklet. Students may respond by writing, drawing, or using a combination of the two response modes to express their ideas. Students may also dictate their responses if their disability prevents them from writing or drawing them. The scoring rubric in Appendix I of this manual provides additional details on how students may respond to the prompts.

The assessment administrator and the student should work together to determine which mode the student will use to respond to each of the two prompts. (Students do **NOT** have to use the same response mode for both prompts.) Please note that the student is permitted to use one mode or a combination of modes as necessary and appropriate.

There are two places on the student answer document where students can complete their responses to each prompt. Option 1 contains lines and, therefore, is probably best suited for written or transcribed responses. Option 2 contains a blank space, which is probably best suited for visual representations (or drawings). The assessment administrator will need to direct each student to record his or her response in the most appropriate place given his or her chosen response mode. If a student needs more space than is available, he or she may use the adjacent page of the student answer document. Please note that **ALL** responses—written, drawn, or scribed—**MUST** be completed using a Number 2 pencil. The scanning equipment **CANNOT** read ink, crayon, or colored pencils.

# ASSESSMENT ADMINISTRATOR

Following is some important information regarding each of the different response modes.

- ◆ If a student **writes** his or her response, the assessment administrator may NOT transcribe and/or translate what the student has written onto the student answer document. Scorers are trained to read all types of student handwriting.
- ◆ If a student **visually represents** (or draws) his or her response, he or she may enhance the drawing with labels (one or more words or sentences) or provide a brief oral explanation of the drawing for the assessment administrator to transcribe onto the student's answer document. See the scoring rubric in Appendix I of this manual for more information.
- ◆ If the student **dictates** or **Brailles** his or her response, the assessment administrator must transcribe the response verbatim onto the student answer document using Option 1. Then, he or she must indicate that the response was transcribed by initialing the space at the bottom of the student's ELA answer document where indicated and by filling in the appropriate circle in Section 8.
- ◆ If the student **word processes** his or her response, the assessment administrator should (1) label each word-processed page as described on page 17 of this manual, (2) insert the word-processed response into the student's ELA answer document, and (3) follow the special handling instructions for returning the document to the School MI-Access Coordinator.

Prior to beginning the assessment, distribute the students' assessment booklets, but keep the answer documents until distribution is called for. The assessment administrator will also need to keep a copy of the appropriate assessment booklet AND the corresponding student answer document on hand to refer to while giving directions.

The directions printed in bold, italic type should be read aloud to the student exactly as written.

SAY: **Turn to page \_\_ of your assessment booklet.** (The assessment administrator will need to fill in the page number prior to administration depending on the grade level of the students being assessed.)

Make sure students are looking at the correct page.

SAY: **Part 3 of the assessment is called Expressing Ideas. It shows me how well you can tell about your ideas. Follow along as I read the directions aloud.**

**"Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response."**

**Now turn to the next page of your assessment booklet. Listen and follow along as I read the prompt for question 53.**

Read the prompt aloud.

# ASSESSMENT ADMINISTRATOR

**SAY: You will complete your response to the prompt on the student answer document that I give you. I will show you where you should put your response.**

Give the students their answer documents and direct them to the page where they should complete their response, either Option 1 or Option 2 for question 53 depending on the response mode chosen. Make sure they have a Number 2 pencil to record their responses.

**SAY: When you are finished with your response, you may use the checklist in your booklet to review and proofread what you have written (drawn or said).**

Review the checklist with the students and encourage them to use it. A reprint of the checklist is included below.

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- Did I answer each part of the prompt?
- Did I support my ideas with details?
- Did I organize my ideas and details clearly?
- Did I review my response one more time to make sure it is just the way I want it?
- Did I put my response on the student answer document?

**SAY: Now, complete your response to the prompt in question 53. Raise your hand when you are finished.**

The assessment administrator may reread the prompt if necessary. He or she also will need to determine when students are ready to continue with the prompt in question 54. If the assessment administrator decides to continue with question 54 at a later time, he or she **MUST** collect the student answer documents and store them in a **SECURE** location. If not, the assessment administrator may continue with the following directions.

**SAY: Now, turn to page \_\_ of your assessment booklet.** (The assessment administrator will need to fill in the page number prior to administration depending on the grade level of the students being assessed.)

Make sure students are looking at the correct page.

**SAY: Follow along as I read the directions aloud.**

**"Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response."**

**Now, turn to the next page of your assessment booklet. Listen and follow along as I read the prompt for question 54.**

# ASSESSMENT ADMINISTRATOR

Make sure students are looking at the correct page. Then, read the prompt aloud.

**SAY: *As before, you will complete your response to the prompt on your student answer document. I will show you where to put your response to question 54.***

Direct students to the page on their answer documents where they should complete their response, either Option 1 or Option 2 for question 54 depending on the response mode chosen. Make sure they have a Number 2 pencil to record their responses.

**SAY: *When you are finished with your response, you may use the checklist in your booklet to review and proofread what you have written (drawn or said).***

Review the checklist with the students and encourage them to use it. A reprint of the checklist is included below.

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- Did I answer each part of the prompt?
- Did I support my ideas with details?
- Did I organize my ideas and details clearly?
- Did I review my response one more time to make sure it is just the way I want it?
- Did I put my response on the student answer document?

**SAY: *Now, complete your response to the prompt in question 54. Raise your hand when you are finished.***

The assessment administrator may reread the prompt if necessary. When all the students are finished, collect their booklets and students answer document and store them in a SECURE location.

## DIRECTIONS AND SCRIPT FOR ADMINISTERING MATHEMATICS

Directions that are printed in bold, italic type should be read aloud to the students exactly as written. You will need to have the extra booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets. Also make certain that all students have one of the acetate rulers (or Braille/Large Print rulers) provided for their use (if applicable).

**SAY: *Turn to page 3 in your assessment booklet.***

Make sure all students are on page 3.

**SAY: *This assessment will help me know what you understand about mathematics. Follow along as I read the directions aloud.***

# ASSESSMENT ADMINISTRATOR

***"Read each question. Choose the BEST answer for each question."***

***You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet.***

These directions may need to be altered if you are not administering the entire assessment in one sitting.

If you are reading aloud to a student, begin reading now. You will need to fill in the circle in Section 5 of the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used ONLY in one-on-one assessment situations, and that some item stems, answer choices, and/or keys must NOT be read aloud. (If they are, it is considered a nonstandard accommodation.) Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those items, or parts of items, that cannot be read.

## **DIRECTIONS AND SCRIPT FOR ADMINISTERING SCIENCE**

Directions that are printed below in bold, italic type should be read aloud to the students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: ***Turn to page 3 in your assessment booklet.***

Make sure all students are on page 3.

SAY: ***This assessment will help me know what you understand about science. Follow along as I read the directions aloud.***

***"Read each question. Choose the BEST answer for each question."***

***You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet.***

These directions may need to be altered if you are not administering the entire assessment in one sitting.

If you are reading aloud to a student, begin reading now. You will need to fill in the circle in Section 5 of the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used ONLY in one-on-one assessment situations, and that some answer choices (those with graphics and no accompanying labels) must NOT be read aloud. (If they are, it is considered a nonstandard accommodation.) Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those answer choices.

# After

## **Completing the Student Answer Document**

Obtain the student's answer document and complete all sections using a Number 2 pencil. (Be sure to print all requested information AND mark all corresponding grids unless otherwise directed.)

