Spring 2016

MI-Access	Guide to Reports

• Functional Independence
• Supported Independence
• Participation
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Section 1: Introduction

What’s in this Guide?
This guide was developed to assist educators in understanding and using the MI-Access assessment results.

The purpose of MI-Access reports is to provide teachers, parents, and other stakeholders with a point-in-time picture of what students with disabilities know and are able to do in specific content areas. To make the assessments more meaningful to students, all items selected for inclusion:

- were designed with input from classroom teachers, and
- are applicable to real world situations, that is, they reflect the knowledge and skills students need to be successful in school and as adults.

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

The reports prepared for MI-Access include individual-level reports such as:

- Student Record Labels
- Individual Student Reports
- Parent Reports
- Student Rosters
- Student Overview

The reports also include summary or aggregated level reports:

- Expectation and Scoring Focus Report
- Demographic Reports
- Comprehensive Reports

The individual and aggregate reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, results are provided for the following three assessment types:

1. Functional Independence (FI)
2. Supported Independence (SI)
3. Participation (P)

As required by federal law, the assessments are based on Michigan’s alternate content standards. These standards include:

- The Essential Elements (EEs)\(^1\) with the Michigan defined range of complexity (High, Medium, and Low for ELA and Mathematics),
- Extended Grade Level Content Expectations (EGLCEs for social studies),
- Extended High School Content Expectations (EHSCEs for social studies), and
- Extended Benchmarks (EBs for science)

The EEs, EGLCEs, EHSCEs, and EBs on which the MI-Access assessments are based can be downloaded from the MI-Access webpage (www.michigan.gov/mi-access).

Family Educational Rights and Privacy Act (FERPA)

Reports that provide student level data include federally protected student data. It is imperative that report users understand the sensitive and confidential nature of the data presented on MI-Access reports and comply with all Federal Education Rights and Privacy Act (FERPA) regulations: [www.ed.gov/policy/gen/guid/ferpa/index.html](http://www.ed.gov/policy/gen/guid/ferpa/index.html).

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\(^1\) Target Essential Elements as developed by the Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements, Lawrence, KS: University of Kansas.
# Report Descriptions

<table>
<thead>
<tr>
<th>Report</th>
<th>Description</th>
<th>Aggregation</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Record Labels</td>
<td>Summarizes individual student achievement in each content area for inclusion in the student’s Cumulative Student Record folder.</td>
<td>Individual Student</td>
<td>Paper</td>
</tr>
<tr>
<td>Individual Student Report (ISR)</td>
<td>Separated by content area, the ISR provides detailed information on individual student achievement, including overall score, performance level, student growth percentile, and summarized expectation/scoring focus data.</td>
<td>Individual Student</td>
<td>Online</td>
</tr>
<tr>
<td>Parent Report</td>
<td>Summarizes individual student achievement in each content area, including overall score, performance level, and summarized claim, strand, or discipline data.</td>
<td>Individual Student</td>
<td>Paper</td>
</tr>
<tr>
<td>Student Roster</td>
<td>Separated by content area, the roster provides detailed information on student achievement, for groups of students, including overall score, performance level, and summarized claim, strand, or discipline data.</td>
<td>Individual Student</td>
<td>Online</td>
</tr>
<tr>
<td>Student Overview</td>
<td>Summarizes student achievement for all content areas, including overall score, performance level information, and student growth percentile.</td>
<td>Individual Student</td>
<td>Online</td>
</tr>
<tr>
<td>Expectation/Scoring Focus Analysis Report</td>
<td>Provides the percentage of points earned by grade and content area expectation/scoring focus and the number of students scoring in each of four quartiles. This report is intended to provide an overview of performance by content area.</td>
<td>School, District, State, State</td>
<td>Online</td>
</tr>
<tr>
<td>Demographic Report</td>
<td>Provides a comparison of students by grade and content, aggregated across selected demographic groups, showing mean scores and percentages of students in each performance level.</td>
<td>School, District, ISD, State</td>
<td>Online</td>
</tr>
<tr>
<td>Comprehensive Report</td>
<td>Provides a comparison of students by grade and content by schools within a district or districts within an ISD. Mean scores and percentages of students in each performance level are reported.</td>
<td>District, ISD</td>
<td>Online</td>
</tr>
</tbody>
</table>
### Content Area Assessed

The MI–Access Functional Independence assessment covers five of the content areas assessed at the state level:

- Reading (ELA: Accessing Print),
- Writing (ELA: Expressing Ideas),
- Mathematics,
- Science, and
- Social studies.

MI–Access Participation and Supported Independence cover:

- English language arts (which includes reading and writing),
- Mathematics, and
- Science.

### Grades and Content Areas Assessed with MI–Access

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3rd</td>
</tr>
<tr>
<td>ELA (P/SI)</td>
<td>X</td>
</tr>
<tr>
<td>ELA-Accessing Print</td>
<td>X</td>
</tr>
<tr>
<td>ELA-Expressing Ideas</td>
<td>X</td>
</tr>
<tr>
<td>Mathematics</td>
<td>X</td>
</tr>
<tr>
<td>Science (FI only)</td>
<td>X</td>
</tr>
</tbody>
</table>

**Notes:**

- The samples in this guide are actual images of the reports and some sections of the reports have been blurred in order to protect student information and entity details.
- The aggregated reports for MI-Access have a built in feature that suppresses student data if there is less than 10 students. The purpose is to protect the student’s identity from being inadvertently disclosed. The reports will provide a “less than 10” foot note where necessary in this situation.
Section 2: Scoring

All of the processes employed to assess overall student performance, begin with their responses to a variety of item types. There are four types of items: Multiple Choice (MC), Selected Response (SR), Constructed Response (CR), and Activity Based Observations (ABO) items. Item scores are used to create sub-scores for each content area and are used in the Item Response Theory models and transformations that result in scale scores for FI. The P and SI scores will be provided as the sum of Earned Points.

