



Spring 2018

Interpretive Guide to MI-Access Reports

- 
- Functional Independence
 - Supported Independence
 - Participation

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Section 1: Introduction

NOTE: Spring 2018 student data are **EMBARGOED** until the public release of assessment results later this summer. Districts and schools will be notified through the Spotlight on Student Assessment and Accountability Newsletter when the embargo is lifted.

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 educators, 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 student-level reports such as:

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

The reports also include summary or aggregate-level reports:

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

The student-level and aggregate-level 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)
- 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 web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access).

Please note:

- The samples in this guide are actual images of the reports: the data has been altered 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" footnote where necessary in this situation.

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

Report	Description	Aggregation	Distribution
Student Record Labels	Summarizes individual student achievement in each content area for inclusion in the student's Cumulative Student Record folder.	<ul style="list-style-type: none"> • Individual Student 	<ul style="list-style-type: none"> • Paper
Individual Student Report (ISR)	Separated by content area, the ISR provides detailed information on individual student achievement, including overall score, performance level, student growth percentile (FI only), and summarized expectation/scoring focus data.	<ul style="list-style-type: none"> • Individual Student 	<ul style="list-style-type: none"> • Online
Parent Report	Summarizes individual student achievement in each content area, including overall score, performance level, and summarized claim, strand, or discipline data.	<ul style="list-style-type: none"> • Individual Student 	<ul style="list-style-type: none"> • Paper • Online
Student Roster	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. Summary proficiency information is also included for rostered students, school, district, ISD, and state aggregate groups.	<ul style="list-style-type: none"> • Individual Student 	<ul style="list-style-type: none"> • Online
Student Overview	Summarizes student achievement for all content areas, including overall score, performance level information, and student growth percentile (FI only).	<ul style="list-style-type: none"> • Individual Student 	<ul style="list-style-type: none"> • Online
Expectation/ Scoring Focus Analysis Report	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.	<ul style="list-style-type: none"> • School • District • State 	<ul style="list-style-type: none"> • Online
Demographic Report	Provides a comparison of students by grade and content area, aggregated across selected demographic groups, showing mean scores and percentages of students in each performance level.	<ul style="list-style-type: none"> • School • District • ISD • State 	<ul style="list-style-type: none"> • Online
Comprehensive Report	Provides a comparison of students by grade and content area by schools within a district or districts within an ISD. Mean scores and percentages of students in each performance level are reported.	<ul style="list-style-type: none"> • District • ISD 	<ul style="list-style-type: none"> • Online

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 [Family Educational Rights and Privacy Act](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>) regulations.

Content Areas Assessed with MI-Access

The MI-Access Functional Independence assessment covers the four content areas assessed at the state level:

- ELA: Accessing Print and Using Language/Expressing Ideas
- mathematics
- science
- social studies

MI-Access Participation and Supported Independence cover:

- English language arts (which includes reading and writing)
- mathematics
- science
- Social Studies assessments currently are not provided for P and SI. IEP teams must determine whether to use a locally-developed or district approved test to assess students in SI and P. The P/SI test administration manual provides detailed instructions for how to provide this documentation.

The following table lists the content areas and the grades in which they are administered for the MI-Access assessments.

Content Area	Grade						
	3rd	4th	5th	6th	7th	8th	11th
ELA	X	X	X	X	X	X	X
mathematics	X	X	X	X	X	X	X
science		X			X		X
social studies (FI only)			X			X	X

Section 2: Scoring

All of the processes employed to assess overall student performance begin with the students' responses to a variety of item types. Depending on the type of testing administered (FI, SI, or P), there are four types of items: Multiple Choice (MC), Selected Response (SR), Constructed Response (CR), and Activity Based Observations (ABO) items. Item responses are reported as raw scores (points earned/points possible) for each content area and are used in the Item Response Theory models calibration process and transformations that result in scale scores for FI. The P and SI scores will be provided as the sum of Points Earned.

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 four points for their response to the prompt. The score for each item is added together to determine the student's total points earned for the assessment. In addition to points earned, students receive a scale score and are assigned a performance level.

Explaining FI Scale Scores

Each student who receives the same total points earned in a given year on a particular assessment will have the same scale score and performance level. However, students who have the same total points earned 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/Using Language and Expressing Ideas points earned 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. **Note:** Students must complete both APUL and EI to earn a valid ELA score.

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 points earned for the assessment. (Condition codes A, B, and C count as zero points.) In addition to points earned, students are assigned a performance level.

MI-Access P/SI Scoring Rubrics

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

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 Essential Elements, Extended Grade Level Content Expectations, Extended High School Content Expectations, and Extended Benchmarks being measured.

Section 3: How Scores are Reported and Used

Scale Scores and Points Earned

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 points earned and the accompanying scale scores.

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

Claim/Strand and Discipline Sub Scores

Sub-scores are reported by content area as raw scores (points earned/points possible). Detailed data are then reported by content such as:

- ELA and mathematics – Claims
- science – Strands
- social studies - Disciplines

Student Growth Percentiles

Student growth percentiles (SGPs) for FI results represent an alternate way to report and understand student growth, as opposed to basic comparisons of year-to-year performance. 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 MI-Access tests statewide. 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 or those in third grade, since third grade students will have only been assessed one time (SGPs are also not available for first-year assessments of science and social studies):

- students whose current and prior assessments are a combination of M-STEP/MI-Access FI tests
- students in grade three, since there is no prior test information for them
- grade four science, since it also has no prior testing information
- grade five Social Studies, since there also is no prior testing information as well

SGPs are not calculated for MI-Access Supported Independence- and Participation-level assessments. Student Growth Percentiles will appear in the school data files accessed through the Secure Site when the data becomes available.

The addition of SGPs to data files can provide context in understanding the growth of individual students and growth patterns within MI-Access student results. It should be noted that SGP calculations allow for the uniqueness of the MI-Access assessments and students who participate in them. When combined with achievement scores and proficiency categories, SGPs can help educators understand how students' achievement scores compare to those of their peers across the state based on comparable prior test scores.

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.