Detailed directions, along with a graphic representation of one or more answer documents, are provided on pages 89 and 90 of this manual and **MUST** be followed. (The directions apply to ALL Functional Independence answer documents, regardless of the content area or grade assessed, because they are formatted in similar ways.)

Please note that in Section 4 of each student answer document, there are 4 report codes that should be marked if they apply to the student being assessed. Following are definitions for those report codes.

- ◆ Home Schooled (NOT Homebound): A student who is assessed, but because he or she is home schooled, should not be included in the district's or school's reports. Home-schooled students are not required to take MI-Access assessments, but may be assessed during the district's assessment window if they wish. (Public school districts are required to administer MI-Access assessments to home-schooled students who want to be assessed.) Districts will receive separate Individual Student Reports for home-schooled students as well as separate Parent Reports. The reports should be forwarded to the parents of each home-schooled student.
- ◆ 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 (No Child Left Behind, Title III, Subpart 2, Section 3121), this designation must be used to track student achievement for two years after the LEP designation has been removed.
- ◆ 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.
- ◆ Student Prohibited Behavior: A student engages in prohibited behavior when he or she
  - communicates or collaborates in any way with another student (including written, electronic, verbal, or gestured forms of communication);
  - copies another student's answers, or requests or accepts help from another person;
  - uses any material or equipment that is not expressly permitted by the Office of Educational Assessment and Accountability (OEAA);

# ASSESSMENT ADMINISTRATOR

- answers an assessment question or any part of an assessment for another student or provides any other assistance to another student before or while that student is being assessed;
- returns to previously administered sections of the assessment after an assessment session is complete;
- uses prohibited communication or information storage devices (i.e., pagers, cell phones, PDAs, etc.) and/or;
- engages in any other practice that has the intent of artificially affecting a student's score or the score of another student.

If an assessment administrator observes a student who appears to be engaged in one or more of these behaviors, he or she should allow the student(s) to finish the assessment and code the student's answer document by filling in the "Student Prohibited Behavior" circle. Then follow the procedural directions for reporting the behavior in the document called *Professional Assessment and Accountability Practices for Educators* ([www.mi.gov/mi-access](http://www.mi.gov/mi-access) and [www.mi.gov/oeaa](http://www.mi.gov/oeaa)).

**IMPORTANT!** When completing the student answer documents, keep in mind that the ELA student answer documents differ in three important ways from the mathematics and science answer documents: The former has (1) two sections (Sections 6 and 7) for marking the answer choices selected by students (instead of just one section), (2) another section (Section 8) that must be marked if the student's responses to the ELA Expressing Ideas prompts were scribed or word-processed, and (3) places (two per prompt) where the student's response to items 53 and 54 **MUST** be recorded (if not word-processed). Directions on how to complete these different sections are provided on pages 89 and 90 of this manual.

Once each student answer document is complete, go back over it one more time to make sure everything has been recorded accurately and there are no stray marks. Then, put the completed answer documents in one pile, making sure they are all facing the same direction.

## **Completing the Teacher Identification Sheet and Teacher Return Envelope**

The *Teacher Identification Sheet*, along with the *Teacher Return Envelope*, should be filled out only by the assessment administrator who (1) assessed the student, and (2) will receive the student's results. Obtain the sheet and envelope and, using a Number 2 pencil, complete all sections as directed on page 91 of this manual. Once they are completed, put the *Teacher Identification Sheet* on top of the completed student answer documents and insert them into the *Teacher Return Envelope*. **DO NOT SEAL THE ENVELOPE AT THIS TIME.**

## **Returning Materials to the School MI-Access Coordinator**

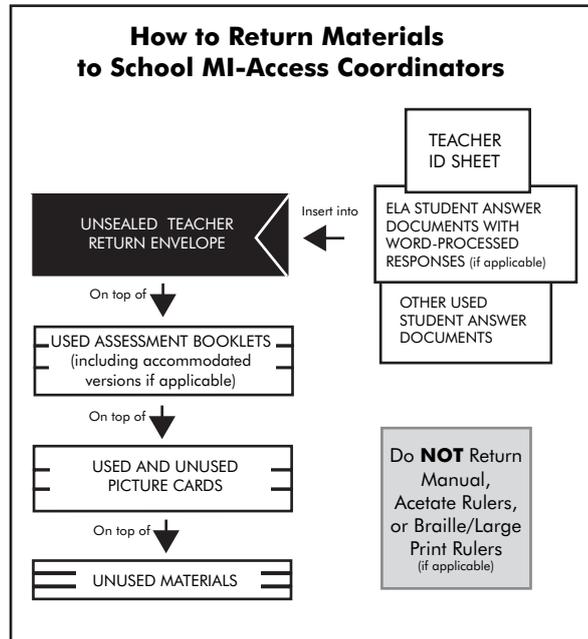
Gather up all used and unused assessment materials and return them to the School MI-Access Coordinator by the date requested. Do NOT return manuals or rulers (they may be shredded or recycled). (See Figure 8 on the following page for a graphic representation of how to return the materials.)

# ASSESSMENT ADMINISTRATOR

## Completing the MI-Access Online Survey

Once materials have been returned to the School MI-Access Coordinator, complete the 2008/2009 MI-Access Assessment Online Feedback Survey at [www.mi.gov/mi-access](http://www.mi.gov/mi-access) (under "Survey Information"). The MDE conducts this survey every year to obtain feedback from the field on the assessment administration process.

Figure 8



## Student Answer Documents - Front

**Section 2.** Print the form number in the box and fill in the appropriate circle to indicate the grade and form number of the assessment taken by the student. The form number can be found in the top right corner of the front cover of the student's assessment booklet. This number **MUST** be filled in correctly because it determines which answer key is used to score the assessment. (Please note that accommodated versions of the assessment booklets may not have the same form number as the other booklets being used in your school/district. Accommodated version form numbers always end in the number 1. Please be sure to print and bubble in the form number that is on the front of the accommodated version if that is what the student was administered.)

**Section 1.** Print the student's first and last name, the teacher's first and last name, the school name and code, and the district name and code.

**Section 3.** Fill in research codes only if the School MI-Access Coordinator has requested that it be done and has provided the proper codes.

**MI-Access** MICHIGAN Education  
Michigan's Alternate Assessment Program

**FALL 2008 Functional Independence Mathematics** **Grades 3-5**

**MARKING INSTRUCTIONS**  
CORRECT:  INCORRECT:

**Student Answer Document**

Directions: All Student Answer Documents must contain Pre-ID student barcode information for scanning and scoring. Place the label in the space provided to the left. If there is no barcode information, this answer document will not be scored. Complete Sections 1-5 as described in the 2008/2009 MI-Access Coordinator and Assessment Administrator Manual. You must mark the correct form number in order for the assessment to be scored correctly. Then, turn the answer document over and complete Section 6. Be sure to complete all sections of the document.

**1. Print Student, Teacher, School, and District Information**

Student Name: \_\_\_\_\_  
Teacher Name: \_\_\_\_\_  
School Name: \_\_\_\_\_ School Code: \_\_\_\_\_  
District Name: \_\_\_\_\_ District Code: \_\_\_\_\_

**2. Form Number** Print and Mark **FIM-** REQUIRED: The correct form number must be marked in order for the assessments to be scored correctly. The form number may be found in the upper right-hand corner of the booklet cover.