FI Scoring

For the Functional Independence assessments, students earn one point for each correct answer, except on the Expressing Ideas assessment where they can earn up to 4 points for their response to the prompt. The score for each item is added together to determine the student’s total earned points for the assessment. In addition to earned points, students receive a scale score and are assigned a performance level.

Explaining FI Scale Scores

Each student who receives the same total earned points in a given year on a particular assessment will have the same scale score and performance level. However, students who have the same total earned points on a particular assessment in consecutive years may not have the same scale score or performance levels since assessments in consecutive years may differ slightly in difficulty. These slight differences in difficulty between assessments are controlled during the process used to create scale scores each year. The scale scores and performance levels are comparable and designed to have the same meaning across years. Scale scores and performance levels are computed for ELA, mathematics, social studies, and science. The ELA scale score is derived from a combination of the Accessing Print and Expressing Ideas earned points applied to scale score conversion. The minimum and maximum FI scores may also vary from year to year however, the cuts between the performance levels remain the same.

Explaining Participation and Supported Independence (P/SI) – Scoring

During the assessment, each student taking a P- or SI-level assessment is observed by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). The two assessment administrators simultaneously and independently score the student’s responses using a standardized scoring rubric that:

- is based on the student responding correctly, and
- takes into consideration the amount of assistance needed to engage the student in the item.

The P/SI scoring rubrics are shown in the table on the following page. The PAA and SAA scores are added together to calculate a score for each item. Then, all of the item scores are added together to determine the student’s total earned points for the assessment. (It should be noted that condition codes A, B, and C count as zero points.) In addition to earned points, students are assigned a performance level.
## MI-ACCESS P/SI SCORING RUBRICS

<table>
<thead>
<tr>
<th>P Score Point/Condition Code</th>
<th>SI Score Point/Condition Code</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>Responds correctly with no assessment administrator assistance</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Responds correctly after assessment administrator provides verbal/physical cues</td>
</tr>
<tr>
<td>1</td>
<td>Not Allowed in SI</td>
<td>Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance</td>
</tr>
<tr>
<td>A</td>
<td>A</td>
<td>Incorrect response</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>Resists/Refuses</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>Assessment administrator provides step-by-step directions and/or hand-over-hand assistance</td>
</tr>
</tbody>
</table>

### Scoring Focus for P/SI

This is a component of the P/SI assessment items that shows what administrators should look for when observing and scoring a student. It also is linked to the EEs, EGLCEs, EHSCEs, and EBs being measured.
Section 3: How Scores are Reported

Scale Scores and Earned Points

MI-Access FI scale scores are created from the raw score responses by utilizing Item Response Theory scoring models to convert to a scale score. Some of the student level reports will display the actual earned points and the accompanying scale scores.

The P- and SI-level scores display Earned Points as the final scores. The reports will provide the Points Possible so as to provide a comparison point against the students earned points.

Claim/Strand and Discipline Sub Scores

Claim scores for ELA and mathematics are generated using item scores and item parameters within a given claim to determine students’ achievement within that given claim. For science, the results are reported by strands associated with the standard, and for social studies, the report utilizes disciplines to display results.

Student Growth Percentiles (SGP)

Student growth percentiles represent a way to report and understand student growth better, as opposed to a basic comparison of year to year performances. Values for SGPs in Michigan range from 1-99, and can be interpreted in similar ways to other forms of percentiles. Scores close to 50 represent average growth. Higher SGPs indicate higher growth, while lower SGPs indicate lower growth. These percentiles are relative to students in Michigan, who had comparable achievement scores on prior state-level MI-Access tests. Because of this, only students who received valid scores on the most recent state assessment in a content area and have a valid score on this year’s test will receive SGPs. It also follows that SGPs will not be available for students who take a combination M-STEP/MI-Access FI tests in fourth grade science, fifth grade social studies, and all third grade assessments. SGPs are not utilized for Supported Independence- and Participation-level assessments.

Student Growth Percentiles (SGPs) will appear on the Individual Student Report, Student Overview, and in the school data files accessed through the Secure Site when the data becomes available. SGPs are designed to replace the Performance Level Change (PLC) on prior score reports, which relied on performance level changes from year to year. The assessment transitions in recent years necessitated an accompanying change in the reporting of student growth.

The addition of SGPs to Individual Student Reports, Student Overview Reports, and data files can provide some context to understand the growth of individual students and growth patterns within MI-Access students. It should also be noted that SGP calculations also allow for the uniqueness of the MI-Access assessments and students that participate in them. When combined with achievement scores and proficiency categories, SGPs can help educators understand how student achievement scores compare to their peers in the state who had comparable prior test scores. Teachers and administrators should recognize, however, that SGPs will be less stable in the first few years of any assessment transition; this is particularly true in Michigan, where MI-Access encompassed changing standards, and delivery modes. SGPs generated in future cycles, should generally be considered to be more stable.

Invalid Test Scores

Every year it’s possible that students may not receive a valid test score for a variety of reasons. The student level reports do not provide actual scores for invalid tests however, the reports will provide a reason why the tests are invalid. These students do not count toward accountability, and may negatively impact participation rates. Invalid test score are not included on aggregated reports.
**INVALID TEST CODES**

The following table reflects the invalid reason codes and descriptions that may appear in the student level reports and the student data file. The additional invalid test score conditions listed may also appear based on whether the proper test was given or otherwise marked in eDIRECT or on the student answer document.

