



# MI-Access 2018

## Focus on Test Administration

**MICHIGAN DEPARTMENT OF EDUCATION  
OFFICE OF EDUCATIONAL ASSESSMENT AND  
ACCOUNTABILITY**

# Agenda

- MI-Access overview
- Essential Elements with Michigan Range of Complexity for ELA and Mathematics
- Assessment Selection Guidance
- Coordinator and Administrator Roles
- Functional Independence Assessment test administration
- Supported Independence and Participation Assessment test administration

# MI-Access – WHO?

- MI-Access is designed for students with the **most significant** cognitive disabilities, who are working toward **alternate** content expectations.
- Within this population of students, MI-Access is further broken down into three levels by student population:
  - Functional Independence
  - Supported Independence
  - Participation

## MI- Access

# Functional Independence

- Students who have or function as if they have a **significant**, yet more mild cognitive impairment
- Functional Independence assessments are for students whose IEP goals and objectives and course of instruction align most closely with the “High” range of complexity of the Essential Elements or Extended Grade Level Content Expectations/Benchmarks.
- Students at this level can typically assess their personal strengths and limitations and can access resources, strategies, and supports to help them maximize their independence. However, these are students who, based on his/her disability, are not able to work toward the general content expectations.



## MI- Access

# Supported Independence

- Supported Independence assessments are for those students who have, or function as if they have a **significant**, yet moderate cognitive impairment.
- Supported Independence assessments are for students whose IEP goals and objectives and course of instruction align most closely with the “Middle” range of complexity of the Essential Elements or Extended Grade Level Content Expectations/Benchmarks.
- Students at this level require ongoing support in major life roles and may have cognitive and/or physical impairments that limit their ability to generalize or transfer learning. The instructional approach taken is usually direct, in context, and targeted toward specific, essential independent living and academic skills.

## MI- Access

# Participation

- Participation assessments are for those students who have, or function as if they have a **significant**, or severe cognitive impairment
- Participation assessments are for students whose IEP goals and objectives and course of instruction align most closely with the “Low” range of complexity of the Essential Elements or Extended Grade Level Content Expectations/Benchmarks.
- Students at this level are expected to require extensive ongoing support in adulthood and may have significant cognitive and/or physical impairments that limit their ability to generalize or transfer learning. They are typically dependent on others for most, if not all, daily living needs. The instructional approach for these students targets opportunities for them to integrate into age-appropriate tasks, activities related to daily living skills, and academic content.

# Content Standards

- English/Language Arts  
and Mathematics
  - Essential Elements with Michigan  
Range of Complexity

- Science
  - Extended Benchmarks
  - Future Changes based on adoption  
of new general Science Content  
Expectations
- Social Studies
  - FI Level Only: Extended  
Grade-Level Content  
Expectations and Extended High  
School Content Expectations

# Content Standards

[www.Michigan.gov/mi-access](http://www.Michigan.gov/mi-access)



MI-Access is Michigan's alternate assessment system, and is designed for students who have, or function as if they have, significant cognitive impairments, and whose IEP (Individualized Educational Program) Team has determined that **General Assessments**, even with accommodations, are not appropriate. MI-Access satisfies the federal requirement that all students with disabilities be assessed at the state level.

MI-Access is based on **Michigan's alternate content standards** for English language arts, mathematics, science and social studies.

IEP teams must follow the **guidelines for participation in MI-Access**. When any level of MI-Access is selected as the state level assessment for any student, schools must provide the parents/guardians of that student: (1) information regarding the academic achievement standards on which their performance will be measured, and (2) how participation in this assessment may delay or otherwise affect (or prevent) the student from completing the requirements for a regular high school diploma.

## Michigan's Alternate Content Standards for English Language Arts (ELA), Mathematics, Social Studies, and Science

English Language Arts and Mathematics

Science and Social Studies



# Assessment Guidance: General Assessment or Alternate Assessment

## Guiding Questions

1. Is the student identified as a student eligible for special education services?
2. Is the student's instruction based on the general content standards, or alternate content standards, such as Essential Elements with Michigan Range of Complexity for English/language arts and mathematics, Extended Grade Level Content Expectations for social studies and/or Extended Benchmarks for science?
3. Does the student have, or function as if they have a significant cognitive impairment?