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Grade 3</b>           | <b>Grade 4</b>           | <b>Grade 5</b>           |
| <input type="radio"/> 31 | <input type="radio"/> 41 | <input type="radio"/> 51 |
| <input type="radio"/> 32 | <input type="radio"/> 42 | <input type="radio"/> 52 |
| <input type="radio"/> 33 | <input type="radio"/> 43 | <input type="radio"/> 53 |

**3. Research Codes**

|    |   |
|----|---|
| I  | <input type="radio"/> |
| II | <input type="radio"/> |

**4. Report Codes** Mark ALL that apply. See manual for specific definitions.

Home Schooled (NOT Homebound)  
 Formerly Limited English Proficient  
 Homeless  
 Student Prohibited Behavior

**5. Assessment Accommodation** Mark ALL that apply. See manual for specific definitions.

Reader  Braille  
 Calculator  Enlarged Print  
 Audio version  Other  
 Nonstandard

**Do NOT write in this area.** (OVER)

PLEASE DO NOT WRITE IN THIS AREA [SERIAL]

Vertical page numbers on the right: 63, 62, 61, 60, 59, 58, 57, 56, 55, 54, 53, 52, 51, 50, 49, 48, 47, 46, 45, 44, 43, 42, 41, 40, 39, 38, 37, 36, 35, 34, 33, 32, 31, 30, 29, 28, 27, 26, 25, 24, 23, 22, 21, 20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

**Section 4.** Mark as many codes as apply to the student. These codes are used to disaggregate assessment data as required by federal law. Please note that there is information about a student's report codes already entered in the OEAA Secure Site. If any of the report codes are filled in on the student's answer document, they will override what is entered in the OEAA Secure Site. (For code definitions, see pages 86 and 87 of this manual.)

**Section 5.** Fill in the appropriate circles to indicate whether the student used an accommodated version of the assessment booklet, a reader, a calculator (for mathematics), some "other" standard assessment accommodation, or a nonstandard assessment accommodation. (See the *Assessment Accommodation Summary Table* on the MI-Access Web page [at [www.mi.gov/mi-access](http://www.mi.gov/mi-access) under "Resources"] for information about standard and nonstandard assessment accommodations.)

## Student Answer Documents - Back

**Section 6 All.** Working from the student’s assessment booklet, transfer the student’s responses for each question to the student’s answer document. Fill in the A, B, or C circles to indicate which selected-response answers were marked by the student (independently or with assessment administrator assistance). Check to make sure that the student’s answers have been accurately transferred to the answer document.

**Section 7 ELA ONLY.** Working from the student’s assessment booklet, continue transferring the student’s ELA responses to the student’s answer document as directed in Section 6.

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**Student Answer Document**

Directions: Complete Section 6 as described in the 2008/2009 MI-Access Coordinator and Assessment Administrator Manual.

**6. Mathematics:** Mark the answer to each QUESTION below.

|   |   |   |   |   |
|---|---|---|---|---|
| 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  | 11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 41. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  | 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  | 13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  | 14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 24. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  | 15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 25. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  | 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 26. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |   |
| 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  | 17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 27. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |   |
| 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  | 18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 28. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |   |
| 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C  | 19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |   |
| 10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 30. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |   |

Do NOT write in this area.

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**Student Answer Document**

Directions: Complete sections 6-8 as described in the 2007/2008 MI-Access Coordinator and Assessment Administrator Manual.

**6. Part 1 - Word Recognition**

|  |  |   |   |   |   |
|--|--|---|---|---|---|
| 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |   |   | 20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 24. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |

**7. Part 2 - Text Comprehension**

|   |   |   |   |
|---|---|---|---|
| <b>Passage 1</b>  | <b>Passage 2</b>  | <b>Passage 3</b>  | <b>Passage 4</b>  |
| 25. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 26. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 27. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 48. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 28. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 41. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 49. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 50. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 30. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 51. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |
| 31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C | 52. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C |

**8. Part 3 - Expressing Ideas** Mark accommodation below if applicable and continue on the following pages.

|  |  |
|--|--|
| <b>Prompt 1</b>  | <b>Prompt 2</b>  |
| 53. Accommodation if applicable<br><input type="radio"/> Scribe <input type="radio"/> Word-processed | 54. Accommodation if applicable<br><input type="radio"/> Scribe <input type="radio"/> Word-processed |

Do NOT write in this area.

**Section 8 ELA ONLY.** If the student used an accommodation to complete his or her response to either or both of the ELA Expressing Ideas prompts, fill in the circles to indicate which accommodation was used (either a scribe or a word processor) on each prompt. (If a scribe is used, also be sure to initial the space at the bottom of the student answer document where the student’s response was recorded.)

**IMPORTANT!** After all of the student's answers have been transferred, go back over the answer document one more time to make sure everything has been recorded accurately and there are no stray marks. If a mistake was made, be sure to erase it completely.

## Teacher ID Sheet and Teacher Return Envelope

**Section 1.** Write your last name in the first 16 boxes, your first name in the following 9 boxes, and your middle initial in the last box. Omit all spaces, hyphens, apostrophes, Jr., or III, and complete the grid.

**Section 2.** Print the total number of completed student answer documents (Functional Independence as well as Participation and Supported Independence, if applicable) being submitted and mark the corresponding circles in the grid, entering leading zeros if necessary ("025" as an example).

**Section 3.** Verify that the preprinted district name and state-assigned code, and school name and state-assigned code are correct. (If they are incorrect, please notify the School MI-Access Coordinator. Do NOT try to correct the information on the sheet.) If the information is not preprinted, enter the correct information.

**TEACHER IDENTIFICATION SHEET**  
English Language Arts, Mathematics, and Science

1. NAME GRID (Must be completed)

|           |            |     |
|-----------|------------|-----|
| LAST NAME | FIRST NAME | MI  |
| 1         | 2          | 3   |
| 4         | 5          | 6   |
| 7         | 8          | 9   |
| 10        | 11         | 12  |
| 13        | 14         | 15  |
| 16        | 17         | 18  |
| 19        | 20         | 21  |
| 22        | 23         | 24  |
| 25        | 26         | 27  |
| 28        | 29         | 30  |
| 31        | 32         | 33  |
| 34        | 35         | 36  |
| 37        | 38         | 39  |
| 40        | 41         | 42  |
| 43        | 44         | 45  |
| 46        | 47         | 48  |
| 49        | 50         | 51  |
| 52        | 53         | 54  |
| 55        | 56         | 57  |
| 58        | 59         | 60  |
| 61        | 62         | 63  |
| 64        | 65         | 66  |
| 67        | 68         | 69  |
| 70        | 71         | 72  |
| 73        | 74         | 75  |
| 76        | 77         | 78  |
| 79        | 80         | 81  |
| 82        | 83         | 84  |
| 85        | 86         | 87  |
| 88        | 89         | 90  |
| 91        | 92         | 93  |
| 94        | 95         | 96  |
| 97        | 98         | 99  |
| 100       | 101        | 102 |

2. DISTRICT AND SCHOOL NAME AND STATE-ASSIGNED CODE

DISTRICT NAME: Demo District  
 DISTRICT CODE: 01010  
 SCHOOL NAME: Demo Public Schools  
 SCHOOL CODE: 12345

Directions

Complete Sections 1 through 3, verifying any preprinted information.

