

MI Secret of Success! a.k.a. Student Achievement

- ▣ Students
 - 6th – 8th Grade
 - *Appropriate* for the MiCi Program
 - Most will take the F.I. MI Access Assessment
 - Students have excellent outcomes!
 - Utilize Resources Available & Make RELEVANT to the student (applied learning)

Check Student I.E.P. Assess Student to develop a “starting point”

- ▣ Key Math
- ▣ Brigance
- ▣ Teacher Developed Tool(s)
- ▣ Look over State MI Access Data from last year

Resource - Sample Booklets

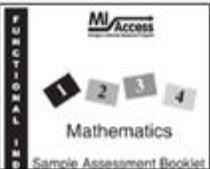
 **Functional Independence Sample Booklets**

 [ELA Grade 3](#)

 [ELA Grades 4 and 5](#)

 [ELA Grades 6, 7 and 8](#)

 [ELA Grade 11](#)

 [Mathematics Grade 3](#)

English Language Arts
Accessing Print
Expressing Ideas

Mathematics
Sample Assessment Booklet

Provides specific examples of items



INDIVIDUAL STUDENT REPORT

Functional Independence - Mathematics

Grade 6

Fall 2006



District Name: **Midland Public Schools**
 District Code: **56010**

Teacher Name: **Timm, Larry C.**
 School Name: **Central Middle School**
 School Code: **[REDACTED]**

Student Name: **[REDACTED]**
 State UIC: **[REDACTED]** Date of Birth: **10/05/1994** District Student ID: **[REDACTED]**
 Gender: **F** Ethnicity: **White, Not of Hispanic Origin**
 English Language Learner: **N** Formerly LEP: **N** SpecEd: **Y**
 Accommodations: **Reader, Calculator**

STUDENT PERFORMANCE SUMMARY

Earned/Points Possible: **21/35**
 Scale Score: **2602**
 Performance Level 2006: **Attained the Performance Standard**
 Performance Level 2005: **Attained the Performance Standard**

Scale Score
 Perf. Level 05 06

Student Performance by Assessment Strand	
	Earned/ Points Possible
DATA AND PROBABILITY	2/3
GEOMETRY	1/3
MEASUREMENT	10/13
NUMBERS AND OPERATIONS	8/18
TOTAL	21/35

Individual Item Analysis for Released Items			
EGLCE Code	STRAND or Abbreviated Extended GLCE Descriptor	Released Item Number	Response
DATA AND PROBABILITY			
D.RE.05.EG01	Read data	R5	C
D.RE.05.EG01	Read data	R6	+B
MEASUREMENT			
M.PS.05.EG08	Solve one-step word problems	R2	B
M.PS.05.EG12	Add and subtract money in dollars and cents	R3	+B
M.UN.05.EG02	Select appropriate units of measure	R1	+C
M.UN.05.EG04	Approximate temperature	R4	B
NUMBERS AND OPERATIONS			
N.L.05.EG12	Add and subtract two numbers with 1 or 2 digits	R9	+B
N.FL.05.EG12	Add and subtract two numbers with 1 or 2 digits	R10	+A
N.ME.05.EG03	Represent whole numbers to 10,000	R7	B
N.ME.05.EG03	Represent whole numbers to 10,000	R8	A

EGLCE code

Released Item Number!

Strand being Measured

Student Report is valuable in explaining MI Access to parents

Functional Independence - Mathematics

Performance Level	Scale Score Range - Grade 6	
<i>Surpassed</i> the Performance Standard	2617 - 2688	Go to the MI-Access Web page at www.mi.gov/mi-access for Performance Level Descriptors.
<i>Attained</i> the Performance Standard	2600 - 2616	
<i>Emerging</i> Toward the Performance Standard	2499 - 2599	

Molly's Scale Score was 2602

Note: For detailed information, see the *MI-Access Handbook*.

You can show parents Scale Score, Specific items (EGLCE) that she missed and Released Items that reflect the skill.