<table>
<thead>
<tr>
<th>Reason Code</th>
<th>Scenario</th>
<th>Report Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student does not have a match in the Michigan Student Data System (MSDS) so the enrolled grade cannot be determined</td>
<td>Missing MSDS Data</td>
</tr>
<tr>
<td>2</td>
<td>Special Education flag not set in MSDS</td>
<td>Not Enrolled in Special Ed Program</td>
</tr>
<tr>
<td>3</td>
<td>Missing either the PAA or SAA scores on the student answer document</td>
<td>Missing either the PAA or SAA scores</td>
</tr>
<tr>
<td>4</td>
<td>Student administered more than one test type</td>
<td>No Valid Test Scores</td>
</tr>
<tr>
<td></td>
<td>For example: the student is assessed with FI in ELA and SI math</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Multiple answer documents are returned for the same student/test and the first test taken cannot be determined</td>
<td>No Valid Test Scores</td>
</tr>
<tr>
<td>7</td>
<td>Assessment misadministrations that are documented by an incident report</td>
<td>No Valid Test Scores</td>
</tr>
<tr>
<td>8</td>
<td>Student did not attempt to test</td>
<td>No Valid Test Scores</td>
</tr>
<tr>
<td></td>
<td>For example: the student was assessed with Accessing Print but not with the Expressing Ideas test as well, or failed to respond enough to score the test</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Invalid Test Score Conditions**

| Bubbled on answer document or coded in eDIRECT as Prohibitive Behavior | Prohibitive Behavior |
| Bubbled on answer document or coded in eDIRECT as using a Non Standard Accommodation | Non Standard Accommodation |
| Student has a match in MSDS where the enrolled grade does not match the grade the student tested in | Out of Level |
### Performance Levels

MI-Access FI scale scores and P/SI Earned Points within each subject area can be described in ranges. The labels applied to these ranges are known as Performance Levels. The MI-Access performance levels are: (1) Emerging, (2) Attained, and (3) Surpassed. The divisions between each levels are often referred to as cut scores. Scale score and performance level range tables are listed below and on the following pages.

The cut scores are typically developed by panels of educators and other stakeholders throughout the state in a process known as standard setting. To set these standards, the panels use detailed descriptions of what students in each of the performance levels should know and be able to do. Based upon these detailed descriptions and actual assessment items, the panel recommends the cuts that best separate each performance level from the next.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Emerging (Level 1)</th>
<th>Attained (Level 2)</th>
<th>Surpassed (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>3</td>
<td>2200-2299</td>
<td>2300-2314</td>
<td>2315-2411</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2300-2399</td>
<td>2400-2412</td>
<td>2413-2495</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2400-2499</td>
<td>2500-2514</td>
<td>2515-2598</td>
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<td></td>
<td>6</td>
<td>2500-2599</td>
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<td>7</td>
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<td>2700-2714</td>
<td>2715-2792</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>2700-2799</td>
<td>2800-2815</td>
<td>2816-2903</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>3000-3099</td>
<td>3100-3112</td>
<td>3113-3195</td>
</tr>
</tbody>
</table>

The Michigan State Board of Education is the authority who approves the final cut scores and performance level ranges.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Emerging (Level 1)</th>
<th>Attained (Level 2)</th>
<th>Surpassed (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>2200-2299</td>
<td>2300-2311</td>
<td>2312-2381</td>
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<td>5</td>
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<td>2815-2899</td>
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<td>11</td>
<td>3000-3099</td>
<td>3100-3120</td>
<td>3121-3213</td>
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<td>Science</td>
<td>4</td>
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<td>2400-2411</td>
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<td></td>
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<td>Social Studies</td>
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<td>3100-3112</td>
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### 2016 MI-Access Supported Independence (SI) Performance Level Points Possible Ranges

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade(s)</th>
<th>Emerging (Level 1)</th>
<th>Attained (Level 2)</th>
<th>Surpassed (Level 3)</th>
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<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>3-5</td>
<td>0-28</td>
<td>29-46</td>
<td>47-60</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>11</td>
<td>0-27</td>
<td>28-42</td>
<td>43-60</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3-5</td>
<td>0-31</td>
<td>32-48</td>
<td>49-60</td>
</tr>
<tr>
<td></td>
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<td>0-23</td>
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</tr>
<tr>
<td><strong>Science</strong></td>
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<td>0-31</td>
<td>32-54</td>
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<tr>
<td>Subject</td>
<td>Grade(s)</td>
<td>Emerging (Level 1)</td>
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<td>Surpassed (Level 3)</td>
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<td>---------</td>
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<tr>
<td>ELA</td>
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<td>0-47</td>
<td>48-74</td>
<td>75-90</td>
</tr>
</tbody>
</table>
Section 5: The Dynamic Score Reporting System

The MI-Access reports are located on the Secure Site (https://baa.state.mi.us/BAASecure) in the Dynamic Reporting in the “Reports” dropdown section. This Dynamic Reporting System provides detailed information about student performance by content area at the student, school, and district levels. The reports will display based on your role as either school/district user.

The Secure Site

Secure Site access is only available to district and school employees with authorized user roles and permissions granted by their district. You must have a MEIS login in order to access the Secure Site. For instructions on how to obtain a MEIS login, go to the Secure Site Training web page (http://michigan.gov/secsitetraining) and click How do I get access to the Secure Site?
**Functionality**

Michigan’s Dynamic Score Reporting site provides data for a variety of reports.

1. **Welcome Page:** (below) The Welcome Page provides detailed directions for accessing the reports based on user role.

---

**Welcome to Michigan’s Dynamic Score Reporting Site!**

To access your reports:

**District Users:**

a) Select the desired report from the **Report** dropdown at the top of the page.

b) Select desired school from the **School** dropdown (not applicable to District, ISD, or State level reports)

c) The page will refresh with available filters.

d) Select the desired criteria from the filters on the left side of the page.

e) Select the **Generate Reports** button to open your report.