# Guidelines for Participation in MI-Access

## IEP Team: Factors to consider in determining if a student "functions as if" he or she has a significant cognitive impairment

Factors to consider  
(all should be true)

Student has a disability and IEP

Student has a significant cognitive disability which also affects adaptive function

Student's primary instruction is based on alternate content standards (such as the Essential Elements with Michigan Range of Complexity)

Student requires extensive individualized instruction and/or supports

Student cannot show learning using general assessment (cannot show learning is not the same as scoring proficient)

Factors **NOT TO BE USED** in consideration  
(none should be used)

Social, cultural, linguistic or environmental factors

Disability eligibility category, placement or services

Need for accommodations

Foreseen emotional duress

Foreseen disruptive behavior

Poor performance or impact on school accountability determination

Administrator decision

### Should My Student Take the Alternate Assessment?

Does the student have, or function as if he/she has a SIGNIFICANT, cognitive impairment?

Yes → follow the MD

Does the student require an English language proficiency assessment?

Yes or No → follow the MD

Which is the student's instruction most closely aligned to (consider each content area independently)?

Consider MI-Access

- Essential Elements for English language
- Extended Grade Level Content Expectations (EHSCCs) for Social Studies
- Extended Benchmarks (EBs) for Science

If the student is working toward alternate content standards and objectives and instructional approach?

Functional Independence should be chosen if both are true:

- Alignment closest to the High range of complexity for ELA and Mathematics
- With guidance, the student can typically assess personal strengths and limitations and can access resources, strategies, and supports to help him/her maximize independence. However, based on his/her disability, is not able to work toward the general content standards.

If the IEP team determines that MI-Access information to that student's parent/guardian for a regular high school diploma.

# No Changes for 2018

## Item Counts for All tests

### FI Level for 2018

#### FI - ELA:

41 items + 2 CR prompts

#### FI - Mathematics:

34 items

#### FI - Science\*:

Gr. 4: 43 items

Gr. 7: 50 items

Gr. 11: 55 items

#### FI - Social Studies:

Gr. 4: 40 items

Gr. 7: 42 items

Gr. 11: 52 items

**\*NOTE:** M-STEP is conducting a Science field test in grades 5, 8 and 11

### SI and P Level for 2018

#### ELA & Mathematics:

SI: 20 items (combination SR/ABO)

P: 15 items (combination SR/ABO)

#### Science:

SI: 22 items (all SR)

P: 20 items (combination SR/ABO)

“SR” = Selected Response

“ABO” = Activity Based Observations

# Roles:

## District Coordinator

Provides overall direction and training to district staff regarding the MI-Access assessments, and responsible for:

- Ensure Pre-ID is completed for all students in Secure Site
- Ordering test materials as needed
- Establishes procedures for material security, including a chain of custody for all testing materials
- Ensures all staff have not only been trained, but are versed on the Assessment Integrity Guide
- Manages the OEAA Security Compliance Forms
- Assist Schools with receiving and returning of test materials as needed.
- Manages the test verification process after testing
- Review and distribute preliminary and final reports
- Report any testing irregularities with incident reports



# Roles:

## School Coordinator

### School Coordinator:

Manages all aspects of the MI-Access assessment for a particular school building, in collaboration with the District Coordinator.

- Participates in (and/or helps to provide) training to staff on the MI-Access programs/levels that will be given at their particular school.
- Assist with receiving and returning of test materials as needed.
- Implementation of test security procedures within the school, including monitoring the chain of custody of secure materials within the building.
- Ensures proper implementation of materials security procedures at the school level and properly disseminates and collects testing materials from assessment administrators.
- May also help to facilitate activities at the school level preliminary and final reports.

# Roles:

## Assessment Administrators (FI)

Professional school personnel who administer the assessment with students. Often, this is the classroom or resource teacher and is familiar to the student.

- ✦ Assessment administrator - certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) will assist student getting started with booklet or log in for online testers.
- ✦ Monitor student progress and assist in minimizing distractions.
- ✦ Transfer student responses to answer document (paper).
- ✦ Assist student with student-facing technology as needed (online).
- ✦ Submit online tests when student is finished.
- ✦ Return materials to coordinator after testing (paper).