- Print your last name, first name, and middle initial (MI). Bubble in the corresponding circles.
- Print the total number of completed student answer documents being submitted in the three spaces at the top of the number grid, entering leading zeros if necessary (for example, "025"). Mark the corresponding circles.
- Verify the preprinted information. If it is not preprinted, enter the correct information.

Please contact your School MI-Access Coordinator if you have any questions.

Once the *Teacher Identification Sheet* is completed, obtain the *Teacher Return Envelope*. On the front, print the teacher name and the total number of completed student answer documents (Functional Independence AND Participation and Supported Independence, if applicable) being returned. (This number should match what is written in Section 2 of the *Teacher Identification Sheet*.)

**Teacher Return Envelope**

Directions

- On the outside of the envelope, print the teacher name and the number of completed student answer documents included.
- Place the Teacher Identification Sheet on top of the completed student answer documents and put them in the envelope.
- Make sure the district and school name show through the window.
- Do not seal the envelope.
- Return to your School MI-Access Coordinator.

Special Handling: word-processed documents enclosed

Use the Coordinator and Assessment Administrator Manual for details.

MI-Access Hotline (888) 882-4246  
E-mail: mi-access@QuestarAI.com

Teacher Return Envelope

Teacher Name: \_\_\_\_\_

No. of completed documents: \_\_\_\_\_

Do you have any word-processed documents? YES NO

YES NO

QUESTAR ASSESSMENT, INC.

If any Functional Independence students used a word-processor to record their ELA Expressing Ideas responses, check the boxes on the front of the *Teacher Return Envelope* indicating that "special handling" is required. (See page 17 for details on the information that MUST be recorded on all word-processed responses.)

# Appendix A

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## ***Audio CD Versions of the MI-Access Functional Independence Assessments***

Audio CDs function somewhat differently from audiotapes. Therefore, assessment administrators may want to walk students through the following steps for effectively using audio CD versions of the Functional Independence assessments.

- CDs must be handled with great care. They will not work properly if they are damaged by fingerprints and scratches.
- If you need to temporarily stop the CD during the assessment, be sure to hit the "Pause" button. When the "Pause" button is hit, the CD will pause and can be restarted at the same place. If you hit the "Stop" button, most CD players will return to the beginning of the CD.
- CD track listings are posted on the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access) under "Assessment Window") and at the MI-Access Information Center ([www.mi-access.info](http://www.mi-access.info) under the "Manuals and Handbook" tab). These listings include a question number and a page number for each CD track. They may be printed out for use during the assessment.
- To avoid confusion, the CD tracks are set up so that the question number always corresponds with the track number on the CD. So, for example, question 11 is located on track 11.
- Please note that CDs may NOT be copied onto a computer hard drive, nor may any copies of the CDs be made.
- All CD versions of the assessments—as well as other accommodated versions—must be returned to the School MI-Access Coordinator along with the other used and unused assessment materials (except manuals and rulers). He or she will pass them along to the District MI-Access Coordinator for ultimate return to the MI-Access contractor.
- Audio versions of the Functional Independence assessments may ONLY be used in one-on-one assessment situations.

# Appendix B

## General Directions for "Do Not Read Aloud" Items

Although readers are a standard assessment accommodation on all MI-Access assessments, there are a number of items, or parts of items, that cannot be read aloud because doing so would give the answer away. Therefore, Do Not Read Aloud Tables have been developed and included at the front of each MI-Access assessment booklet (if needed).

Following are descriptions—organized by content area—of the types of items where reading aloud would be considered a nonstandard accommodation.

### English Language Arts

- For all ELA word recognition items, the answer choices cannot be read aloud.
- For items where picture answer choices are NOT accompanied by labels, the answer choices cannot be named.

### Mathematics

- For all coin/money items, the coin(s) or bill(s) must never be identified by name. The item stem can be read, but the money must not be named.
- For all base 10 block items, only the item stem should be read, never the key or answer choices.
- For items where reading the numeral or corresponding word in either the item stem or answer choices would give the answer away, the answer choices cannot be read aloud. (See the example below.)

*Example:* What numeral represents the number seventeen?

- A) 7
- B) 17
- C) 27<sup>3</sup>

- Numbers in sequencing items (e.g., 8, 10, \_\_, 14, 16) cannot be read aloud.
- For sequencing items with numbers and pictures (e.g., coolers with cans of pop, sequences in charts), only the words can be read aloud.

<sup>3</sup> All examples of items in this appendix come from the sample assessment booklets posted on the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)) under "Functional Independence."

# APPENDIX B

- For sequencing items solely comprised of pictures/symbols (e.g., heart, circle, square, heart, circle, \_\_\_\_\_), only the words in the item stem can be read; pictures/symbols cannot be named. The same holds true for coin items.
- Keys cannot be read aloud.
- For Functional Independence, pictures in answer choices cannot be named aloud.
- For Participation and Supported Independence, the picture answer choices that are NOT accompanied by labels cannot be named.

## Science

- For items where picture answer choices are NOT accompanied by labels, the answer choices cannot be named.

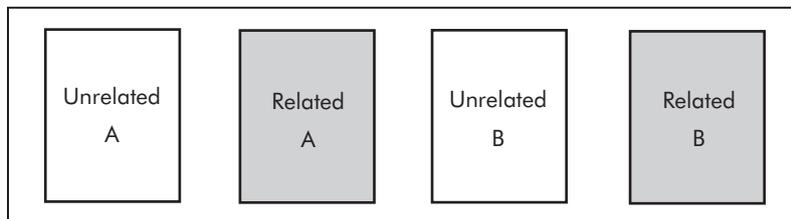
# Appendix C

## **Presentation Methods for English Language Arts Items Using Words Paired With Pictures**

A number of ELA activity-based observation items involve properly selecting 1, 2, or 3 words paired with pictures. There are several different methods that can be used to administer these types of items depending on the number of words the student must identify.

- **Selecting One Word/Picture From a Set of Four:** If the item requires the student to correctly identify 1 word/picture from a set of 4 words/pictures (with 2 related words/pictures and 2 unrelated words/pictures), the PAA must present all 4 words/pictures to the student at the same time. From that set of words/pictures, the student will correctly select 1 related word/picture. (See Figure 9.) This type of item is most common at the elementary level.

Figure 9



If a student is unable to select a word/picture due to physical limitations, this type of item may be presented to the student for "yes/no" selection. With the 4 items visually accessible to the student and presented as shown in Figure 9, the PAA may show the student each card and ask if it is a correct choice (starting with an unrelated word/picture and continuing in an alternating pattern). The student must correctly identify (by indicating "yes" or "no") 1 related word/picture. When the student has correctly identified a related word/picture, the assessment portion of the activity is finished. If the student indicates "yes" for an unrelated word/picture or "no" for a related word/picture, the response is incorrect and should be scored accordingly.