**School Users:**

a) Select the desired report from the **Report** dropdown at the top of the page.

b) The page will refresh with available filters.

c) Select the desired criteria from the filters on the left side of the page.

d) Select the **Generate Reports** button to open your report.
2. **Report Body:** (below) The report body contains the selected report with the results of the filtered input.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Scale Score</th>
<th>Margin of Error</th>
<th>Performance Level</th>
<th>Student Growth Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>2305</td>
<td>±6</td>
<td>Attained</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Claim Scores**

<table>
<thead>
<tr>
<th>Claim</th>
<th>Earned Points / Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.C.1: Students can comprehend text in increasingly complex ways.</td>
<td>18 / 35</td>
</tr>
<tr>
<td>ELA.C.2: Students can produce writing for a range of purposes and audiences.</td>
<td>3 / 5</td>
</tr>
<tr>
<td>ELA.C.3: Students can communicate for a range of purposes and audiences.</td>
<td>2 / 4</td>
</tr>
<tr>
<td>ELA.C.4: Students can investigate topics and present information.</td>
<td>1 / 1</td>
</tr>
</tbody>
</table>

3. **Filter Pane:** (below) This section allows the user to filter by assessment type, grade, content area, reporting code, and individual students. This pane also allows the user to generate reports. The options available in the Filter Pane vary depending on the report.

4. **Go to Student Link:** (below) This student level report feature allows users to select an individual student in the Filter Pane. Note: if there are multiple pages you will have to scroll to that page in order to select.

5. **Information, PDF, and Bulk PDF buttons:** (below) These allow the user to view detailed information about each report and to generate a printable PDF file of the selected report. You may select a bulk PDF generation button which allows users to capture all students listed in the report.
**Student Level Data Reports**

**STUDENT RECORD LABELS**

The Student Labels (below) provide summary student performance levels for individual students. The labels are assembled by type (FI, SI and P), and include school information, student demographic information, MI-Access administration cycle information, and overall student performance level for tested content areas. The student record labels are shipped to schools for inclusion in the student folder.

<table>
<thead>
<tr>
<th>ISD</th>
<th>SCHOOL</th>
<th>UIC#</th>
<th>STU#</th>
<th>Subject</th>
<th>SS</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA</td>
<td>3115</td>
<td>3-Surpassed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mathematics</td>
<td>3106</td>
<td>2-Attained</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Science</td>
<td>3103</td>
<td>2-Attained</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Social Studies</td>
<td>3080</td>
<td>1-Emerging</td>
</tr>
</tbody>
</table>

**SCHOOL**

DOB: Gender: M
Grade: 11
Spring 2016

**Supported Independence**

<table>
<thead>
<tr>
<th>ISD</th>
<th>SCHOOL</th>
<th>UIC#</th>
<th>STU#</th>
<th>Subject</th>
<th>Earned/ Possible Points</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA</td>
<td>34/60</td>
<td>2-Attained</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mathematics</td>
<td>44/60</td>
<td>3-Surpassed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Science</td>
<td>48/68</td>
<td>2-Attained</td>
</tr>
</tbody>
</table>

**SCHOOL**

DOB: Gender: F
Grade: 11
Spring 2016

**Participation**

<table>
<thead>
<tr>
<th>ISD</th>
<th>SCHOOL</th>
<th>UIC#</th>
<th>STU#</th>
<th>Subject</th>
<th>Earned/ Possible Points</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA</td>
<td>8/60</td>
<td>1-Emerging</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mathematics</td>
<td>9/60</td>
<td>1-Emerging</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Science</td>
<td>4/90</td>
<td>1-Emerging</td>
</tr>
</tbody>
</table>
INDIVIDUAL STUDENT REPORT

The ISR (right) provides information about student performance by content area. Each student will have a separate ISR for each content assessed. The report is divided into four main sections:

1. Student demographic information
2. Overall content performance
3. Claim data for English language arts (ELA) and mathematics, strand data for science, and discipline for social studies.
4. Detailed expectation and scoring focus data is displayed and may be used with an expanded/collapsed format.

**English Language Arts Overall Performance Level and Scale Score**

- **Scale Score**: 2305
- **Performance Level**: Attained
- **Student Growth Percentile**: NA

**Claim Scores**

<table>
<thead>
<tr>
<th>Claim</th>
<th>Earned Points / Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.C.1: Students can comprehend text in increasingly complex ways.</td>
<td>18 / 35</td>
</tr>
<tr>
<td>ELA.C.2: Students can produce writing for a range of purposes and audiences.</td>
<td>3 / 5</td>
</tr>
<tr>
<td>ELA.C.3: Students can communicate for a range of purposes and audiences.</td>
<td>2 / 4</td>
</tr>
<tr>
<td>ELA.C.4: Students can investigate topics and present information.</td>
<td>1 / 1</td>
</tr>
</tbody>
</table>

**Assessment Expectation Raw Scores (Earned Points / Points Possible)**

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE.RL.H.3.1</td>
<td>The student can use details to answer questions about the plot, setting, and characters in a narrative text.</td>
<td>3 / 7</td>
</tr>
<tr>
<td>EE.RL.H.3.5</td>
<td>The student can identify events that occur at the beginning, middle, and/or end of a multipleparagraph narrative text.</td>
<td>0 / 1</td>
</tr>
<tr>
<td>EE.RI.H.3.2</td>
<td>The student can answer questions about details (e.g., individuals, events, locations, ideas, and/or sequence of events) in an informational text.</td>
<td>2 / 5</td>
</tr>
<tr>
<td>EE.RI.H.3.7</td>
<td>The student can use more complex visuals (e.g., pictures, illustrations, posters, schedules, photographs, etc.) to demonstrate understanding of text/information.</td>
<td>2 / 4</td>
</tr>
</tbody>
</table>
Student Demographic Information
This section provides identifying information about the student including name, grade, gender, date of birth, race/ethnicity, Unique Identification Code (UIC), assessment taken, and the district student ID, if provided by the school. The report will indicate if the student has been identified as an English learner, or formerly limited English proficiency in the Michigan Student Data System (MSDS). Additionally, any designated supports or accommodations the student received are displayed.