Review of the Class Roster is valuable for Program Evaluation



CLASS ROSTER Functional Independence - Mathematics Grade 6 Fall 2006



District Name:
District Code:

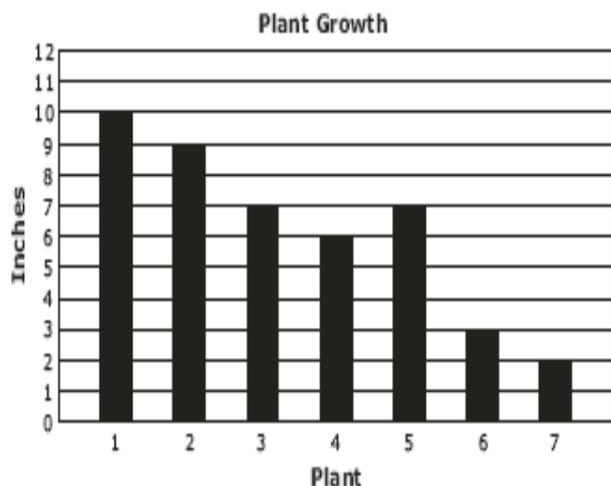
Teacher Name: **Timothy Lopez**
School Name:
School Code:

Number of Students Assessed: **5**

Mean Scale Score: **2627**

Student Information	Scale Score 2006	Performance Level 2006	Performance Level 2005	Data and Probability		Geometry		Measurement							Numbers and Operations													
				D.RE.05.EG01	Data and Probability Total (out of 3)	G.GS.05.EG01	Geometry Total (out of 1)	M.PS.05.EG03	M.PS.05.EG06	M.PS.05.EG08	M.PS.05.EG12	M.UNL.05.EG02	M.UNL.05.EG04	M.UNL.05.EG05	M.UNL.05.EG07	M.UNL.05.EG10	Measurement Total (out of 13)	N.FL.05.EG11	N.FL.05.EG12	N.FL.05.EG14	N.HE.05.EG01	N.HE.05.EG02	N.HE.05.EG03	N.HE.05.EG06	N.MA.05.EG09	N.MA.05.EG15	Numbers and Operations Total (out of 18)	Earned Points Total (out of 35)
(No. of Items per Extended GLCE)				(3)		(1)		(1)	(1)	(1)	(2)	(2)	(2)	(1)	(1)	(2)	(1)	(1)	(1)	(1)	(3)	(3)	(1)	(3)	(2)			
Molly Math Student	2602	A	A	2	2	1	1	1	1	1	2	2	0	0	2	1	10	1	3	0	1	1	0	0	2	0	8	21
	2651	S	S	3	3	1	1	1	1	2	2	2	1	1	2	1	13	1	2	1	1	3	3	1	3	1	16	33
	2610	A	A	2	2	1	1	1	0	2	2	0	1	0	2	1	9	0	3	1	1	1	1	1	3	1	12	24
	2642	S	S	3	3	1	1	1	1	2	2	2	1	1	2	1	13	0	3	1	1	2	3	1	3	1	15	32
	2631	S	S	2	2	1	1	1	1	2	2	2	1	1	2	1	13	1	2	1	1	3	2	1	2	1	14	30

R5 The bar graph shows the growth of 7 plants.



How many of the plants grew more than 5 inches?

- A 5
- B 6
- C 7

Review “Released Item” & EGLCEs

90013006

FUNCTIONAL INDEPENDENCE MATHEMATICS EXTENDED GRADE LEVEL CONTENT EXPECTATIONS GRADE 5

Grade 5
Extended Grade Level Content Expectation (EGLCE)
DATA ANALYSIS
Topic 1: Explore Data
D.RE.05.EG01 Read data from charts, tables, bar graphs, circle graphs, tallies, and pictographs with a scale up to two.
D.RE.05.EG02 Draw, explain and justify predictions and conclusions from data presented in tables, graphs and charts.
D.RE.05.EG03 Describe the shape of data using informal language (e.g. increasing, decreasing).

FUNCTIONAL INDEPENDENCE MATHEMATICS EXTENDED GRADE LEVEL CONTENT EXPECTATIONS GRADE 6

Grade 6
Extended Grade Level Content Expectation (EGLCE)
Topic 2: Use maps and grids
G.LO.06.EG02 Find and name locations using simple coordinate systems such as maps and first quadrant grids.
G.LO.06.EG03 Read, interpret and use maps and grids with legends. Understand and use directions such as north, south, east and west and directional turns such as left and right.
DATA ANALYSIS
Topic 1: Explore Data
D.RE.06.EG01 Read data from charts, tables, bar graphs, circle graphs, tallies and pictographs with a scale up to ten.
D.RE.06.EG02 Draw, explain and justify predictions and conclusions from data presented in tables, graphs and charts.
D.RE.06.EG03 Describe the shape of data using informal language (e.g. increasing, decreasing).
D.RE.06.EG04 Solve problems using data presented in tables, bar graphs, circle graphs, tallies and pictographs.