Reason Code	Scenario	Report Description
1	Student does not have a match in the Michigan Student Data System (MSDS) so the enrolled grade cannot be determined	Missing MSDS data
2	Special Education flag not set in MSDS	Not marked as eligible for Special Ed in MSDS
3	Missing either the PAA or SAA scores on the online student answer document	Invalid PAA or SAA scores
4	Student administered more than one test type For example: the student is assessed with FI in ELA and SI math	Student administered more than one test type
5	Multiple answer documents are returned for the same student/test and the first test taken cannot be determined	Invalid return of materials
7	Assessment misadministrations that are documented by an incident report	Misadministrations
8	Student did not attempt to test 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	Test not attempted
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 Nonstandard Accommodation	Nonstandard Accommodation
	Student has a match in MSDS where the enrolled grade does not match the grade the student tested in	Not tested in enrolled grade

Section 4: Uses and Limitations of Report Data

MI-Access report data are an important part of a comprehensive assessment system that schools and districts should use in data-driven decision making when considering curriculum development and instructional program evaluation. MI-Access assessment data should be shared with administrators, curriculum directors, resource teachers, special education leaders, and teachers. While reviewing the summative assessment data, educators should be aware of the appropriate uses and limitations of the data.

Individual Level Data

Uses: Summary information is provided for individual students. Scale scores and points earned represent what the student knows and is able to do in relation to Michigan's Alternate Content Standards. Scores are sorted into ranges of Performance Levels and used to indicate student progress toward these standards.

Limitations: The MI-Access is a summative assessment administered at the end of the student's instructional program. These results measure the standards that are assessed on the MI-Access tests; they do not reflect student overall skills and abilities that are not part of the assessment content. Results of the MI-Access tests should be used together with other assessment and classroom performance information to provide a more complete picture of student achievement.

Aggregated Data

Uses: Summary information about student performance is also provided by aggregate reports. This aggregated information can be used to compare the results of your school or district to the results in your ISD or state. You can also compare the results of a demographic group within your school or district to the overall performance of students in your school or district. Group performance may also be compared for an ISD or the state to determine relative strength/weakness information at aggregated school, district, ISD, and state levels.

Subscores provide information about aggregate group performance on portions of the test. You can use differences in mean subscores to investigate the curriculum and instruction at the school, district, or ISD level. You may identify areas of relative weakness by assessment for the identified aggregate groups.

Limitations: Overall aggregate mean scores provide only a snapshot of information about a group of students' performances on the test. These results should be used within a comprehensive assessment system that includes other classroom data to provide a more complete picture of overall student achievement.

Claim, strand, discipline, and expectation subscore data may represent small numbers of students and a limited number of items. Some are assessed using fewer than five items. Use caution when interpreting results based on a few students and items on the test. These results should be used within the context of a comprehensive assessment system of assessment.

Note About Longitudinal Assessment Data: Annual assessment data are usually cross-sectional. Caution should be used if making any historical (longitudinal) comparisons at any level of the student population as assessment scales may have changed over the years.

Section 5: Performance Level Descriptors and Score Categories

Performance Levels

MI-Access FI scale scores and P/SI Points Earned 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 level are often referred to as cut scores. Scale score and performance level range tables are shown below and on the following pages.

The cut scores are 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.

		2018 MI-Access Functional Independence (FI) Performance Level Scale Score Ranges		
Subject	Grade	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
ELA	3	2200-2299	2300-2318	2319-2389
	4	2300-2399	2400-2422	2423-2495
	5	2400-2498	2499-2518	2519-2600
	6	2500-2606	2607-2625	2626-2700
	7	2600-2697	2698-2712	2713-2800
	8	2700-2806	2807-2820	2821-2900
	11	3000-3150	3151-3174	3175-3300

The Michigan State Board of Education approves the final cut scores and performance level ranges.



**2018 MI-Access Functional Independence (FI)
Performance Level Scale Score Ranges** (continued)

Subject	Grade	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
Mathematics	3	2200-2311	2312-2343	2344-2395
	4	2300-2409	2410-2429	2430-2500
	5	2400-2517	2518-2542	2543-2600
	6	2500-2610	2611-2628	2629-2699
	7	2600-2703	2704-2729	2730-2795
	8	2700-2809	2810-2830	2831-2897
	11	3000-3152	3153-3184	3185-3296
Science	4	2300-2399	2400-2411	2412-2478
	7	2600-2699	2700-2715	2716-2776
	11	3000-3099	3100-3117	3118-3183
Social Studies	5	2400-2499	2500-2510	2511-2573
	8	2700-2799	2800-2809	2810-2883
	11	3000-3099	3100-3112	3113-3183





2018 MI-Access Supported Independence (SI) Performance Level Points Possible Ranges

Subject	Grade(s)	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
ELA	3	0-27	28-42	43-60
	4	0-30	31-43	44-60
	5	0-29	30-45	46-60
	6	0-30	31-45	46-60
	7	0-30	31-45	46-60
	8	0-32	33-44	45-60
	11	0-34	35-45	46-60
Mathematics	3	0-34	35-46	47-60
	4	0-33	34-44	45-60
	5	0-30	31-45	46-60
	6	0-31	32-43	44-60
	7	0-29	30-44	45-60
	8	0-29	30-45	46-60
	11	0-32	33-46	47-60
Science	4	0-31	32-54	55-68
	7	0-32	33-54	55-68
	11	0-44	45-56	57-68





2018 MI-Access Supported Independence (P) Performance Level Points Possible Ranges

Subject	Grade(s)	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)
ELA	3	0-30	31-44	45-60
	4	0-31	32-42	43-60
	5	0-27	28-41	42-60
	6	0-28	29-40	41-60
	7	0-27	28-44	45-60
	8	0-26	27-42	43-60
	11	0-33	34-45	46-60
Mathematics	3	0-32	33-46	47-60
	4	0-31	32-46	47-60
	5	0-31	32-45	46-60
	6	0-30	31-43	44-60
	7	0-26	27-42	43-60
	8	0-27	28-42	43-60
	11	0-30	31-45	46-60
Science	4	0-45	46-71	72-90
	7	0-43	44-71	72-90
	11	0-47	48-74	75-90



Section 6: The Dynamic Score Reporting System

MI-Access reports are available to school and district users through the Michigan Dynamic Score Reporting Site, which is accessible through the Secure Site. Detailed directions for accessing the MI-Access reports are documented in the **Dynamic Score Reporting Site User Guide**, which is located on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access).