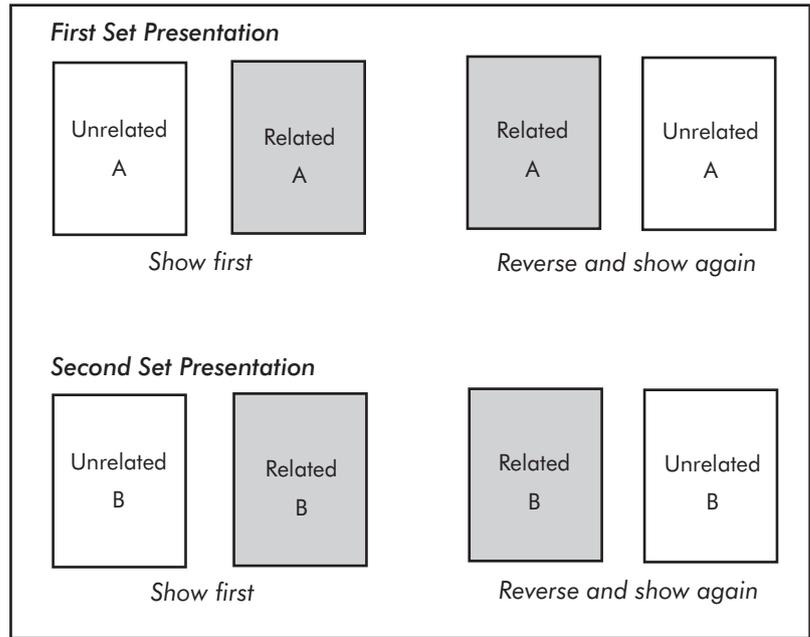
- **Selecting Two Words/Pictures From a Set of Four:** If the item requires the student to correctly identify 2 words/pictures from a set of 4 words/pictures (with 2 related words/pictures and 2 unrelated words/pictures), the PAA may present all 4 words/pictures at the same time or present 2 sets of 2 words/pictures (with 1 related and 1 unrelated word/picture in each set). The different presentation styles, however, have different requirements. If the student is presented with all 4 words/pictures at the same time, he or she will need to select both of the correct words/pictures consecutively without error. (See Figure 9.)

With this presentation style, if a student is unable to select a word/picture due to physical limitations, the item may be presented to the student for "yes/no" selection. With the 4 (2 related

# APPENDIX C

and 2 unrelated) words/pictures visually accessible to the student and presented as shown in Figure 10, the PAA may show the student each card and ask if it is a correct choice (starting with an unrelated word/picture.) The student must correctly identify (by indicating "yes" or "no") 2 related words/pictures. If the student indicates "yes" for an unrelated word/picture or "no" for a related word/picture, the response is incorrect and should be scored accordingly. In this presentation format, the student must answer "yes" or "no" to all 4 cards.

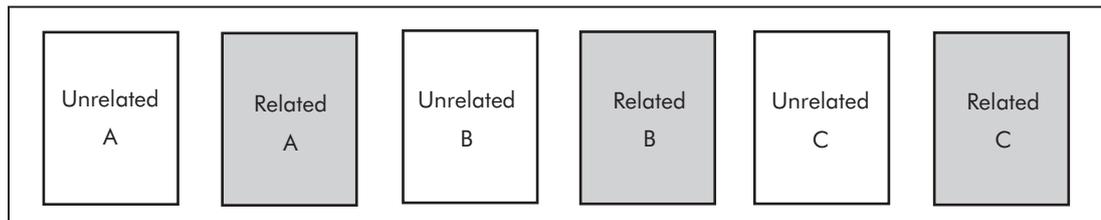
Figure 10



If, however, the student is presented with 2 sets of 2 words/pictures (1 related and 1 unrelated in each set), he or she will need to (1) identify the correct answer from the first set, and (2) identify the correct answer again from the first set but with the position of the words/pictures reversed. (See Figure 10.) If the student answers incorrectly after the first set, the assessment portion of the activity is finished (although the instructional lesson can continue if the activity is taking place in the context of a daily routine). If the student answers correctly, the PAA should continue with the second set, asking the student to (1) identify the correct answer from the second set, and (2) identify the correct answer again from the second set but with the position of the words/pictures reversed. The reason for reversing the positions of the words/pictures is to make sure the student is intentionally selecting the correct word/picture and not merely responding to a dominant side or selecting the word/picture by chance.

- **Selecting Three Words/Pictures From a Set of Six:** If the item requires the student to correctly identify 3 words/pictures from a set of 3 related and 3 unrelated words/pictures, the PAA can present all 6 words/pictures at the same time or present them in 3 sets of 2 words/pictures (1 related and 1 unrelated in each set). The different presentation styles, however, have different requirements. If the student is presented with all 6 words/pictures at the same time, he or she will need to select the 3 correct words consecutively without error. (See Figure 11.)

Figure 11

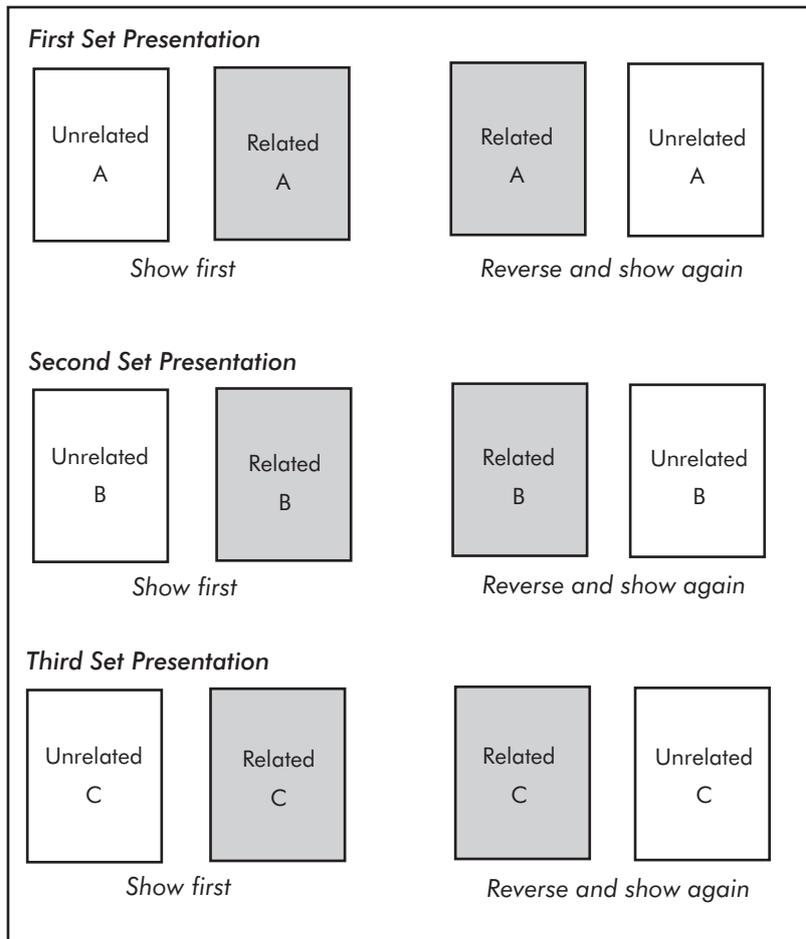


# APPENDIX C

With this presentation style, if a student is unable to select a word/picture due to physical limitations, the item may be presented to the student for "yes/no" selection. With the 6 (3 related and 3 unrelated) items visually accessible to the student and presented as shown in Figure 11, the PAA may show the student each card and ask if it is a correct choice (starting with an unrelated word/picture). The student must correctly identify (by indicating "yes" or "no") 3 related words/pictures. If the student indicates "yes" for an unrelated word/picture or "no" for a related word/picture, the response is incorrect and should be scored accordingly. In this presentation format, the student must answer "yes" or "no" to all 6 cards.