# Roles:

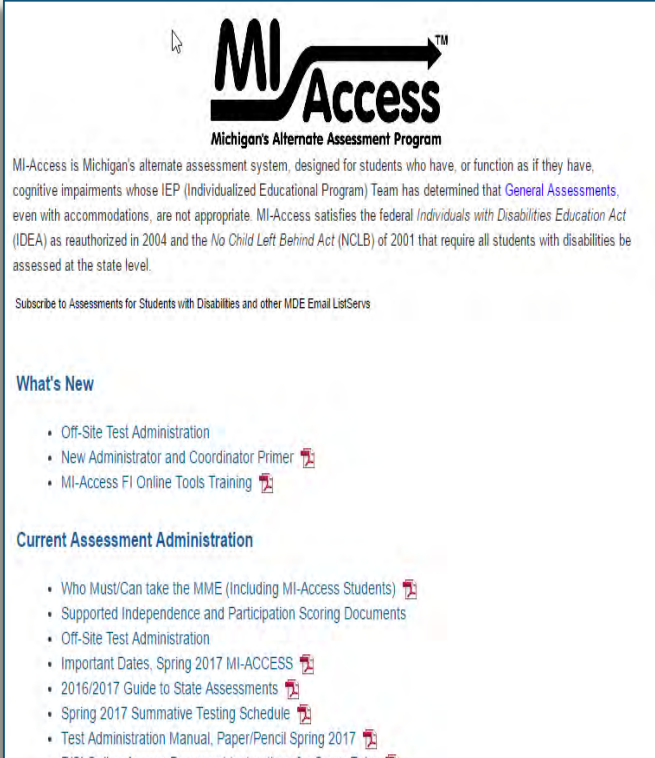
## Assessment Administrators (P/SI)

Professional school personnel who directly administer the assessment to students. Often, this is the classroom or caseload teacher and familiar to the student.

- ✦ Primary Assessment Administrator (PAA) - certified other professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) conducts the testing observations.
- ✦ Shadow Assessment Administrator (SAA) - staff member or other school personnel (such as a highly qualified paraprofessional) is a secondary administrator whose role is to observe student responses.
- ✦ The PAA and SAA score student responses on the P/SI assessment items **simultaneously** and **independently** on the Scoring Documents.
- ✦ The PAA will enter response scores in the online answer document.

# ALL ROLES!!!

- Complete and turn in the OSA security form to your coordinator
- Assessment Security Training is available to help train staff involved in all assessments. The training modules are available through **Michigan Virtual University** at (<http://bit.ly/MDEAssessmentSecurity>).
- MI-Access web page also has numerous resources to assist with directions and training at [www.Michigan.gov/mi-access](http://www.Michigan.gov/mi-access)



The screenshot shows the MI-Access website. At the top is the logo for "MI-Access" with the tagline "Michigan's Alternate Assessment Program". Below the logo is a paragraph of text explaining that MI-Access is Michigan's alternate assessment system for students with cognitive impairments or functional impairments. It mentions that the system satisfies federal laws like the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB). There is a link to "General Assessments" and a note that accommodations are not appropriate. Below the text is a link to "Subscribe to Assessments for Students with Disabilities and other MDE Email ListSers".

**What's New**

- Off-Site Test Administration
- New Administrator and Coordinator Primer
- MI-Access FI Online Tools Training

**Current Assessment Administration**

- Who Must/Can take the MME (Including MI-Access Students)
- Supported Independence and Participation Scoring Documents
- Off-Site Test Administration
- Important Dates, Spring 2017 MI-ACCESS
- 2016/2017 Guide to State Assessments
- Spring 2017 Summative Testing Schedule
- Test Administration Manual, Paper/Pencil Spring 2017
- MI-Access Online Answer Document Instructions for Score Entry

# Coordinators

## What do to before the assessment is given

### District

- Inventory materials received for district (if needed)
- Review the security procedures with staff involved in testing
- Complete OEAA security form
- Prepare and distribute materials to schools
- Establish return procedures
- Establish training for all staff
- Read manuals and other training materials
- Ensure students have proper pre-ID and/or train those entering this data

### School

- Inventory materials received for school
- Coordinate school testing schedule
- Complete/collect OEAA security forms
- Manage all the online test sessions including printing test tickets and rosters
- Prepare and distribute and collect materials to/from assessment administrators
- Know the student's supports and accommodations and assign them for paper and online testers
- Participate in and/or provide training to staff
- Establish a schedule for students to take the assessment, taking into account student needs, equipment and facility logistics, etc.