Overall Content Performance
Overall content area Scale Scores, including margin of error (FI only), Earned Points (for P/SI), and the associated performance level, are provided as a graphic and as a table. Ranges for each performance level are also shown on the graphic.

Claims, Strands, and Disciplines
- English language arts and mathematics report claim data
- Science reports strand data
- Social studies content standards are organized by disciplines

Raw scores, that is points earned out of total points possible, are reported for each claim, strand, and discipline.

Filters
Users may choose from several filters prior to report generation:
- Grade
- Content Area
- Reporting Code (formerly known as Class/Group Code)
- Home-schooled
- Performance Level
- Students (one, multiple, or all students may be selected)
Dear Parent or Guardian:

This spring, your student took part in the MIAccess Functional Independence assessments. These assessments are used to determine what students know and are able to do in English language arts (ELA), mathematics, social studies, and science in grades 3 through 11. The MIAccess Functional Independence assessments are based on the new Essential Elements, which are broad statements about expected student learning. Claims apply to disciplines and strands to which students are instructed and are organized by topic. A claim score reflects a student’s performance on test items on the topics within that claim, strand, or discipline.

Disciplines and Strands are used as a means to organize content standards and expectations. Disciplines apply to social studies and Strands to science. A discipline/strand score reflects the student’s performance within the discipline.

This report will provide an overview of your student’s performance on the Spring 2016 assessments. Please remember that these reports are only a snapshot of achievement. We encourage you to discuss these results with your student’s teacher(s), and other school professionals who have worked with your student, to plan for future learning.

Once a student’s Expressing Ideas and Accessing Print earned points are calculated, they are combined and assigned a single ELA scale score, which is used to determine the overall performance level. The ELA scale score is displayed in the total range of scale scores possible. It also shows your child’s corresponding performance level.

Sincerely,

Brian J. Whiston
State Superintendent
Michigan Department of Education
Overall Content Performance

Overall content area Scale Scores, including margin of error (for FI) and Earned Points (for P/SI), and the associated performance level are provided as a graphic and as a table. Ranges for each performance level are also shown on the graphic.

Claim performance levels for English language arts and mathematics are reported. Each claim reports points earned out of points possible.

The content standards strand data for science and disciplines for social studies also report points earned out of total points possible.

Content Area Explanation

Below each content area on the report is a detailed explanation of that content area.

Definitions

The following definitions are provided:

- **Claims**—are used as a means to organize assessment targets. Claims apply to English language arts and mathematics. Within the claims, assessment targets are used to organize the standards. A claim score reflects a student’s performance on test items within that claim.

- **Disciplines and Strands**—are used as a means to organize content standards and expectations. Disciplines apply to social studies and Strands to science. A discipline/strand score reflects the student’s performance on the test items within the discipline/strand.

- **Margin of Error**—Educational measurements are attempts to capture a student’s true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range of scores one would expect if the same student was to be measured repeatedly with parallel assessments.

---

### Mathematics Overall Performance Level and Scale Score

<table>
<thead>
<tr>
<th>Claim</th>
<th>Points Earned Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math.C.1: Students demonstrate increasingly complex understanding of number sense.</td>
<td>5/5</td>
</tr>
<tr>
<td>Math.C.2: Students demonstrate increasingly complex spatial reasoning and understanding if geometric principles.</td>
<td>6/8</td>
</tr>
<tr>
<td>Math.C.3: Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.</td>
<td>6/7</td>
</tr>
<tr>
<td>Math.C.4: Students solve increasingly complex mathematical problems, making productive use of algebra and functions.</td>
<td>9/10</td>
</tr>
</tbody>
</table>

#### Science Overall Performance Level and Scale Score

<table>
<thead>
<tr>
<th>Strand</th>
<th>Points Earned Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>C: Constructing New Scientific Knowledge</td>
<td>0/2</td>
</tr>
<tr>
<td>R: Reflecting on Scientific Knowledge</td>
<td>2/2</td>
</tr>
<tr>
<td>L: Using Life Science Knowledge</td>
<td>5/13</td>
</tr>
<tr>
<td>P: Using Physical Science Knowledge</td>
<td>6/12</td>
</tr>
<tr>
<td>E: Using Earth Science Knowledge</td>
<td>4/6</td>
</tr>
</tbody>
</table>

---

For Help, call 1-877-560-8378, option 3
STUDENT OVERVIEW REPORT

The Student Overview Report (FI and SI below) provides summary data of each student’s performance in all content areas assessed on the MI-Access. These reports are designed to provide educators a high level snapshot of a student’s performance in all content areas by grade. The overview is reported for each of the three test cycles: Functional Independence (FI), Supported Independence (SI) and Participation (P).