Plan...

- ▣ You have State Assessment Data from LAST YEAR
- ▣ You have current year EGLCEs to guide your Curriculum for THIS YEAR (along with other assessments i.e., Brigance, Key Math etc).
- ▣ You know what will be assessed NEXT YEAR. This is a powerful tool to guide your curriculum AND to write Goals & Objectives.

- After reviewing classroom evaluation results, MI Access results from Fall and meeting with parents, annual Goal & Objectives are developed.

- It is clear that Molly Math Student needs improvement/ development of skills in Problem Solving and Computation.

- More specifically, she has difficulty reading charts, tables, graphs and using /understanding data presented in this manner.*

- What would the Goal Page look like?

Strand III: Data Analysis and Statistics

Content Standard 1: Students collect and explore data, organize data into a useful form, and develop skill in presenting and reading data displayed in different formats. (Collection, Organization and Presentation of Data)

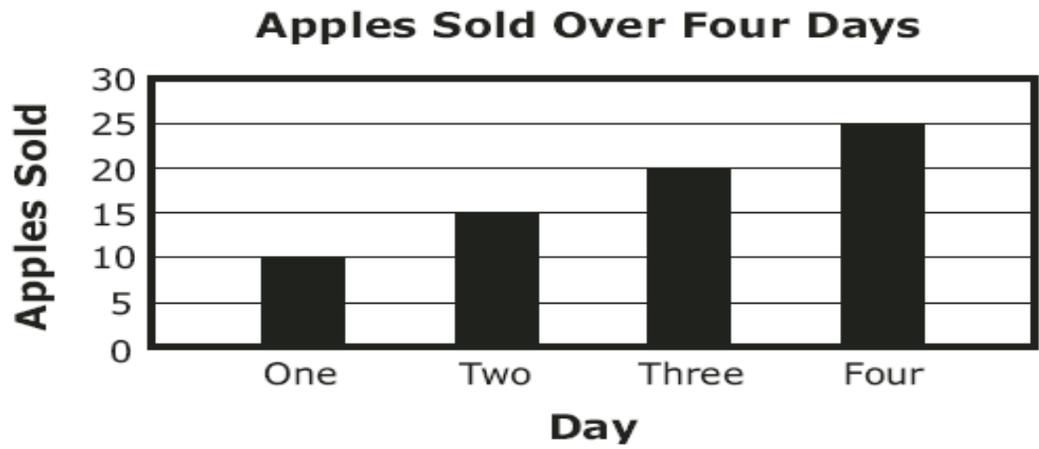
Benchmark	Students Will	Text Reference	Suggested Activities/Assessment
Organize and display single-variable data in appropriate graphs and plots.	<p>Collect and explore data through counting.</p> <p>D.RE.06.E03 Describe the shape of data using informal language (e.g. increasing, decreasing).</p> <p>D.RE.06.E01 Read and interpret data from charts, tables, bar graphs, circle graphs, tallies and pictographs with a scale up to ten.</p> <p>M.UN.06.EG05 Measure area by counting squares on a grid for rectangular shapes.</p>	<p>Pearson Learning – <u><i>Practical Mathematics</i></u></p>  <p>(What would instruction look like? – Basic Level)</p>  <p>(What would instruction look like? – Advanced Level)</p>	<p>MPS</p> <p>Look at simple bar chart/pie chart to determine more or less.</p> <p>Measure plants in Science and enter data in Microsoft Word table. Present information that explains growth (or lack of) according to a hypothesis (more or less sunlight, fertilizer added to soil, poor soil type etc.). This introduces students to charts and graphs, less – more.</p> <p>Draw pictures of lines representing number levels (students look across the grid at the number). The higher the line, the larger the number on the grid.</p> <p>Develop classroom surveys and make simple bar graphs to show more or less.</p>