The Secure Site

MI-Access reports are available through the [Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure). 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 Michigan Education Information System (MEIS) login in order to access the Secure Site. For instructions on how to obtain a MEIS login, go to [Secure Site Training](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining) 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. Regardless of the selected report, users will encounter the following components:

1. **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:

1. You may select the desired assessment type (FI, SI and P) from the above menu. (Note: this selection will remain in place until you select a different type)
2. Now follow the steps below.

Users: (District users must select desired school to display school or student level reports)

- a) Select a report from the **Report** dropdown menu above. The page will refresh with available filters in the left margin. (Note: Based on your role you may have some limits on the reports displayed)
- b) Select from the filters on the left margin as needed.
- c) Select the blue **Generate Reports** button to open the report requested. (Note: the filter selections on the left margin and header menu will remain in place until you select different filter options.)

2. **The Actions button menu:** These options vary depending on the report.



- Options in this menu include:
 - About this Report
 - PDF Download - use this to view individual or small groups of reports
 - Zip (Bulk PDF) Download - use this to print a large group of reports
 - CSV File Download - downloadable file that contains all student data that is contained in the report

- CSV File Format - file format that describes the data contained in the CSV file download
- CSV Download - Proficiency Summary (Roster Report)
- Dynamic Score Reporting User Guide - user guide that describes how to access and navigate the Dynamic Score Reporting Site
- Guide to Reports - the M-STEP Guide to Reports

3. **Go to Student Quick Link:** Allows user to navigate to a student selected in the Filter Pane (only available on the ISR, Parent, and Student Overview Reports).

Student: Go to Student

4. **Report Body:** Contains the selected report with the results of the filtered input.

Individual Student Report

Year: 20XX | Assessment: MI Access Functional Independence | ISD Code: 00000 | ISD Name: Washtenaw ISD | District Code: 00000 | District Name: ABC Public Schools | School Code: 00000 | School Name: ABC Elementary School | Reporting Code: None

DOE, JOHN A | Grade 04 | English Language Arts

UIIC: 00000000000 | Student ID: 000000 | Gender: M | DOB: 00/00/0000 | Ethnicity: White | Student with Disability: Y | English Learner: N
Former English Learner: N | Designated Supports: Reader | Accommodations: None

English Language Arts Overall Performance Level and Scale Score

2382
Gray margin of error

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
English Language Arts	2382	±7	Emerging	NA

Claims	Points Earned / Points Possible
ELA.C.1: Reading and Reading Comprehension	5 / 20
ELA.C.2: Writing and Sharing Ideas	2 / 6
ELA.C.3: Communication and Language	2 / 4
ELA.C.4: Research and Inquiry	3 / 4

5. **Filter Pane:** This section allows the user to filter each report by several different options including grade, content area, reporting code, and individual students. This pane also allows the user to generate the report. The options in the filter pane vary depending on the report selected. Filter options may include:

- Student Population
- Grade
- Content Area
- Reporting Code
- Performance Level
- Additional Reporting Groups
Accordion:
 - Gender
 - Ethnicity
 - Economically Disadvantaged
 - English Learner
 - Former English Learner
 - Homeless
 - Migrant
- Homeschooled
- Students

(The Students filter has a predictive search feature. Users begin to type a student name into the search field, and as they type the student list begins to decrease based on the letters entered.)

Grade - All

03

04

05

06

07

08

11

Content Area - All

English Language Arts

Mathematics

Science

Reporting Code - All

All

Performance Level - All

Surpassed

Attained

Emerging

▶ Additional Reporting Groups

Homeschooled - All

No

type here to filter student list

Students - All

Student A

Student B

Student C

Student D

▶ Additional Reporting Groups

Gender - All

Female

Male

Ethnicity - All

Asian

Black or African American

Hispanic or Latino

Two or More Races

White

Economically Disadvantaged - All

No

Yes

English Learner - All

No

Yes

Former English Learner - All

No

Homeless - All

No

Yes

Migrant - All

No

What's New!

New features have been added to the Dynamic Score Reports for 2018:

Drill Down: Users can now drill down from the District Comprehensive Report to open the School Demographic Report. From the School Demographic Report, users can open a Student Roster report that includes students from the selected group, and from the Student Roster to the Individual Student Report for the selected student. The Drill Down feature is discussed in more detail in the Demographic and Student Roster Report descriptions.

Actions Button: The Actions Button now includes the MI-Access Guide to Reports and the Dynamic Score Reporting Site User Guide that includes detailed information about how to access and navigate the Dynamic Score Reporting Site.

Proficiency Summary Bars on the Student Roster Report: Overall proficiency summary data for state, ISD, district, school, and rostered students is displayed in graphic format on the Student Roster Report.

Student Writing Responses will be available in the student roster report and may be downloaded as a pdf to save or print for student records.

Section 7 Reports

Student-Level Data

Student Record Labels

The Student Labels 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 cumulative student record or A-60 folder.

00000 ABC PUBLIC SCHOOLS
00455 ABC ELEMENTARY SCHOOL

DOE, JANE A
UIC#: 0000000000, STU#: 000000
DOB: 00/00/0000
Gender: F
Grade: 3
Spring 20XX

Content	Scale Score	Performance Level
ELA	2315	2-Attained
Mathematics	2340	2-Attained
Science		

 Michigan Alternate Assessment Program

Functional Independence

00000 ABC PUBLIC SCHOOLS
00455 ABC ELEMENTARY SCHOOL

DOE, JOHN A
UIC#: 0000000000, STU#: 000000
DOB: 00/00/0000
Gender: M
Grade: 3
Spring 20XX

Content	Earned/Possible Points	Performance Level
ELA	31/60	2-Attained
Mathematics	43/60	2-Attained
Science		

 Michigan Alternate Assessment Program

Supported Independence

00000 ABC PUBLIC SCHOOLS
00455 ABC ELEMENTARY SCHOOL

DOE, JOHN B
UIC#: 0000000000, STU#: 000000
DOB: 00/00/0000
Gender: M
Grade: 3
Spring 20XX

Content	Earned/Possible Points	Performance Level
ELA	38/60	2-Attained
Mathematics	24/60	1-Emerging
Science		