For each selected student the following data is displayed for each tested content in both graphical and table format:

1. Scale Score (FI) or Earned Points (P/SI)
2. Performance Level
3. Margin of Error (FI only)

**DOE, JOHN J | Grade 3 | Supported Independence**

**Subject Scale Score**
- **English Language Arts**: 2305
- **Mathematics**: 2345

**Student Overview Report**
- **Subject**: English Language Arts
- **Scale Score**: 2305
- **Margin of Error**: ± 6
- **Performance Level**: Attained
- **Student Growth Percentile**: NA

**Subject**: Mathematics
- **Scale Score**: 2345
- **Margin of Error**: ± 14
- **Performance Level**: Surpassed
- **Student Growth Percentile**: NA

**Subject Scale Score**
- **English Language Arts**: 2000-2999
- **Mathematics**: 2000-2999

**Performance Level**
- Emerging
- A Ached
- Surpassed

**Margin of Error** (FI only)
- ± 6

**Student Growth Percentile**
- NA

**Performance Level**
- Emerging
- A Ached
- Surpassed

**Student Overview Report**
- **Subject**: English Language Arts
- **Scale Score**: 2305
- **Margin of Error**: ± 6
- **Performance Level**: Attained
- **Student Growth Percentile**: NA

**Subject**: Mathematics
- **Scale Score**: 2345
- **Margin of Error**: ± 14
- **Performance Level**: Surpassed
- **Student Growth Percentile**: NA

**Student Overview Report**
- **Subject**: English Language Arts
- **Scale Score**: 2305
- **Margin of Error**: ± 6
- **Performance Level**: Attained
- **Student Growth Percentile**: NA

**Subject**: Mathematics
- **Scale Score**: 2345
- **Margin of Error**: ± 14
- **Performance Level**: Surpassed
- **Student Growth Percentile**: NA

**Student Overview Report**
- **Subject**: English Language Arts
- **Scale Score**: 2305
- **Margin of Error**: ± 6
- **Performance Level**: Attained
- **Student Growth Percentile**: NA

**Subject**: Mathematics
- **Scale Score**: 2345
- **Margin of Error**: ± 14
- **Performance Level**: Surpassed
- **Student Growth Percentile**: NA

**Student Overview Report**
- **Subject**: English Language Arts
- **Scale Score**: 2305
- **Margin of Error**: ± 6
- **Performance Level**: Attained
- **Student Growth Percentile**: NA

**Subject**: Mathematics
- **Scale Score**: 2345
- **Margin of Error**: ± 14
- **Performance Level**: Surpassed
- **Student Growth Percentile**: NA

**Student Overview Report**
- **Subject**: English Language Arts
- **Scale Score**: 2305
- **Margin of Error**: ± 6
- **Performance Level**: Attained
- **Student Growth Percentile**: NA

**Subject**: Mathematics
- **Scale Score**: 2345
- **Margin of Error**: ± 14
- **Performance Level**: Surpassed
- **Student Growth Percentile**: NA
**STUDENT ROSTER**

Student Roster (below) allows users to view student scale scores, earned points, and performance levels by assessment type, content area, and grade.

The report may be filtered by:
- Assessment type
- Content Area
- Reporting codes (formerly known as Class/Group Codes)
- Performance level

The report allows you to also sort:
- Alphabetically by student in ascending or descending order
- Scale score/earned points, and
- Sub categories including: claims, strands, or disciplines

The report below is divided into four main sections:

1. An alphabetical listing of students (sortable). The black icon (circled) has a hover feature that allows you to see the Unique Identification Code (UIC) and the Date of Birth (DOB) for that specific student.
2. Overall content performance in a table format (sortable by score). The Margin of Error is applied to FI reports only.
3. Overall content performance in a graphical format with color performance ranges and performance level legend. The Margin of Error is applied to FI reports only.
4. Points Earned versus Points Possible by claims, strands, and disciplines.
Aggregate Data Reports

EXPECTATION/SCORING FOCUS ANALYSIS

The Analysis report is produced in two formats. **Expectation Analysis** is for FI (below) and **Scoring Focus** is for P/SI. These reports provide the percentage of points earned by grade and content area expectations or scoring focus.

The report may be filtered by:
- Assessment type (FI, SI and P)
- School, District, and State level reports
- Grade
- Content Area

The report allows you to:
- Expand, collapse, and reset all the filters

• Individually select a grade, content area or a combination of them
• Expand and collapse the claims, strand, and discipline

The report below is divided into three main sections:

1. The expectation/scoring focus list is displayed along with detailed descriptions. This area may also be expanded and collapsed (circled).

2. The Number of Students Assessed in the expectation/scoring focus, and the average percentage of points earned out of points possible.

3. The number of students scoring in one of four bands: 0-25%, 26-50%, 51-75%, and 76-100% points earned out of points possible.

**Note:** The data found in this report is designed only for school and district use and should not be disseminated to the public.

---

### School Expectation Analysis Report

**Grade 5 | English Language Arts | Functional Independence**

<table>
<thead>
<tr>
<th>Expectation ELA.C.1</th>
<th>Students can comprehend text in increasingly complex ways.</th>
<th>No. of Students Assessed</th>
<th>Average % Points Earned</th>
<th>Number of Students With:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE.RL.H.5.1</td>
<td>The student can use details, including (but not limited to) specific words from the text, to answer questions about narrative text.</td>
<td>48</td>
<td>76.6</td>
<td>0-25% Points Earned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26-50% Points Earned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>51-75% Points Earned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>76-100% Points Earned</td>
</tr>
<tr>
<td>EE.RL.H.5.2</td>
<td>The student can identify the theme or main idea of a multi paragraph narrative text.</td>
<td>48</td>
<td>29.2</td>
<td>0-25% Points Earned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26-50% Points Earned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>51-75% Points Earned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>76-100% Points Earned</td>
</tr>
<tr>
<td>EE.RI.H.5.1</td>
<td>The student can use details from informational text to answer questions about the text.</td>
<td>48</td>
<td>39.4</td>
<td>0-25% Points Earned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26-50% Points Earned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>51-75% Points Earned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>76-100% Points Earned</td>
</tr>
</tbody>
</table>

---

2016 MI-Access Guide to Reports
DEMOGRAPHIC REPORT

The Demographic Report (below) provides a comparison of students by grade and content, aggregated across reporting and demographic groups, showing the percentages at each level (Emerging, Attained, and Surpassed).

The report may be filtered by:
- assessment type (FI, SI and P)
- specific report level either School, District, or State
- by grade

After the user selects a grade to view, all tested content for that grade is displayed sequentially in alphabetical order. Users may also use the expand and collapse to customize the reports.