# Test Administration Manuals (TAMs)

TAMs have been redesigned for 2018 into two separate manuals

- Functional Independence TAM for paper/pencil and the online student-facing tests.
- Participation and Supported Independence TAM covers the paper test materials and the online answer document process for all P and SI

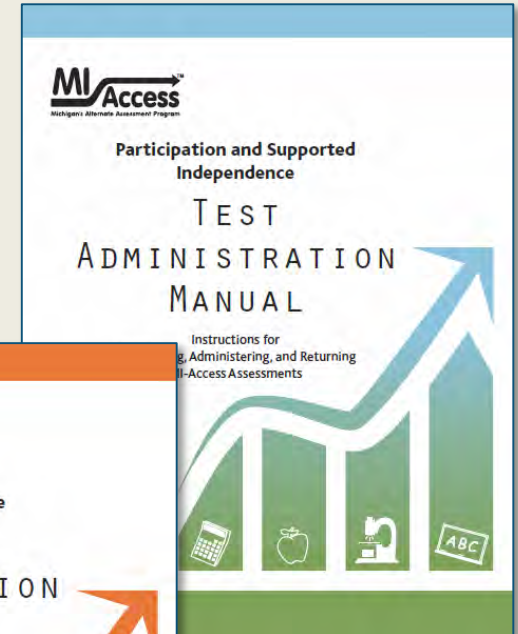
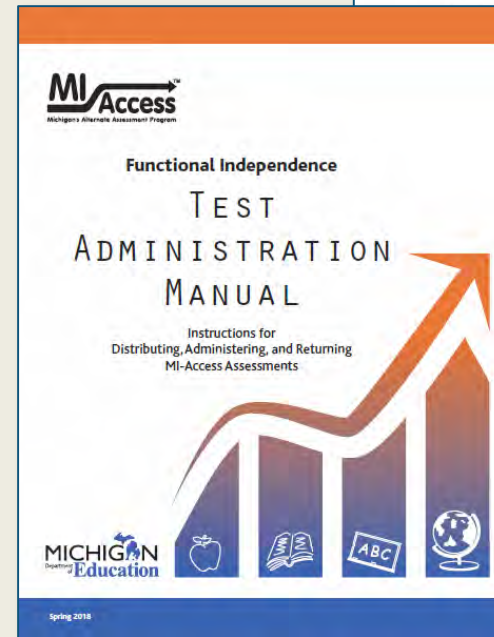
## Current Assessment Administration

- ➔ • [Functional Independence \(FI\) Test Administration Manual - Spring 2018](#) 
- ➔ • [Participation \(P\) and Supported Independence \(SI\) Test Administration Manual - Spring 2018](#) 

# Test Administration Manuals (TAMs)

TAMs new designs provide:

- General info
- Overview
- Accommodations
- Roles & Responsibilities
- Material Return
  - Return deadline is May 30, 2018
- Appendices



# FI Administration Overview

## Online

- Students interact directly with online platform
- Answers indicated by select on answer choices
- 2 “parts” for every subject area (student should take **both** parts). There will be 2 test tickets per subject area

## Paper

- Students interact directly with test booklet
- Answers indicated by circling answer in booklet (assessment administrator transfers to answer document)
- Has various sections within the tests depending on the subject



MI- Access

## FI Administration Reminders

### FI ELA: Expressing Ideas

- Paper version **required** for **all** students (including online “Accessing Print and Using Language” testers)
- Student should respond to both prompts
- Student may answer with writing, drawing or a combination of the two
- Scribe and other supports and accommodations available, please refer to the Supports and Accommodations Table for more information and specifications for each

# FI Assessment Administration: EI Scoring Rubric

## Scoring Rubric - Grades 3–8, and 11

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

**Not ratable if:**

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

# FI Assessment Administrators: Getting Started

## What do I need to do before the assessment window?

### With your MI-Access Coordinator:

- Ensure your students have been appropriate pre-ID for the assessment based on the IEP.
- Determine who has access to eDIRECT and how online student test tickets will be received. Role set up is in the secure site.
- Show students the assessment tutorials and give students opportunity to practice using the Online Tools Training (OTTs).
- Ensure environment surrounding student testing is considered when working with coordinator to develop a schedule.
  - ✦ Online: 2 parts to each online assessment, does not matter which “Part” is given first
  - ✦ Breaks are allowable based on student needs
  - ✦ FI: ELA Expressing Ideas is an additional part, Paper-Pencil for all
  - ✦ Ensure students are getting all required supports and accommodations and entered in eDIRECT prior to printing test tickets
  - ✦ Scribes (for paper or online navigation) must be trained and understand the Scribe guidelines for the Michigan assessments

# Can I Access the Online Tools Training without the Insight Software so my students can use them now?

<https://wbte.drcedirect.com/MI/portals/mi>

**This will only work using a Chrome Browser!!**

If you do not have a Chrome Browser, the OTTs can also be accessed using the Insight software that your students will use to take the test

# FI Assessment Administrators: Getting Started

## What do I need to get started with the online assessment?

### Important details to know about the Online assessment

- Assessment Administrators should log students into the assessment
  - ✦ Screen 1:



The screenshot shows a login interface for assessment administrators. At the top, the Michigan Department of Education logo is displayed. Below the logo, the text reads: "Please sign in with the Username and Password your Assessment Administrator has given you." There are two input fields: "Username:" and "Password:". To the right of the "Password:" field is a blue "Sign In" button. Below the "Password:" field is a checkbox labeled "Display Item Ids" which is checked. At the bottom left is a "Back" link, and at the bottom right is the version number "v2016.12 revcabf1248". At the very bottom, the copyright notice "Copyright © 2017 Data Recognition Corporation." is visible.