 Michigan Alternate Assessment Program

Participation

Individual Student Report

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

1 Student Demographic Information

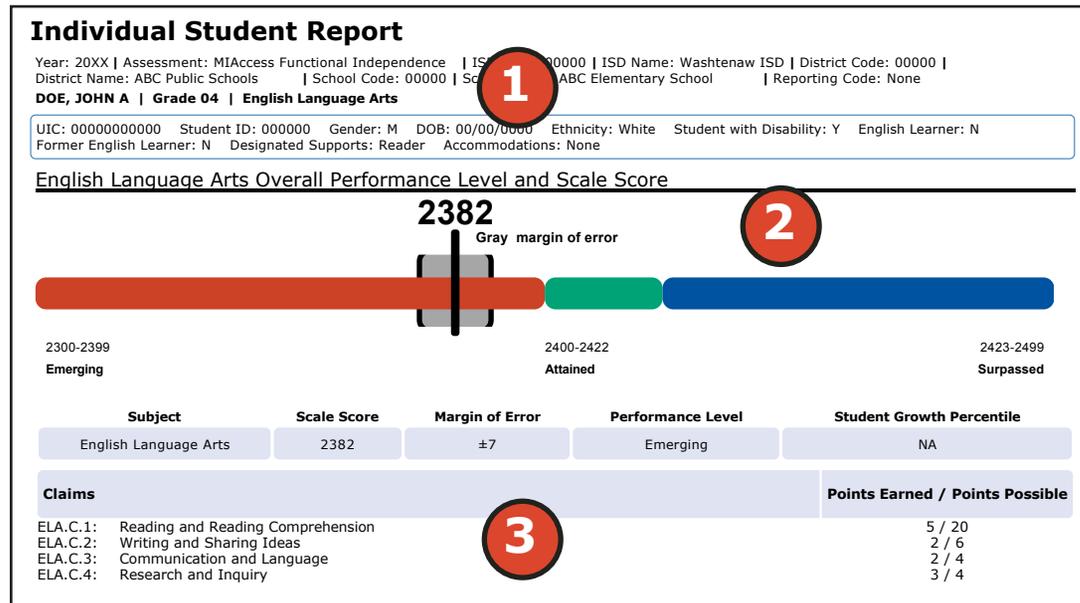
This section provides identifying information about the student including name, grade, gender, date of birth, ethnicity, Unique Identification Code (UIC), and, if provided by the school, the district student ID. The report will indicate if the student has been identified as a Student with Disability, English learner, or Former English Learner in the Michigan Student Data System (MSDS). Additionally, any designated supports or accommodations the student received are displayed.

2 Overall Content Performance

Overall content area Scale Scores, including margin of error (for FI) and Points Earned (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. Student growth percentile is also provided for FI, if available at the time the report is generated. 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.

3 Claims, Strand, Discipline

Claims, strands, and disciplines are broad statements about expected student learning. Claims apply to English language arts and mathematics, strands apply to science, and disciplines apply to social studies. Within each statement are the Essential Elements, or standards to which students are instructed, which are organized by topic. A score reflects a student's performance on test items on the topics within that statement.



4 Disciplines and Strands

Disciplines and Strands are used 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 or strand.

Assessment Expectation Raw Scores (Points Earned / Points Possible)		
<input checked="" type="checkbox"/> Expectation ELA.C.1	Reading and Reading Comprehension	5/20
EE.L.H.4.4.a	Use context clues to determine which word or words best complete a sentence	5/10
<input checked="" type="checkbox"/> Expectation ELA.C.2	Writing and Sharing Ideas	2/6
EE.W.H.4.4	Use ideas, details, or examples when writing/dictating/drawing	1/4
EE.L.H.4.2.a	Identify words that should be capitalized in a sentence and choose the correct ending punctuation	1/2
<input checked="" type="checkbox"/> Expectation ELA.C.3	Communication and Language	2/4
EE.L.H.4.1	Identify correct usage of grammatical structures	1/2
EE.L.H.4.3	Use language to express emotions and communicate effectively with peers and adults	1/1
<input checked="" type="checkbox"/> Expectation ELA.C.4	Research and Inquiry	3/4
EE.W.H.4.1.b	Identify or list reasons to support an opinion about a given topic or text	1/2
EE.W.H.4.3.b	Identify or list words that describe an event or personal experience	1/1
EE.W.H.4.8	Sort information into categories	1/1

Report Features

Filters

The report may be filtered by:

- Grade
- Content Area
- Reporting Codes
- Performance Level
- Additional Reporting Groups
 - Gender
 - Ethnicity
 - Economically Disadvantaged
 - English Learner
 - Former English Learner
 - Homeless
 - Migrant
- Homeschooled

Parent Report

Parent Reports are printed and shipped to schools for distribution to parents and guardians. Parent Reports are also available electronically through the Secure Site.

The Parent Report provides information for parents about student performance in tested content areas. This report includes five main sections:

1 Superintendent Letter

The Superintendent Letter to parents describes the MI-Access test administration, provides a brief overview of the data contained in the report, and contains a list of resources for the parent or guardian.

2 Overall Content Performance

Overall content area Scale Scores, including margin of error (for FI) and Points Earned (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.

Raw scores 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.

3 Content Area Explanation

Below each content area on the report is a detailed explanation of that content area specific to the assessment type selected.

4 Definitions

The following definitions are provided:

Claims are broad statements about expected student learning. Claims apply to English language arts and mathematics. Within each claim are the Essential Elements, or standards to which students are instructed, organized by topic. A claim score reflects a student's performance on test items on the topics within that claim.

Disciplines and Strands are used 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 or strand.

POTTER, HARRY H | Grade 5 | Functional Independence
 District: 00000
 School: 00000 Hogwarts School
 UIC: 000000000

20XX | Parent Report | MI-Access
 Michigan Alternate Assessment Program

Dear Parent or Guardian:
 This spring, your student took part in the MI-Access Functional Independence assessments. These assessments are used, along with other information, to determine what students know and are able to do in English language arts (ELA), mathematics, social studies, and science, in grades 3 through 6 and 11. The MI-Access Functional Independence assessments are based on the Essential Elements (Standards) with the Michigan range of complexity for ELA and mathematics, Extended Grade Level Content Expectations/Extended High School Content Expectations for social studies and Extended Benchmarks (EBs) for science. These reflect the level of assessment your student's Individualized Education Program Team determined is appropriate.
 This report will provide an overview of your student's performance on the Spring 2018 assessments. Please remember that these reports are only a snapshot of achievement. I encourage you to discuss your student's performance with teachers and other school professionals who have the benefit of knowing your student personally. State assessment results can be used together with classroom assessment and classroom performance information to provide a more complete picture of student achievement and to plan for future learning.
 For additional information on the MI-Access assessment please visit www.michigan.gov/mi-access. Under the Parent/Student information section you will find:
 • A Parent's Guide to MI-Access
 • Michigan's Alternate Assessment- What It Is, What It Means, and What it Offers
 • MI-Access Online Training Tools, which contain examples of the types of questions your student may have encountered while taking the MI-Access online assessment
 • Michigan's Essential Elements (Standards), Extended Grade/High School Level Content Expectations, and Extended Benchmarks
 • A Parent Guide to State Assessments in Michigan - National PTA
 Michigan students are our most important resource. Parents/guardians, schools, and teachers succeed when they work together to support and inspire student achievement and help us reach the goal of making Michigan a Top 10 education state in 10 years.
 Sincerely,
 Sheila A. Alles
 Intern State Superintendent
 Michigan Department of Education