District Demographic Report
Grade 3  |  MI-Access Functional Independence

English Language Arts

<table>
<thead>
<tr>
<th>Demographic Subgroups</th>
<th>No. of Students Assessed</th>
<th>Mean Scale Score</th>
<th>% at E</th>
<th>% at A</th>
<th>% at S</th>
<th>% at S &amp; A*</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>44</td>
<td>2304</td>
<td>9</td>
<td>77</td>
<td>14</td>
<td>91</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>28</td>
<td>2305</td>
<td>7</td>
<td>82</td>
<td>11</td>
<td>93</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>2303</td>
<td>13</td>
<td>69</td>
<td>19</td>
<td>88</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>&lt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>&lt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>10</td>
<td>2303</td>
<td>10</td>
<td>80</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>&lt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>2297</td>
<td>20</td>
<td>70</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>10</td>
<td>2313</td>
<td>0</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>10</td>
<td>2304</td>
<td>10</td>
<td>80</td>
<td>10</td>
<td>90</td>
</tr>
</tbody>
</table>

Additional Reporting Groups

<table>
<thead>
<tr>
<th>Reporting Group</th>
<th>No. of Students Assessed</th>
<th>Mean Scale Score</th>
<th>% at E</th>
<th>% at A</th>
<th>% at S</th>
<th>% at S &amp; A*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged: Yes</td>
<td>43</td>
<td>2304</td>
<td>9</td>
<td>77</td>
<td>14</td>
<td>91</td>
</tr>
<tr>
<td>Economically Disadvantaged: No Els: Yes</td>
<td>&lt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Els: No</td>
<td>38</td>
<td>2305</td>
<td>11</td>
<td>74</td>
<td>16</td>
<td>90</td>
</tr>
<tr>
<td>Formerly LEP</td>
<td>10</td>
<td>2313</td>
<td>0</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Migrant</td>
<td>10</td>
<td>2304</td>
<td>10</td>
<td>80</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>Homeless</td>
<td>10</td>
<td>2297</td>
<td>20</td>
<td>70</td>
<td>10</td>
<td>80</td>
</tr>
</tbody>
</table>

The report is divided into three main sections:

1. Overall performance level percentages for the grade and content displayed in graphical format. The legend, with score ranges, is provided underneath the graphic.

2. Demographic subgroup performance level data for each subgroup in table format.

3. If a demographic subgroup is selected, then a graphical display of the performance level percentages for that subgroup is displayed under the overall graph for easy comparison.
Demographic Subgroup Performance Level Data Table
Performance level data, including the number of students assessed, mean score, and percentages of students in each performance level - Emerging, Attained, and Surpassed—as well as Surpassed and Attained combined, are displayed for a number of demographic subgroups in a table.

The demographic subgroups reported are:

- Gender
  - Male
  - Female

- Ethnicity
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Other Pacific Islander
  - Two or More Races
  - White

- Additional Reporting Groups
  - Economically Disadvantaged: Yes
  - Economically Disadvantaged: No
  - English Learners (ELs): Yes
  - ELs: No
  - Formerly Limited English Proficiency (LEP)
  - Migrant
  - Homeless

- Students with Disabilities
  - Standard Accommodation—all students
  - Nonstandard Accommodation—all students
  - Standard Accommodation—EL only
  - Nonstandard Accommodation—EL only

Demographic Subgroup Performance Level Percentages Graphic
The user may select a demographic subgroup in the demographic table to compare against the overall student population. The selected demographic subgroup will be highlighted and a corresponding horizontal bar graph of the performance level percentages will display under the overall performance level graph.
COMPREHENSIVE REPORT

The Comprehensive Report (below) provides a comparison of students by grade and content, aggregated across districts and ISDs, showing the percentages proficient at each level (Surpassed, Attained, and Emerging). The Comprehensive Report is available at the ISD (FI, SI and P) and District levels (FI only).

The report may be filtered by:

- Assessment type (FI, SI and P)
- Specific report level either District (FI only), or ISD (FI, SI and P)
- by grade

After the user selects a grade to view, the content areas for that grade is displayed individually in alphabetical order.

The report is divided into three main sections:

1. Overall performance level percentages for the grade and content displayed in graphical format. The legend, with score ranges, is provided underneath the graphic.

2. Entity performance level data for each district (ISD Report) or school (District Report) in table format.

3. If an entity is selected in the table, then a graphical display of the performance level percentages for that entity is displayed under the overall graph for easy comparison.

Entity Performance Level Data Table

Performance level data, including the number of students assessed, mean scale score, and percentages of students in each performance level—Emerging, Attained, and Surpassed—as well as surpassed and attained combined, are displayed for the applicable ISD and district in a table.

- For ISD level reports, performance data for the districts in the ISD are reported.
- For district level reports, performance data for the schools, excluding nonpublic schools, in the district are reported.

Entity Performance Level Percentages Graphic

The user may select an entity in the entity table to compare against the overall ISD or district performance data. The selected entity will be highlighted and a corresponding horizontal bar graph of the performance level percentages will display under the overall performance level graph.

### ISD Comprehensive Report

**Grade 8 | Functional Independence**

**Mathematics**

<table>
<thead>
<tr>
<th></th>
<th>All Districts</th>
<th>ABC School District</th>
<th>Demo Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>2815-2897</td>
<td>2815-2897</td>
<td>2815-2897</td>
</tr>
<tr>
<td>A</td>
<td>2800-2814</td>
<td>2800-2814</td>
<td>2800-2814</td>
</tr>
<tr>
<td>E</td>
<td>2700-2799</td>
<td>2700-2799</td>
<td>2700-2799</td>
</tr>
</tbody>
</table>

- **Surpassed (S)**: 67%
- **Attained (A)**: 17%
- **Emerging (E)**: 17%

**Legend**:

- **S**: Surpassed
- **A**: Attained
- **E**: Emerging

**Note**:

- No summary scores provided if less than 10 students.
- Value may not equal the exact sum of Levels S & A due to rounding.
STUDENT DATA FILE

The Student Data File (right) contains detailed individual student data in an excel file. This data includes school information, student demographic data, test administration data, and student performance data.