# FI Assessment Administrators: Getting Started

## What do I need to get started with the online assessment?

### Important details to know about the Online assessment

- Assessment Administrators should log into the assessment for the student
- Screen 2: Select the test that the student will be taking

The following tests have been scheduled for **John M Smith!**

Once instructed, click on the test link below to start the test.

If no additional tests are available, please select **Exit** to close the application.

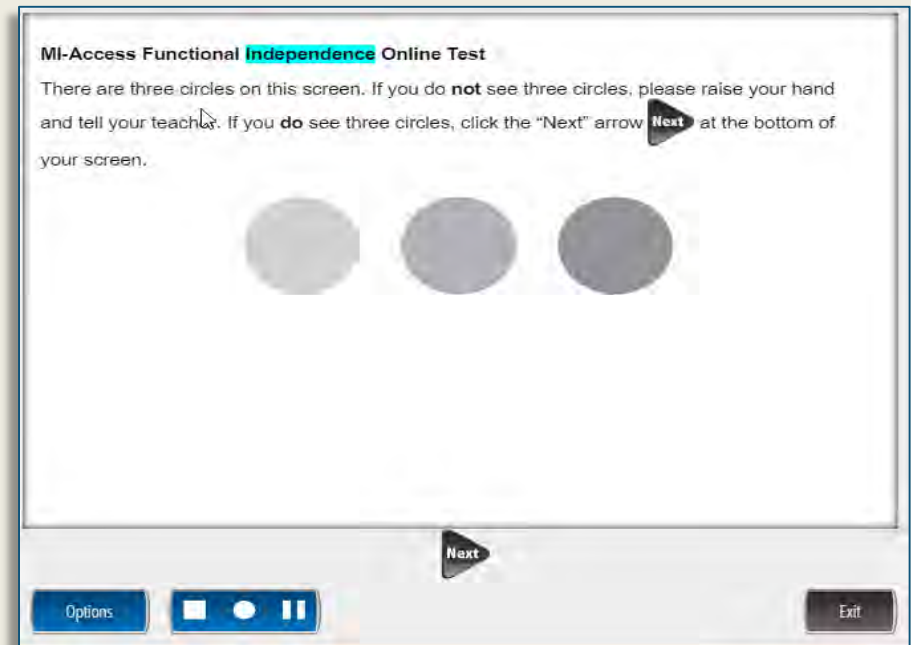
- G7 Math - Part 1

# FI Assessment Administrators: Getting Started

## What do I need to get started with the online assessment?

### Important details to know about the Online assessment

- Assessment Administrators should log students into the assessment
  - ✦ To the “three circles” Screen using the student test ticket.
  - ✦ Screen 3: Once here, the student will be taken over, either independently or with the supports required to take the assessment