English Language Arts Overall Performance Level and Scale Score

2504
 [Gray] - margin of error

2400-2498 Emerging | 2499-2518 Attained | 2519-2600 Surpassed

Claims	Points Earned / Points Possible
Reading and Reading Comprehension	15/20
Writing and Sharing Ideas	1/4
Communication and Language	3/6
Research and Inquiry	2/4

ELA: Accessing Print and Using Language (APUL) and Expressing Ideas (EI) Grades 3-8, & 11
 The ELA: APUL is based on four basic claims: 1) Reading/Reading Comprehension, which assesses word meaning and understanding of printed text, 2) Writing and Sharing Ideas, which assesses the student's ability to share their thoughts on a topic or idea, 3) Communication and Language, which assesses listening and identifying correct ways to communicate with others to meet personal and academic needs, 4) Research and Inquiry, which assesses organizing information and contributing to an individual, group or class project.
 The ELA: EI section of the assessment asks students to respond to a prompt by writing, drawing, or dictating their ideas. Scores on these items are scored on this section using a four-point rubric.
 Once a student's EI and APUL 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.

Definitions
Claims are broad statements about expected student learning. Claims apply to English language arts and mathematics. Within each claim are Essential Elements, or standards 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.
Disciplines and Strands are used 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 or 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.



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 (FI only) is an estimate of the range or scores one would expect if the same student was to be measured repeatedly with parallel assessments.

5 Performance Level Descriptors
 These descriptors provide an explanation for each of the levels with the student’s performance in relation to the standards.

POTTER, HARRY H

Mathematics Overall Performance Level and Scale Score

Claims	Points Earned/Possible
Number Sense	6/7
Geometry	3/4
Measurement, Data and Analysis	7/8
Problem Solving	5/5

2

Science Overall Performance Level and Scale Score

Strands	Points Earned/Possible
Constructing New Scientific Knowledge	1/2
Reflecting on Scientific Knowledge	1/2
Using Life Science Knowledge	7/13
Using Physical Science Knowledge	6/12
Using Earth Science Knowledge	3/6

2

Mathematics (Grades 3, 8, & 11)
 The MIAccess FI Mathematics assessment is based on four basic claims: Number Sense, which assesses understanding of numbers, number structure, and basic arithmetic; Geometry, which assesses understanding of spatial reasoning and understanding of geometric principals; Measurement, Data and Analysis which assesses basic measurements (measuring objects, time, money, etc.) and reading, interpreting, and using data; and Problem Solving, which includes problem solving appropriate to the grade level of the assessment given.
 Once the student's total earned points are calculated, they are used to determine the overall performance level. Your child's mathematics score is displayed and where it falls in the range of scale scores possible. It also shows the student's corresponding performance level.

3

Science (Grades 4, 7, & 11)
 The MIAccess FI Science assessment focuses on five areas: Constructing New Scientific Knowledge; Reflecting on Scientific Knowledge; Using Life Science Knowledge; Using Physical Science Knowledge; and Using Earth Science Knowledge.
 The scores for the five areas are added together to obtain the student's overall score, or total earned points, for science. Once the student's total earned points are calculated, they are assigned a scale score, which is used to determine the performance level. Your child's science score is displayed and where it falls in the range of scale scores possible. It also shows the student's corresponding performance level.

3

Performance Level Descriptors

5

Surpassed Performance Standard (L3) The student's performance has met and surpassed the Alternate Content Standards defined for Michigan students.

2

Attained Performance Standard (L2) The student's performance has met the Alternate Content Standards defined for Michigan students.

1

Emerging Toward Performance Standard (L1) The student's performance has not met the Alternate Content Standards defined for Michigan students.

Additional information can be found at www.michigan.gov/mi-access

Student Overview Report

The Student Overview Report 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 Points Earned (P/SI)
- 2** Performance Level
- 3** Margin of Error (FI only)

Report Features

Filters

The report may be filtered by:

- Grade
- Additional Reporting Groups Accordion:
 - Gender
 - Ethnicity
 - Economically Disadvantaged
 - English Learner
 - Former English Learner
 - Homeless
 - Migrant
 - Homeschooled
 - Students

DOE, JOHN A | Grade 4 | Functional Independence UIC: 000000000

20XX Student Overview Report **MI-Access**
Michigan's Alternate Assessment Program

Year: 20XX | Assessment: MI-Access | ISD Code: 00000 | ISD Name: ABC ISD | District Code: 00000 | District Name: ABC Public Schools | School Code: 00000 | School Name: ABC Elementary School

ELA Overall Performance Level and Scale Score

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
English Language Arts	2382	± 7	Emerging	NA

Claims	Points Earned / Points Possible
ELA.C.1: Reading and Reading Comprehension	5 / 20
ELA.C.2: Writing and Sharing Ideas	2 / 6
ELA.C.3: Communication and Language	2 / 4
ELA.C.4: Research and Inquiry	3 / 4

Mathematics Overall Performance Level and Scale Score

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Mathematics	2447	± 14	Surpassed	NA

Claims	Points Earned / Points Possible
Math.C.1: Number Sense	6 / 7
Math.C.2: Geometry	3 / 4
Math.C.3: Measurement, Data and Analysis	7 / 8
Math.C.4: Problem Solving	5 / 5

DOE, JANE A | Grade 4 | Supported Independence UIC: 000000000

20XX Student Overview Report **MI-Access**
Michigan's Alternate Assessment Program