EGLCEs – Data & Probability

FUNCTIONAL INDEPENDENCE MATHEMATICS EXTENDED GRADE LEVEL CONTENT EXPECTATIONS GRADE 6

Grade 6 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD and/or State
Topic 2: Use maps and grids	
G.LO.06.EG02 Find and name locations using simple coordinate systems such as maps and first quadrant grids.	Classroom/LEA/ISD and State
G.LO.06.EG03 Read, interpret and use maps and grids with legends. Understand and use directions such as north, south, east and west and directional turns such as left and right.	Classroom/LEA/ISD and State
DATA ANALYSIS	
Topic 1: Explore Data	
Looking at the entire Data Analysis Strand	
D.RE.06.EG01 Read data from charts, tables, bar graphs, circle graphs, tallies and pictographs with a scale up to ten.	Classroom/LEA/ISD and State
D.RE.06.EG02 Draw, explain and justify predictions and conclusions from data presented in tables, graphs and charts.	Classroom/LEA/ISD and State
D.RE.06.EG03 Describe the shape of data using informal language (e.g. increasing, decreasing).	Classroom/LEA/ISD and State
D.RE.06.EG04 Solve problems using data presented in tables, bar graphs, circle graphs, tallies and pictographs.	Classroom/LEA/ISD and State

Use the bar graph below to answer question **R7**.



R7 How many **more** apples were sold on day 4 than on day 1?

- A** 15
- B** 20
- C** 25

“Real World Contexts”

- ▣ Reading work schedule (table)
- ▣ Bus schedule (Dial-A-Ride)
- ▣ Schedule for movies, community events
- ▣ Weather information (10 Day Forecast)
- ▣ Class Schedule
- ▣ Chart, Tables & Graphs in Daily Newspaper or Magazine
- ▣ Computerized Checking programs (Quicken, MS Money)
- ▣ Cable TV Listings
- ▣ Measuring
- ▣ Reading/Writing Step-by-Step directions

Preparing Students for Success!

Job Shadowing

Vocational Evaluation

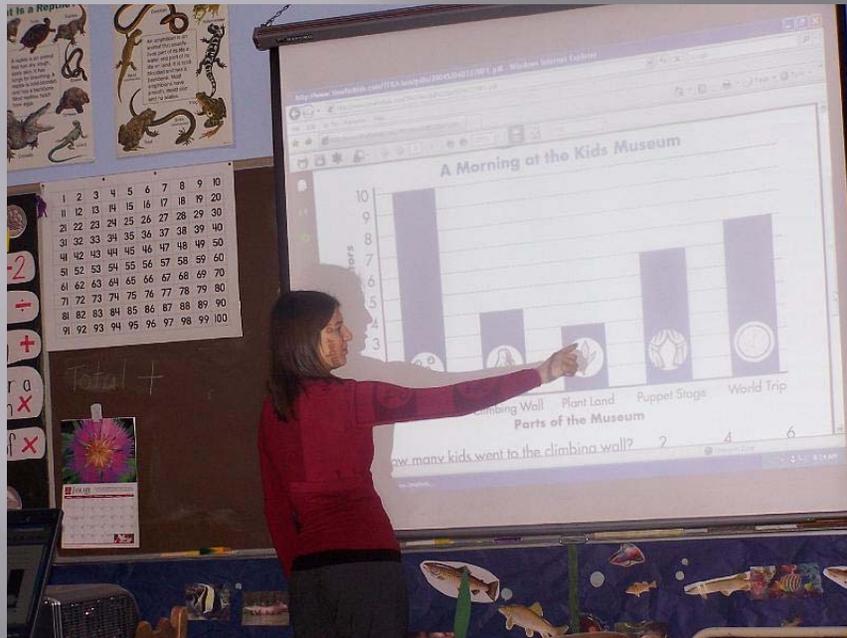
Pre-Vocational Training

Community Based Instruction

Field Trips in the Community – Community Partnerships

Focus on Preparation for Life after Graduation

...More Preparation



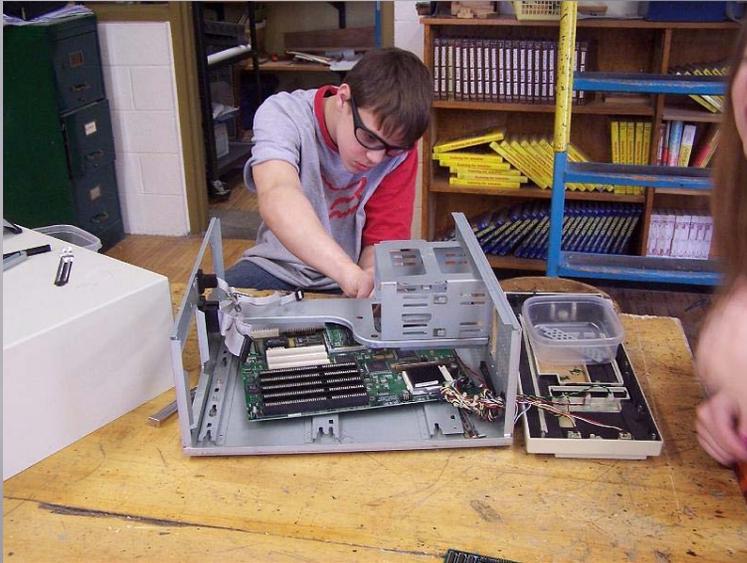
...More Preparation



...More Preparation



...More Preparation



...More Preparation



...More Preparation



SUCCESS!