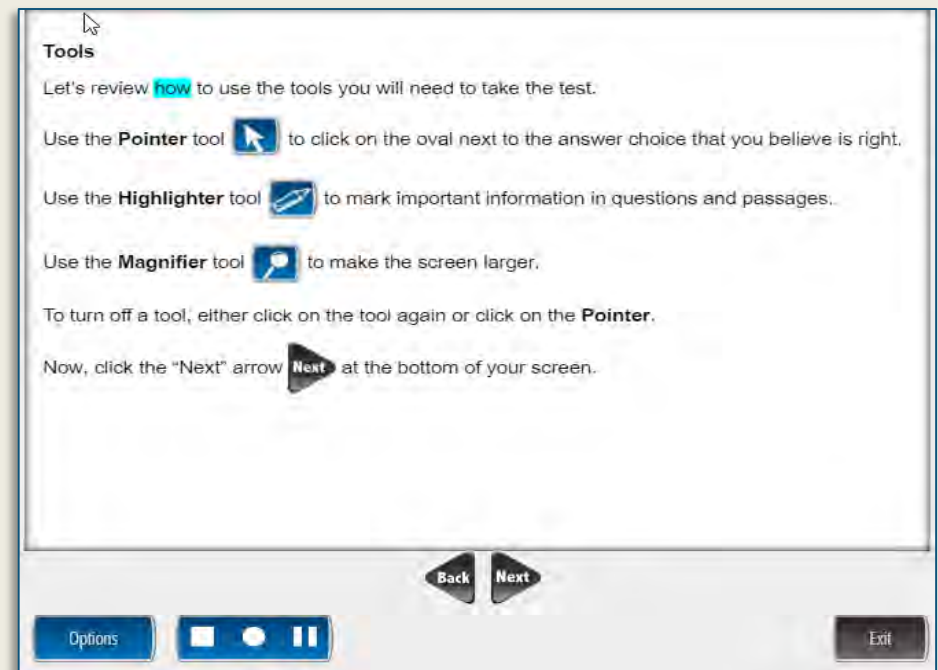


# FI Assessment Administrators: Getting Started

## What do I need to get started with the online assessment?

### Important details to know about the Online assessment

All tests start with a review of the tools required to take the assessment. However, this is a **review**. The expectation is that students will have completed the Online Tools Training.



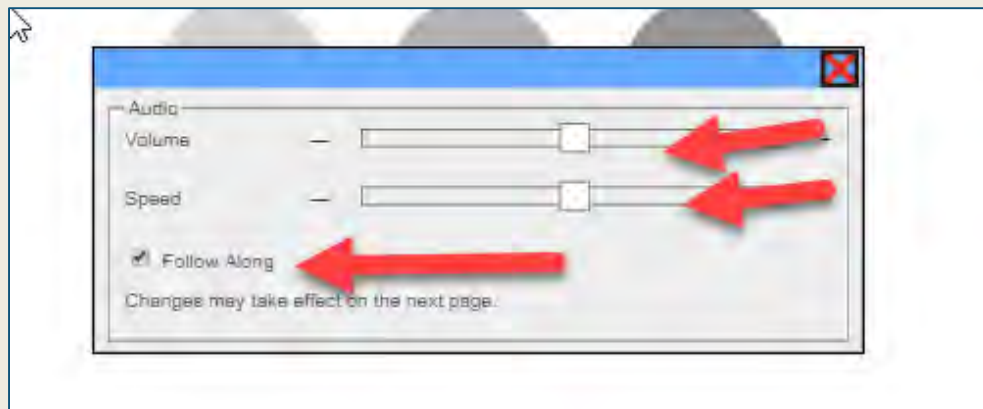
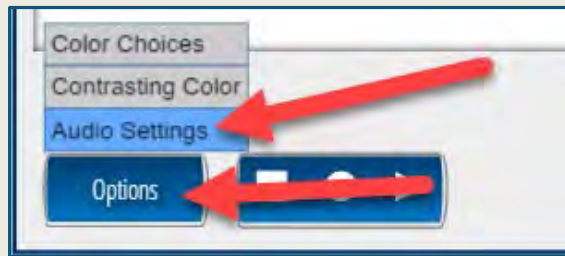


# FI Assessment Administrators: Getting Started

## What do I need to get started with the online assessment?

### Audio

Text-to-speech with follow along is on for all students. If inappropriate for a student, this can be disabled using the Options button