School information—student ISD, District, and School Code

Student Demographic Data—Includes grade, name, gender, ethnicity, UIC, Date of Birth. Also includes subgroup information including Economically disadvantaged, Special Education, Limited English Proficiency, Migrant status, and HomeSchooled information

Test Administration Data—Includes online/paper-pencil format, valid or invalid test, if invalid, includes reason for invalidation of the test, also includes whether student received accommodations.

Student Performance Data—Includes student scores, student growth percentile, raw strand data for science, discipline data for social studies, and claim performance for ELA and mathematics.

The Student Data File is provided for schools to use as a data resource for school- or district-level data reviews. Schools or districts can use the Student Data File to manipulate and evaluate data in ways that support School Improvement goals or other data-based decision-making purposes.

Spring 16 Mi-Access Student Data File Format

The downloaded file containing student test scores is a Comma Delimited File (CSV) with the following fields in order:

Please note: fields containing “Reporting Level” information are referring to claim for ELA/math, strand for science, and disciplines for social studies.

---

<table>
<thead>
<tr>
<th>Excel Column</th>
<th>Field</th>
<th>Descriptor</th>
<th>Field Type (Length)</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>TestCycleName</td>
<td>131 = MI-Access FI 132 = MI-Access SI 133 = MI-Access P</td>
<td>text(20)</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>ISDCode</td>
<td>ISD code number</td>
<td>varchar(5)</td>
<td>99999</td>
</tr>
<tr>
<td>C</td>
<td>DistrictCode</td>
<td>School district code number</td>
<td>varchar(5)</td>
<td>99999</td>
</tr>
<tr>
<td>D</td>
<td>SchoolCode</td>
<td>School code number</td>
<td>varchar(5)</td>
<td>99999</td>
</tr>
<tr>
<td>E</td>
<td>FeederSchoolCode</td>
<td>Prior school number that student attended</td>
<td>varchar(5)</td>
<td>99999</td>
</tr>
<tr>
<td>F</td>
<td>Grade</td>
<td>Student grade</td>
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</tr>
<tr>
<td>G</td>
<td>LastName</td>
<td>Student last name</td>
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<td></td>
</tr>
<tr>
<td>H</td>
<td>FirstName</td>
<td>Student first name</td>
<td>varchar(25)</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>MiddleInitial</td>
<td>Student middle initial</td>
<td>char(1)</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>Gender</td>
<td>Student’s gender M = Male, F = Female</td>
<td>char(1)</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Ethnicity</td>
<td>Student’s ethnic code 0 = Native Hawaiian or Other Pacific Islander 1 = American Indian or Alaska Native 3 = Black or African American 4 = Hispanic or Latino 5 = White 6 = Two or more Races 9 = Asian</td>
<td>int(1)</td>
<td>9</td>
</tr>
</tbody>
</table>
Section 7: Additional Resources

Additional Sources of Assessment Results

BAA SECURE SITE DATA FILES

Data files are available for download from the BAA Secure Site Student Test Scores window for authorized school and district users. The BAA Secure Site can be accessed by authorized users at www.michigan.gov/baa-secure.

- Student Data File—includes individual student test results and performance
- Aggregate Data File—includes aggregated school, district, or ISD assessment results

MI SCHOOL DATA

MI School Data is an online public portal that provides views of Michigan education data to help make informed educational decisions, to help improve instruction and to enable school systems to prepare a higher percentage of students to succeed in rigorous high school courses, college and challenging careers. (www.michigan.gov/mischooldata)

GENERAL RESOURCES

General additional resources are available on the MI-Access web page (www.michigan.gov/mi-access):

- For instructions on how to obtain access to the Dynamic Reporting Site, go to the Secure Site Training web page (www.michigan.gov/secsitetraining) and click How do I get access to the Secure Site?
- 2016 MI-Access Performance Level and Score Ranges
- How to Access and Navigate Michigan’s Dynamic Score Reporting Site for M-STEP and MI-Access
- Spring 2017-2019 Statewide Summative Assessments Calendar
- Parent Guide to State Assessments in Michigan

Also, be sure to sign up for the Spotlight on Student Assessment and Accountability Newsletter (www.michigan.gov/mde-spotlight) or weekly up-to-date information about Statewide Summative Assessments.
Section 8: Contact Information

School administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to reports, or need additional information about MI-Access administration procedures, content, scheduling, appropriate assessment of or accommodations for students with disabilities or English language learners (ELLs), please contact the Michigan Department of Education Division of Educator, Student, and School Supports, using the contact information listed below:

Division of Educator, Student, and School Supports
Andrew Middlestead, Director, Office of Student Assessments
Katherine Cermak, Manager, Test Administration and Reporting
John Jaquith, MI-Access Consultant for Students with Disabilities
Dan Evans, MI-Access Analyst, Test Administration and Reporting
Linda Howley, Manager, Test Development
Suzanne Hindman, ELA Consultant
Kyle Ward, Mathematics Consultant
Scott Koenig, Social Studies Consultant
Tamara Smolek, Science Consultant
Jennifer Paul, Assessment Consultant for English Language Learners
Shiqi Hao, Ph.D., Lead Psychometrician, Psychometrics

Phone: 1-877-560-8378, option 3
Fax: 517-335-1186
Website: www.michigan.gov/mi-access
E-mail: BAA@michigan.gov