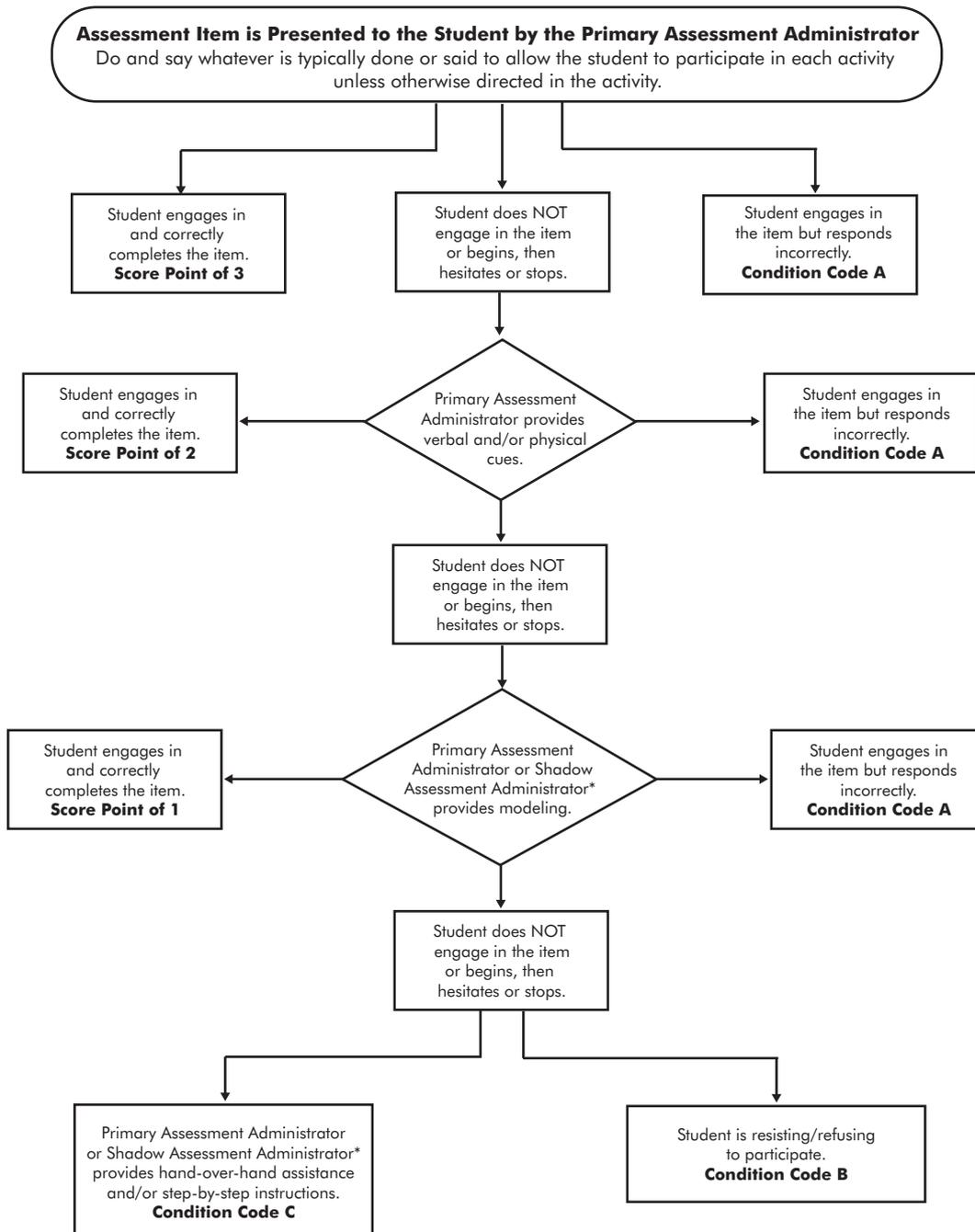
If, however, the student is presented with 3 sets of 2 words/pictures (1 related and 1 unrelated in each set), he or she will need to (1) identify the correct answer from the first set, and (2) identify the correct answer again from the first set but with the position of the words/pictures reversed. (See Figure 12.) If the student answers incorrectly after the first set, the assessment portion of the activity is finished. If the student answers correctly, the PAA should continue with the second set, asking the student to (1) identify the correct answer from the second set, and (2) identify the correct answer again from the second set but with the position of the words/pictures reversed. If the student answers incorrectly after the second set, the assessment portion of the activity is finished. If the student answers correctly, the PAA should continue with the third set, asking the student to (1) identify the correct answer from the third set, and (2) identify the correct answer again from the third set but with the position of the words/pictures reversed.

Figure 12



## Appendix D

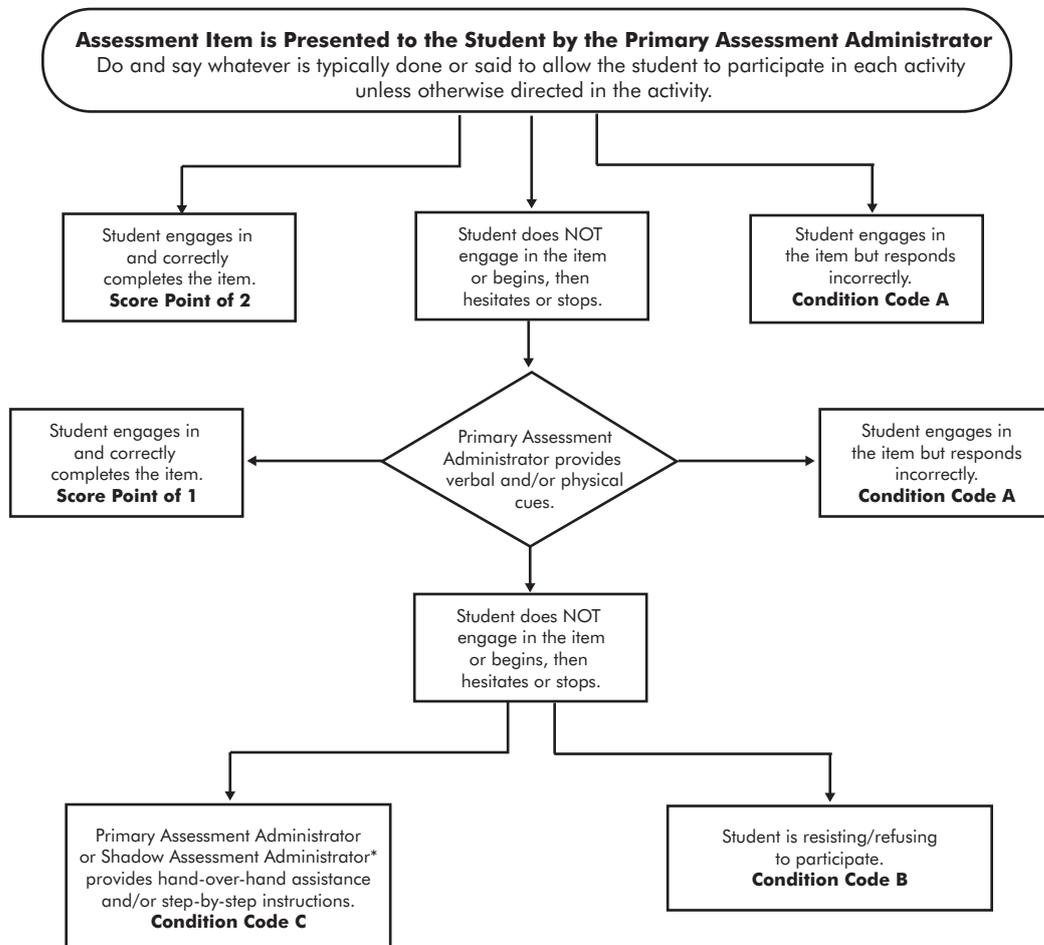
### Participation Scoring Rubric Flow Chart



\* If directed to do so by the Primary Assessment Administrator.