Year: 20XX | Assessment: MI-Access | ISD Code: 00000 | ISD Name: Demo ISD | District Code: 00000 | District Name: Demo Public Schools Community District | School Code: 00000 | School Name: Sample Academy

ELA Overall Performance Level and Points Earned

Subject	Points Earned	Performance Level	Student Growth Percentile
English Language Arts	36	Attained	NA

Claims	Points Earned / Points Possible
ELA.C.1: Reading and Reading Comprehension	18 / 24
ELA.C.2: Writing and Sharing Ideas	4 / 12
ELA.C.3: Communication and Language	8 / 12
ELA.C.4: Research and Inquiry	6 / 12

Mathematics Overall Performance Level and Points Earned

Subject	Points Earned	Performance Level	Student Growth Percentile
Mathematics	36	Attained	NA

Claims	Points Earned / Points Possible
Math.C.1: Number Sense	14 / 20
Math.C.2: Geometry	7 / 8
Math.C.3: Measurement, Data and Analysis	12 / 20
Math.C.4: Problem Solving	3 / 12

Student Roster Report

Student Roster Report allows users to view student scale scores and margin of error (for FI), Earned/Possible Points (for P/SI), and performance levels by assessment type, content area, and grade.

The report is divided into five main sections:

- 1 Overall proficiency summary of the rostered students in graphic format
- 2 An alphabetical listing of the selected students
- 3 Overall content performance in a table format
- 4 Overall content performance in a graphical format
- 5 Claim data for ELA and mathematics, strand for science, or discipline for social studies

New for 2018: this report will provide the ELA FI Student writing responses as pdf downloads when they become available.

The report may be filtered by:

- Grade
- Content Area
- Reporting Code
- Performance Level
- Additional Reporting Groups Accordion:
 - Gender
 - Ethnicity
 - Economically Disadvantaged
 - English Learner

- Former English Learner
- Homeless
- Migrant
- Homeschooled
- Students

The following categories in this report can be sorted:

- student names can be sorted alphabetically in ascending or descending order
- Scale Score/Points Earned
- SGP (FI only)
- sub scores including: claims, strands, or disciplines

Student Roster Report
 Year: 20XX | Assessment: MI-Access | ISD Code: 00000 | ISD Name: Sample ISD | District Code: 00000 | District Name: Sample ISD | School Code: 00000 | School Name: Demo School
 Reporting Code: All

Grade 04 | English Language Arts | Supported Independence

Proficiency Summary

Entity Aggregation	No. Valid Tests	Emerging (E)	Attained (A)	Surpassed (S)	
ISD-All Students	27	29.6%	40.7%	29.6%	
District-All Students	22	36.4%	40.9%	22.7%	
School-All Students	22	36.4%	40.9%	22.7%	
Rostered Students	6	16.7%	50%	33.3%	

■ Emerging (E)
 ■ Attained (A)
 ■ Surpassed (S)

Students (Total = 3)	Earned / Poss. Points	Perf. Level	Points Earned			All claims are sortable.				
			0-30 Emerging (E)	31-43 Attained (A)	44-60 Surpassed (S)	Reading and Reading Comprehension	Writing and Sharing Ideas	Communication and Language	Research and Inquiry	
DOE, JANE A	50/60	S				22/24	12/12	8/12	8/12	8/12
JONES, TOM B	40/60	A				12/24	12/12	8/12	8/12	8/12
SMITH, JOHN C	26/60	A				12/24	4/12	8/12	2/12	

Overall Proficiency Summary

Overall proficiency summary data for each group is displayed in graphic format for each group.

- State – All students in the state
- ISD – All students in the ISD
- District – All students in the district
- School – All students in the school
- Rostered Students - Students displayed in the roster according to user filter selections

The data displayed in the graph is:

- Mean scale score (FI)
- Mean Points Earned (for SI and P)
- Number of valid tests in each performance level (Not Proficient, Partially Proficient, Proficient, and Advanced) – displayed in the hover feature
- Percent of valid tests in each performance level (Emerging, Attained, and Surpassed)

Rostered Students Description

Students meeting the selected filter criteria are displayed in ascending alphabetical order by last name, then first name. The sort sequence may be changed to sort in descending alphabetical order. The following data is displayed in this section:

- number of students displayed in the student roster; this represents all students who tested in the selected filters including students with invalid tests
- Student Name, as last name, first name, middle initial; student name is sortable
- Unique Identification Code (UIC) – displayed when clicking the Information icon 

- Date of Birth (DOB) – displayed when clicking the Information icon 

Drill Down Feature

The Student Roster Report includes a drill-down feature that enables the user to select the student name on the Student Roster Report to open an Individual Student Report.

After a user has selected a student name to drill down into the Individual Student Report and the Individual Student Report displays, a breadcrumb area appears below the ISD/District/School entity information that displays 'Student Roster Report – Individual Student Report'. Each report name in the breadcrumb is an active link. To return to the Student Roster Report, the user selects 'Student Roster Report'.

A user may drill down into a Student Roster Report from the School Demographic Report. When a user accesses the Student Roster Report in this way, the user cannot make any additional filter selections in the report. The user can view the report and use its sorting functionality or drill down further into an Individual Student Report. However, to use the filter options in the Student Roster Report, the user must select the Student Roster Report from the report drop-down menu.

Student Writing Responses (PDF)

New this year the FI ELA: Expressing Ideas will include the writing/drawing responses for all student with valid ELA scores. The responses will be listed as a PDF for each student or a bulk download for all students.

In past years the MDE provided these responses by compact disc along with the parent reports to schools. These responses will now be displayed in the Roster report when they first become available through the Secure Site in the Dynamic Score Reporting System.

Aggregate-Level Data

Expectation/Scoring Focus Analysis Reports

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

The report may be run by:

- Assessment Type (FI, SI, and P)
- Report Level (School, District, and State)

Filters available for this report are:

- Grade
- Content Area

Click on the carat to the left of a claim to expand and collapse the claims, strands, and disciplines.