What does “success” Look Like?

Students employed at:

Bob Evans

Big Boy

Home Depot

Walmart

Glenn’s Market

Jack’s Fruit Market

Shell Gas Station

Hampton Inn

Staples

Office Max

Bennigan’s

Meijer Thrifty Acres

Midland Mall

Arnold Center

Midland Daily News

Brandle Roofing

Sears

Griggs Remodeling

Tompkins Remodeling

Dow Corning

Brady Recycling

Grace A. Dow Library

Business Owner & Real Estate

Agent

Small Business Owners

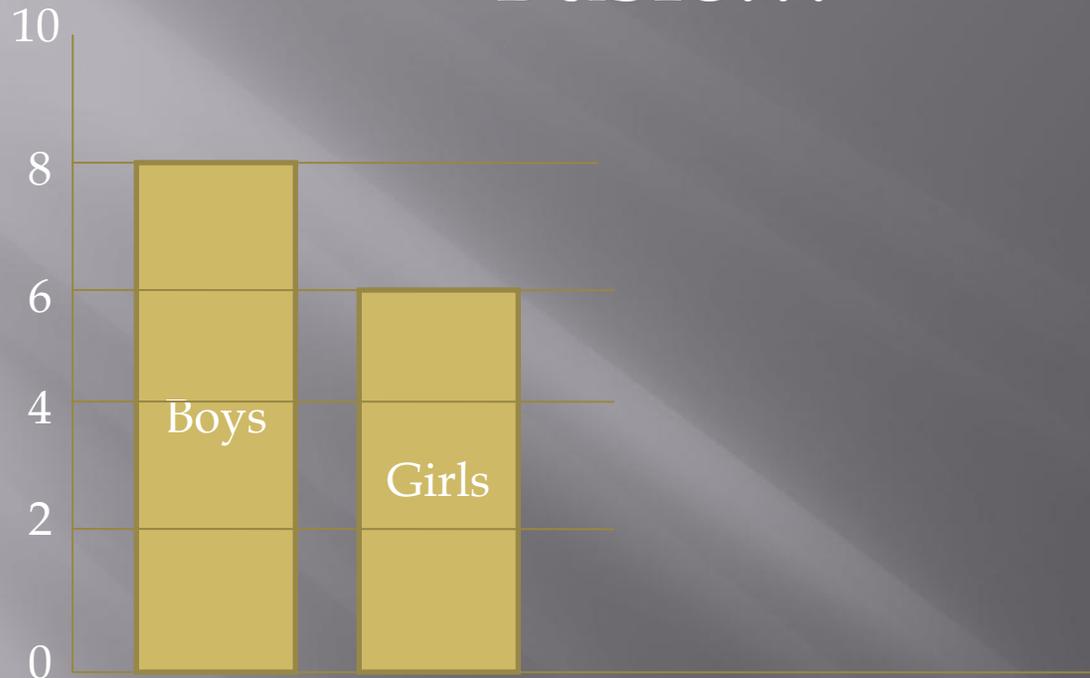
Many more...

Success is....

- ▣ Students living independently in the community...
- ▣ Working in the community...
- ▣ Engaging in community activities and events...
- ▣ Playing in the community

Thank You

Basic...



Use this information to tell me if there are MORE boys than girls.

How many MORE boys than girls?



instruction

...more advanced!

Forecast Conditions	High/Low °F	Precip. Chance
Today Sep 23	 Sunny	79°/50° 0%
Mon Sep 24	 Mostly Sunny	87°/66° 10%
Tue Sep 25	 Scattered T-Storms	78°/56° 60%

What is the difference between the HIGH and LOW temperature on Monday?

Make a graph showing the HIGH temperature and the LOW temperature for Monday (Two bars)

What is the AVERAGE temperature for TODAY, MONDAY and TUESDAY? Use HIGH temps only!

Back

Classroom Assessment

What DAY is "today?"