## Appendix E

### Supported Independence Scoring Rubric Flow Chart



\* If directed to do so by the Primary Assessment Administrator.

# Appendix F

## **Participation Scoring Rubric Score Point and Condition Code Definitions**

Following are definitions for the terms used in the score points and condition codes that comprise the MI-Access Participation scoring rubric. Some definitions are accompanied by examples of how to apply them, using sample assessment items that are available for public use.

**NOTE:** There may be assessment items in which students with physical limitations and or sensory impairment know how to complete the item correctly, but cannot do so—because of their disability—without physical help from another individual. Providing physical assistance in these cases should NOT adversely affect a student's score if he/she is capable of directing and then receiving the requested assistance. For example, if a student in a wheelchair is cognitively able to demonstrate his or her understanding of maps and directions by navigating through the school building to designated locations but he or she needs help to move the wheelchair or open and close doors, the student should not be penalized (or given a lower score) if he or she can direct another person on where to go and when to open and close the doors.

### **Score Point 3**

**Correct with No Assessment Administrator Assistance:** The student correctly answers/engages in the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

### **Score Point 2**

**Verbal and/or Physical Cues:** The student does not answer/engage in the item or begins then hesitates or stops, necessitating prompting—or cues—from the PAA to encourage the student to start, continue effort, or get back on track. Verbal and/or physical cues include prompting to continue (e.g., saying "good," "keep going," "what's next," or "show me your answer;" pointing to the area where picture cards are located or where a task is to be completed; or touching the student's arm to bring him/her back on task). The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal AND physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (e.g., saying "keep going" while touching the student's arm to bring him/her back on task). Verbal/physical cues, however, must not give the answer away, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

### **Score Point 1**

**Modeling:** The student does not answer/engage in the assessment item after being provided verbal and/or physical cues, necessitating the PAA, or the SAA if asked, to demonstrate the correct completion of the assessment item in a manner that permits the student to observe what he or she is being asked to accomplish, short of hand-over-hand assistance.

# APPENDIX F

## **Examples of Modeling**

- **English Language Arts**

The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student appears not to understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated, or modeled, by having the PAA and the SAA complete the communication exchange, thereby showing the correct process. Following modeling, the PAA would once again attempt to complete the item with the student.

- **Mathematics**

The student might be asked to complete a sequence by passing a therapy ball back and forth with the PAA. If the student appears not to understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated, or modeled, by having the PAA and the SAA pass the ball back and forth, thereby showing the correct sequence. Following modeling, the PAA would once again attempt to complete the item with the student.

- **Science**

In a selected-response item, the student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA could ask the SAA the question and the SAA would point to the correct answer, thereby modeling what the student is being asked to do. Following modeling, the PAA would once again attempt to complete the item with the student.

### **Condition Code A**

**Incorrect Response:** The student provides a response that is incorrect after he or she has engaged in the assessment item.

### **Condition Code B**

**Resists/Refuses:** The student resists and/or refuses to answer/engage in the item.

### **Condition Code C**

**Step-by-Step Directions:** Specific step-by-step verbal/signed/pictorial instructions provided to the student in order to inform him/her how to complete the task. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his or her response.

# APPENDIX F

## **Examples of Step-by-Step Directions**

- **English Language Arts**

The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the verbal exchange (i.e., telling the student what needs to be said next).

- **Mathematics**

If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the activity. For example, an assessment item might call for a student to perform a specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (i.e., if the student is being observed performing 20 sit-ups, he or she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," etc.).

- **Science Selected Response**

The student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is frog, so point to the frog."

- **Science Activity-Based Observation**

The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (e.g., "Show me where your hand is," or "Point to your hand"). If the student has not responded to verbal and/or physical cues or modeling, the PAA might touch the student's hand and say, "This is your hand. Point to your hand."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

**Hand-over-Hand Assistance:** Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when a student requires an assessment administrator to physically guide him or her through each step of the item or activity. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his or her response.

# APPENDIX F

## **Examples of Hand-over-Hand Assistance**

- **English Language Arts**

An assessment item might require a student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through the process of selecting the correct word or picture.

- **Mathematics**

An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through each portion of the sequence.

- **Science Selected Response**

The student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is frog." He/she would then pick up the student's hand and use it to point to the frog.

- **Science Activity-Based Observation**

The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (e.g., "Show me where your hand is," or "Point to your hand"). If the student has not responded to verbal and/or physical cues or modeling, the PAA might pick up the student's right hand and say, "This is your hand." Then, he/she might use the student's left hand to point to the right hand, or wave the student's right hand to indicate it is the answer.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

# Appendix G

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## ***Supported Independence Scoring Rubric Score Point and Condition Code Definitions***

Following are definitions for the terms used in the score points and condition codes that comprise the MI-Access Supported Independence scoring rubric. Some definitions are accompanied by examples of how to apply them, using sample assessment items that are available for public use.

### **Score Point 2**

**Correct with No Assessment Administrator Assistance:** The student correctly answers the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

### **Score Point 1**

**Verbal and/or Physical Cues:** The student does not attempt to answer the item or begins then hesitates or stops, necessitating prompting—or cues—from the PAA to encourage the student to start, continue effort, or get back on track. Verbal and/or physical cues include prompting to continue (e.g., saying "good," "keep going," "what's next," or "show me your answer;" pointing to the area where the task is to be completed; or touching the student's arm to bring him/her back on task). The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal AND physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (e.g., saying "keep going" while touching the student's arm to bring him/her back on task). Verbal/physical cues, however, must not give away the answer, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

### **Condition Code A**

**Incorrect Response:** The student provides an incorrect response after he/she has engaged in the assessment item.

### **Condition Code B**

**Resists/Refuses:** The student resists and/or refuses to respond to the item.

### **Condition Code C**

**Step-by-Step Directions:** Specific step-by-step verbal/signed/pictorial instructions provided to the student in order to inform him/her how to answer the question. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

# APPENDIX G

## **Examples of Step-by-Step Directions**

- **English Language Arts**

The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student has not responded to verbal and/or physical cues, the PAA may provide step-by-step directions to the student by explaining each step of the verbal exchange (i.e., telling the student what needs to be said next).

- **Mathematics**

If the student has not responded to verbal and/or physical cues, the PAA may provide step-by-step directions to the student by explaining each step of the activity. For example, an assessment item might call for a student to perform a specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (i.e., if the student is being observed performing 20 sit-ups, he or she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," etc.).