The report is divided into three main sections:

- 1** The expectation/scoring focus list, displayed along with detailed descriptions
- 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							
Year: 20XX Assessment: MI-Access ISD Code: 00000 ISD Name: Sample ISD District Code: 00000 District Name: Sample Public School District School Code: 00000 School Name: Demo Academy							
Grade 08 English Language Arts Functional Independence							
Claim ELA.C.1	Reading and Reading Comprehension	No. of Students Assessed	Average % Points Earned	0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
Expectations							
EE.RL.H.8.1	Answer questions about text using details/identify details that support an inference	9	58.3	1	4	3	1
EE.RL.H.8.2	Relate details about events, characters, and/or settings to the theme or main idea	9	33.3	6	0	0	3
EE.RI.H.8.1	Answer questions about text using details/identify details that support an inference	9	77.8	0	4	0	5
EE.RI.H.8.3	Sequence three events from an informational text	9	55.6	4	0	0	5
EE.RI.H.8.6	Identify the author's purpose or point of view	9	33.3	6	0	0	3
EE.L.H.8.4.a	Use context to determine which word or words best complete a sentence	9	70.0	0	2	4	3
EE.L.H.8.5.a	Identify the meaning of literal and non literal/figurative words and phrases in text	9	88.9	1	0	0	8
Claim ELA.C.2	Writing and Sharing Ideas	No. of Students Assessed	Average % Points Earned	0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
Expectations							
EE.W.H.8.3.a	Write/draw/dictate about a personal experience	9	36.1	5	4	0	0
EE.L.H.8.2.a	Identify a grammatically correct sentence that uses correct capitalization/ending punctuation	9	55.6	4	0	0	5

Demographic Report

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

The report may be run by:

- Assessment Type (FI, SI, and P)
- Report Level (School, District, and State)

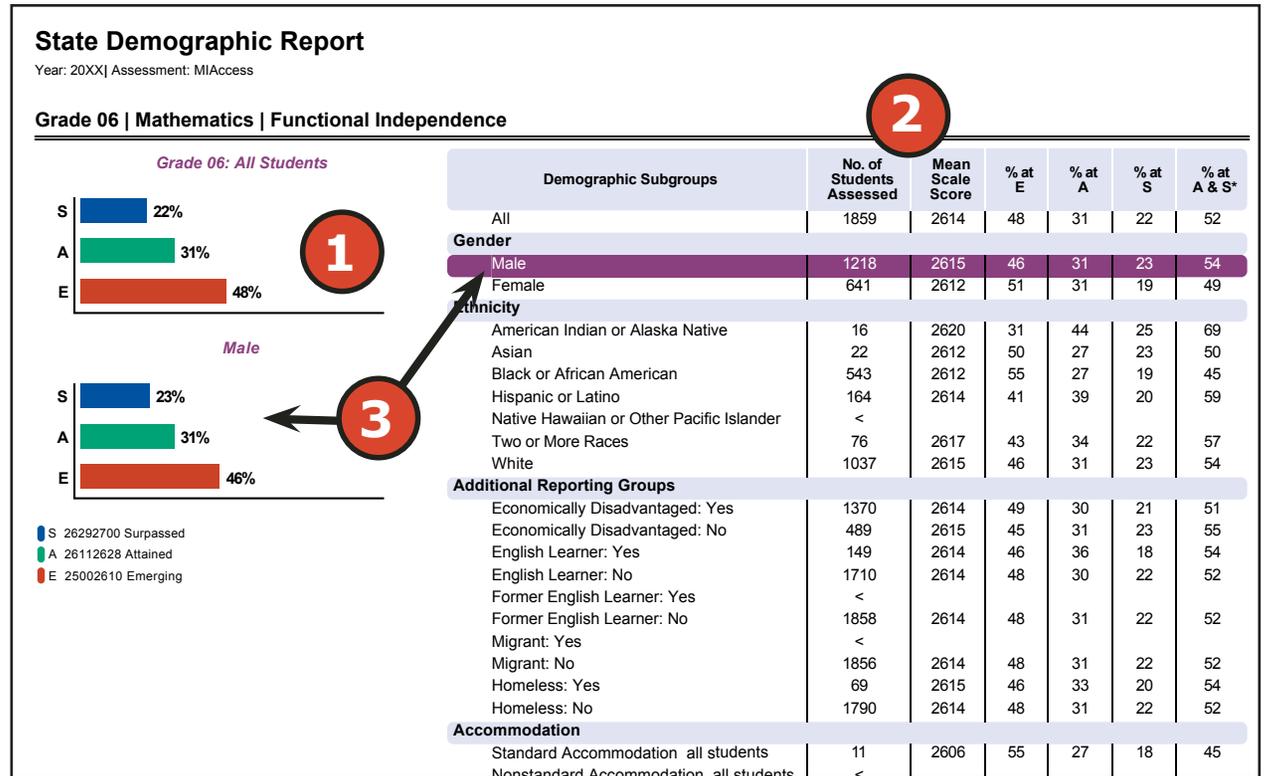
Filters available for this report are:

- Grade
- Content Area

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 feature for these fields.

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 scale score, and percentages of students in each performance level - Emerging, Attained, and Surpassed - as well as Attained and Surpassed 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 Learner: Yes
 - English Learner: No
 - Former English Learner: Yes
 - Former English Learner: No
 - Migrant: Yes
 - Migrant: No
 - Homeless: Yes
 - Homeless: No
- Accommodation (FI only)
 - 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.

Drill Down Feature - School Demographic Report

The School Demographic Report includes a drill down feature that enables the user to select the link in the Number of Students Assessed column to open a Student Roster Report, which includes the students represented in the aggregated group. When the Number of Students Assessed is zero, the '<' sign is not an active link. Note: In some instances, the number of students displayed may differ between the School Demographic Report and the generated Student Roster Report. This is because the Demographic Report does not include invalid tests, while the Student Roster Report does include invalid tests.

After a user has selected the link to drill down into the represented aggregate group, a breadcrumb area appears below the ISD/District/School entity information that displays 'Demographic Report – School > Student Roster'. Each report name in the breadcrumb is an active link. To return to the School Demographic Report, the user selects 'Demographic Report – School'.

The Drill Down feature is not available on the state-, ISD-, or district-level Demographic Reports.

Comprehensive Report

The Comprehensive Report provides a comparison of students by grade and content area, aggregated across districts and ISDs, showing the percentages proficient at each level (Emerging, Attained, and Surpassed).