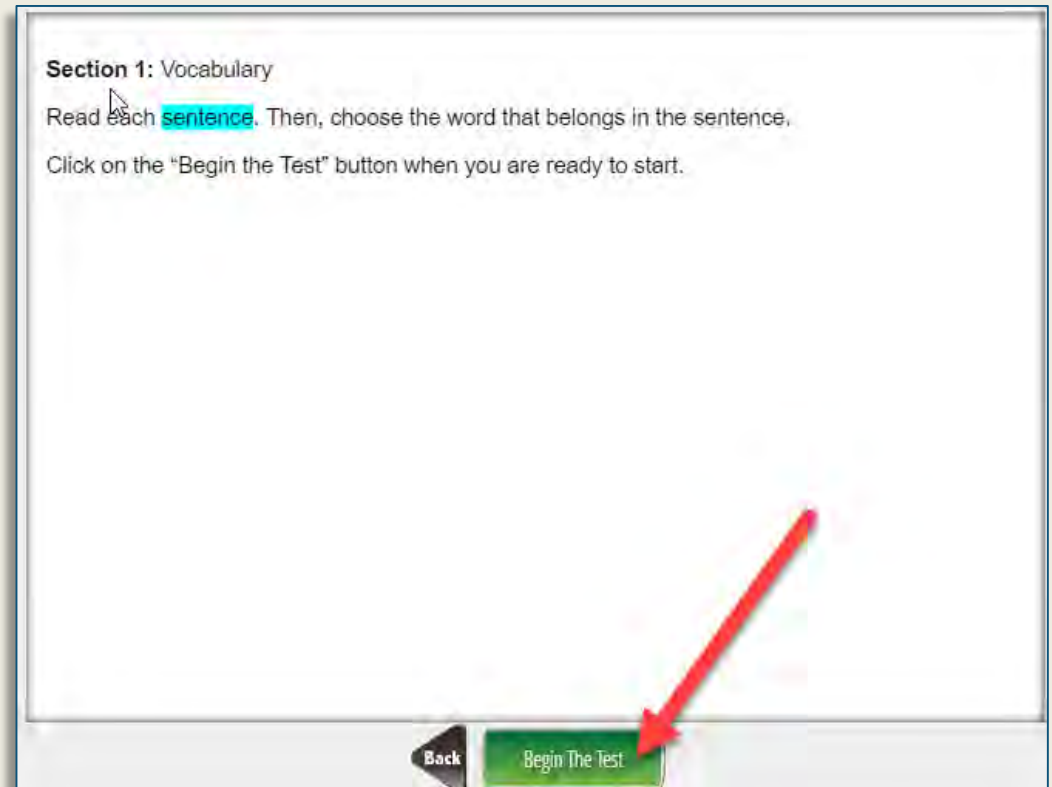


# FI Assessment Administrators: Getting Started

## What do I need to get started with the online assessment?

### Important details to know about the Online assessment

Once through the tools review, the student will read/hear instructions and click the “Begin the Test” or “Begin Section” button