- **Science**

The student might be asked to indicate which animal is a reptile (a turtle, a frog, or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is turtle, so point to the turtle."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

**Hand-over-Hand Assistance:** Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when a student requires an assessment administrator to physically help him/her answer the item. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

## **Examples of Hand-over-Hand Assistance**

- **English Language Arts**

An assessment item might require a student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues, the PAA may request that the SAA take the student's hands and physically guide him or her through the process of selecting the correct word or picture.

# APPENDIX G

- **Mathematics**

An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues, the PAA may request that the SAA take the student's hands and physically guide him or her through each portion of the sequence.

- **Science**

The student might be asked to indicate which animal is a reptile (a turtle, a frog, or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is turtle." He/she would then pick up the student's hand and use it to point to the turtle.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

# Appendix H

## **Passage Readability: English Language Arts Accessing Print— Text Comprehension**

The readability target for all narrative, expository, and functional reading passages has been determined by the professional judgment of the MI-Access Functional Independence Assessment Plan Writing Team, item writers, content editors, and item-review committees composed of Michigan educators.

In addition, the Degrees of Reading Power® (DRP®) software has been used to analyze the difficulty levels of passages. All Text Comprehension passages are written to approximate the following word count and DRP ranges:

| <b>Grades</b> | <b>Difficulty Level</b> | <b>Narrative Length<br/>(number of words)</b> | <b>Informational/Functional<br/>Length (number of words)</b> |
|---------------|-------------------------|---|--|
| 3             | 35-45 DRP units         | 200-275                                       | 100-175  |
| 4/5           | 40-50 DRP units         | 225-300                                       | 150-225  |
| 6/7/8         | 45-55 DRP units         | 250-325                                       | 200-275  |
| 11            | 50-60 DRP units         | 275-350                                       | 250-325  |

Readability is a systematic method—typically embodied in one formula or another—of quantifying the differences that educators intuitively know exist in written materials. While there are many different formulas for measuring readability (e.g., Dale-Chall, Fleisch-Kincaid), all, or nearly all, include the following features of text: word length, sentence length, and the frequency of word use in the language as a whole. This last feature, referred to as word frequency, can be known from the many counts of words in English that have been made over the years. While many of these features are related to one another—for example, the tendency of shorter words to also be words that occur with higher frequency—each feature makes its own contribution to the various formulas and, therefore, to the measures that each formula provides of readability. While the many formulas share features in common, each has been developed to serve slightly different purposes.

The DRP approach to readability makes use of many of the surface, countable features of text mentioned above to measure readability. DRP readability values reflect the important features of text that will interact with a student’s reading ability to determine the likelihood of success in reading comprehension. Because DRP values are based upon such things as word length, word frequency, and sentence length, they also reflect the semantic (i.e., vocabulary) and syntactic challenges that students will confront and will need to master if they are to become successful readers.

# APPENDIX H

## **Passage Readability: English Language Arts Accessing Print— Text Comprehension (cont'd)**

In order to illustrate the DRP readability scale, the table below provides selected titles that might be used at various MI-Access Functional Independence grade levels, along with their DRP readability values. The selections are mostly award winners, popular titles, and newer copyrights.

| <b>Grades</b> | <b>Difficulty Levels</b> | <b>Selections</b>  |
|---------------|--------------------------|--|
| <b>3</b>      | <b>33 DRP units</b>      | <i>One Fish, Two Fish, Red Fish, Blue Fish</i> , Dr. Seuss   |
|               | <b>37 DRP units</b>      | <i>Clifford, the Big Red Dog</i> , Bridwell  |
|               | <b>41 DRP units</b>      | <i>Frog and Toad Together</i> , Lobel (Newbery Honor)<br><i>Strong to the Hoop</i> , Coy (32 pgs)  |
| <b>4/5</b>    | <b>42 DRP units</b>      | <i>What a Trip</i> , Amber Brown, Danziger<br><i>Teach Us</i> , Amelia Bedelia, Parish   |
|               | <b>45 DRP units</b>      | <i>Tales of a Fourth Grade Nothing</i> , Blume<br><i>Train to Somewhere</i> , Bunting (Children’s Notable—Middle Readers)<br><i>Superfudge</i> , Blume   |
|               | <b>48 DRP units</b>      | <i>Because of Winn-Dixie</i> , DiCamillo<br><i>The Middle Moffat</i> , Estes (Newbery Honor)   |
| <b>6/7/8</b>  | <b>47 DRP units</b>      | <i>Toning the Sweep</i> , Johnson (Coretta Scott King Award)<br><i>Somewhere in the Darkness</i> , Myers (Boston Globe-Horn Honor, Coretta Scott King Honor, Newbery Honor)                            |
|               | <b>49 DRP units</b>      | <i>Holes</i> , Sachar (Boston Globe-Horn Award, National Book Award, Newbery Medal)<br><i>My Louisiana Sky</i> , Holt (Boston Globe-Horn Honor, Children’s Notable-Older Readers, Josette Frank Award) |
|               | <b>53 DRP units</b>      | <i>A Girl Named Disaster</i> , Farmer (Newbery Honor)<br><i>Postcards from No Man’s Land</i> , Chambers (Michael L. Printz Award)  |
| <b>11</b>     | <b>48 DRP units</b>      | <i>The Cuckoo’s Child</i> , Freeman (Children’s Book Award)<br><i>Miracle’s Boy</i> , Woodson  |
|               | <b>52 DRP units</b>      | <i>Before We Were Free</i> , Freeman (Children’s Notable-Older Readers)<br><i>Hope Was Here</i> , Bauer (National Book Award)  |
|               | <b>55 DRP units</b>      | <i>The Amber Spyglass</i> , Pullman (Children’s Notable-Older Readers)<br><i>Kit’s Law</i> , Morrissey (Alex Award)  |

Degrees of Reading Power and DRP are registered trademarks of Questar Assessment, Inc.

## Appendix I

### English Language Arts Expressing Ideas Scoring Rubric

#### Scoring Rubric - Grade 3-8 and 11

|   | Writing  | Drawing   |
|---|--|---|
| 4 | The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding. | The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are (1) clearly present in the drawing, (2) present in the drawing and enhanced through written explanation by the student and/or oral explanation transcribed by the assessment administrator, or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding. |
| 3 | The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.                               | The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing, (2) mostly present in the drawing and supported through written and/or transcribed oral explanation, or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.   |
| 2 | The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.  | The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing, (2) present in the drawing and supported through minimal written and/or transcribed oral explanation, or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.  |
| 1 | The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.  | The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.  |

**Not ratable if:**

**A** — off topic, **B** — illegible, **C** — written in a language other than English, **D** — blank/refused to respond



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Revised October 23, 2003

## Important MI-Access Dates

|  | <b>Fall 2008<br/>Grades 3-8*</b>         | <b>Spring 2009<br/>Grade 11</b>        |
|--|--|--|
| Assessment Materials Start Arriving in Districts | Week of September 29                     | Week of February 2                     |
| MI-Access Live Webcast                           | September 30                             | February 6                             |
| MI-Access Assessment Window                      | October 13 - November 21                 | February 16 - March 31                 |
| Assessment Materials Return Date                 | Ship to Questar no later than December 4 | Ship to Questar no later than April 10 |

\* At this time, state-level alternate assessments are only available in the content areas of English language arts, mathematics, and science. Therefore, Individualized Education Program Teams must determine how students in grades 6 and 9 will be assessed in social studies.



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