The report may be run by:

- Assessment Type (FI, SI, and P)
- Report Level, either district (FI only), or ISD (FI, SI, and P)

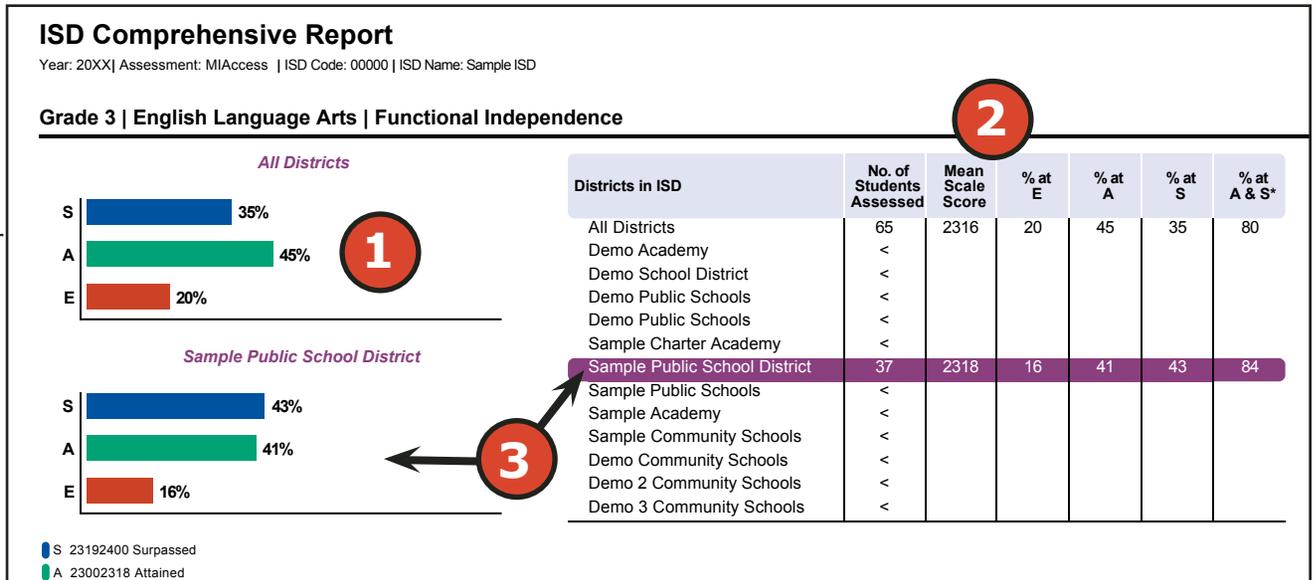
The report may be filtered by:

- Grade
- Content Area

After the user selects a grade and/or content area(s) to view, the content area(s) for that grade are 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 Attained and Surpassed 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 and home-schooled students, 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.

Drill Down

The District Comprehensive Report includes a drill down feature that enables the user to select the name of the school in the report to open the School Demographic Report.

After a user has selected the link to drill down into the School Demographic Report, a breadcrumb area appears below the ISD/District/School entity information that displays "District Comprehensive Report > Demographic Report – School". Each report name in the breadcrumb is an active link. To return to the District Comprehensive Report, the user selects "District Comprehensive Report".

The Drill Down feature is not available on the ISD Comprehensive Report

OEAA Secure Site Data Files

Data files are available for download by authorized school and district users under the Student Test Scores tab of the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure).

Student Data File

The Student Data File contains detailed individual student data in an excel file. This data includes school information, student demographic data, test administration data, and student performance data. There are two new fields in the Student Data File for “Foster Care” and “Military Connected” students.

School information—student ISD, District, and School Code

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.

Excel Column	Field	Descriptor	Field Type (length)	Format
A	TestCycleName	MI-Access FI, MI-Access SI, or MI-Access P	text(20)	
B	ISDCode	ISD code number	varchar(5)	99999
C	DistrictCode	District code number	varchar(5)	99999
D	SchoolCode	School code number	varchar(5)	99999
E	Grade	Student grade	varchar(2)	
F	LastName	Student last name	varchar(25)	
G	FirstName	Student first name	varchar(25)	
H	MiddleInitial	Student middle initial	char(1)	
I	Gender	Student’s gender M = Male, F = Female	char(1)	
J	Ethnicity	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	int(1)	9
K	UIC	Student UIC	char(10)	
L	StudentIdNumber	Student number from	varchar(20)	

Student Demographic Data—Includes grade, name, gender, ethnicity, UIC, Date of Birth. Also subgroup data including Economically disadvantaged, Special Education, English Learner, Former English Learner, Migrant, Homeless, Foster Care, Military, and Homeschooled

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

Aggregate Data File (Available in Secure Site only)

The Aggregate Data File contains student performance data used in the selected report. This data includes school information, student population, demographic group, and student performance data.

- **School information**—ISD, district, and school information included in the selected report
- **Demographic Data**—demographic data, such as Gender, Ethnicity, Economically Disadvantaged, Migrant Status, EL, Foster Care, and Military are included, based on the data contained in the selected report
- **Student Performance Data**—student or student aggregate group scores and claim, strand, or discipline data are included, based on the data contained in the selected report

The Aggregate 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 Aggregate Data Files to evaluate data in ways that support school improvement goals or other data-based decision-making purposes.

Section 8: Additional Resources

Additional Sources of 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)

MiLearn

The [Michigan Linked Educational Assessment Reporting Network \(MiLearn\)](#) is a legislatively funded project that delivers state assessment data electronically to students, parents, and educators in a more direct manner. This project uses the district's Student Information System (currently MISTAR and PowerSchool) to provide authenticated users access to state assessment reports. District administrative staff may configure their system security to locally govern which data is provided to their users. Additionally, the reports are updated daily using Michigan Data Hub data to accommodate student enrollment changes.

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/securesitetraining) and click [How do I get access to the Secure Site?](#)
- [MI-Access Performance Level Score Ranges](#)
- [Dynamic Score Reporting Site User Guide](#)
- [Statewide Summative Assessments Calendar](#)
- [Parent Guide to MI-Access: What it is, What it means, and What it Offers document](#)
- [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) for weekly up-to-date information about statewide summative assessments.

Section 9: 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 Learners (ELs); please contact the Michigan Department of Education Office of Educational Assessment and Accountability (OEAA), using the contact information listed below:

Office of Educational Assessment and Accountability

Andrew Middlestead, Director, OEAA

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

Julie Murphy, Interim ELA Consultant

Kyle Ward, Mathematics Consultant

Scott Koenig, Social Studies Consultant

Tamara Smolek, Science Consultant

Jennifer Paul, Assessment Consultant for English 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: mde-oeaa@michigan.gov