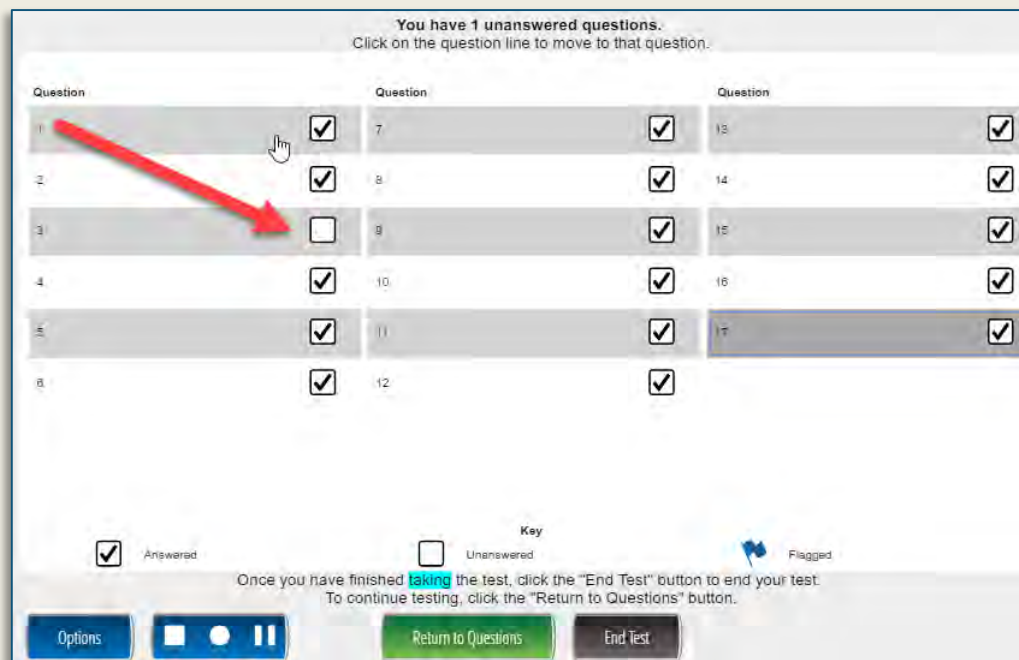


# FI Assessment Administrators: Getting Started

## What do I need to when my student is done?

Important details to know about the Online assessment

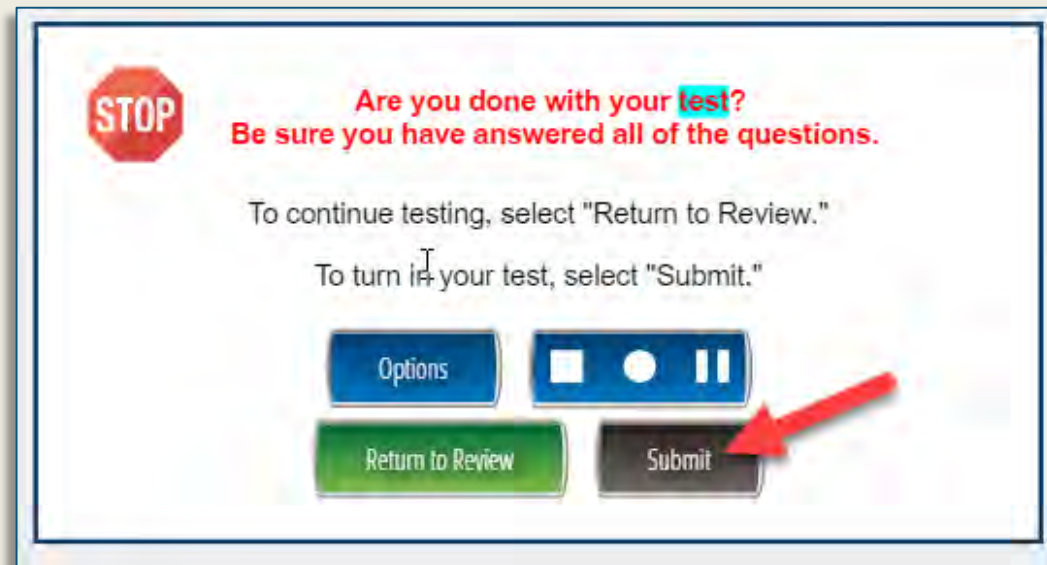
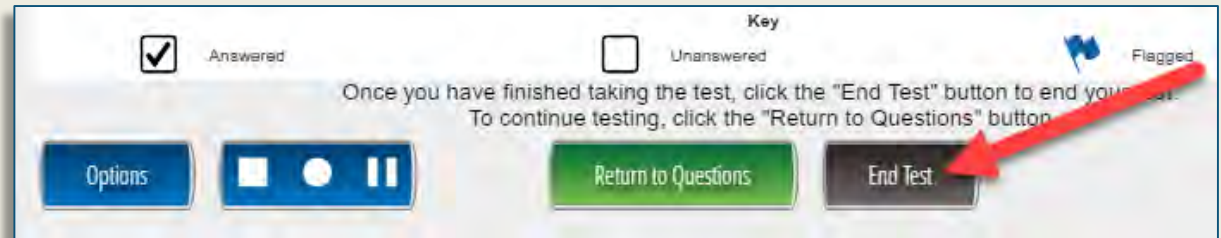
When the student is done, help them with the review screen. Click on any item with an unchecked box and ask: Are you done with this question? (do not give a prompt to complete, just raise awareness)



# FI Assessment Administrators: Getting Started

## What do I need to do when my student is done?

When you are ready to submit the test, click on the End Test Button and then Submit



# FI Assessment Administrators: Getting Started

## What do I need to when my student is done?



- If you are just taking a 20 minute break select Pause and Resume to continue.
- To leave the session select Exit and you may log in at a later time



# ALL: Where Can I learn More?

- There are a variety of training videos available both for you and for your students to learn more about how to take the assessment, as well as the Online Tools Training Program.
- They can be found at:

<https://www.drcedirect.com/all/eca-portal-ui/welcome/MI>

- Click on All Applications
- General Information
- Documents tab



# FI: Where Can I learn More?

<https://www.drcedirect.com/all/eca-portal-ui/welcome/MI>

- Click on All Applications
- General Information
- Test Tutorials tab – Designed for Students (teachers to use with students in the weeks leading up to the testing window)
- Click the MI-Access Student Tutorial Button

The screenshot displays the DRC INSIGHT MICHIGAN portal interface. At the top, there is a navigation bar with 'All Applications', 'General Information', 'Documents', and 'Test Tutorials' tabs. Below this, the 'Test Setup General Information' section is visible, with a 'Test Tutorials' button. A red arrow points to a button labeled 'Action' in the 'Test Tutorials' table, which is highlighted in blue. The table has a header row with 'Title' and 'Action' columns. The first row contains the text 'Michigan Online Assessment Student Tutorials' and the 'Action' button.

Title	Action
Michigan Online Assessment Student Tutorials	

# FI: Where Can I learn More?

- Click the MI-Access Student Tutorial Button
- Modules available to use with your students:

Welcome to the MI-  
Access Online Tutorial

Taking the Practice Test

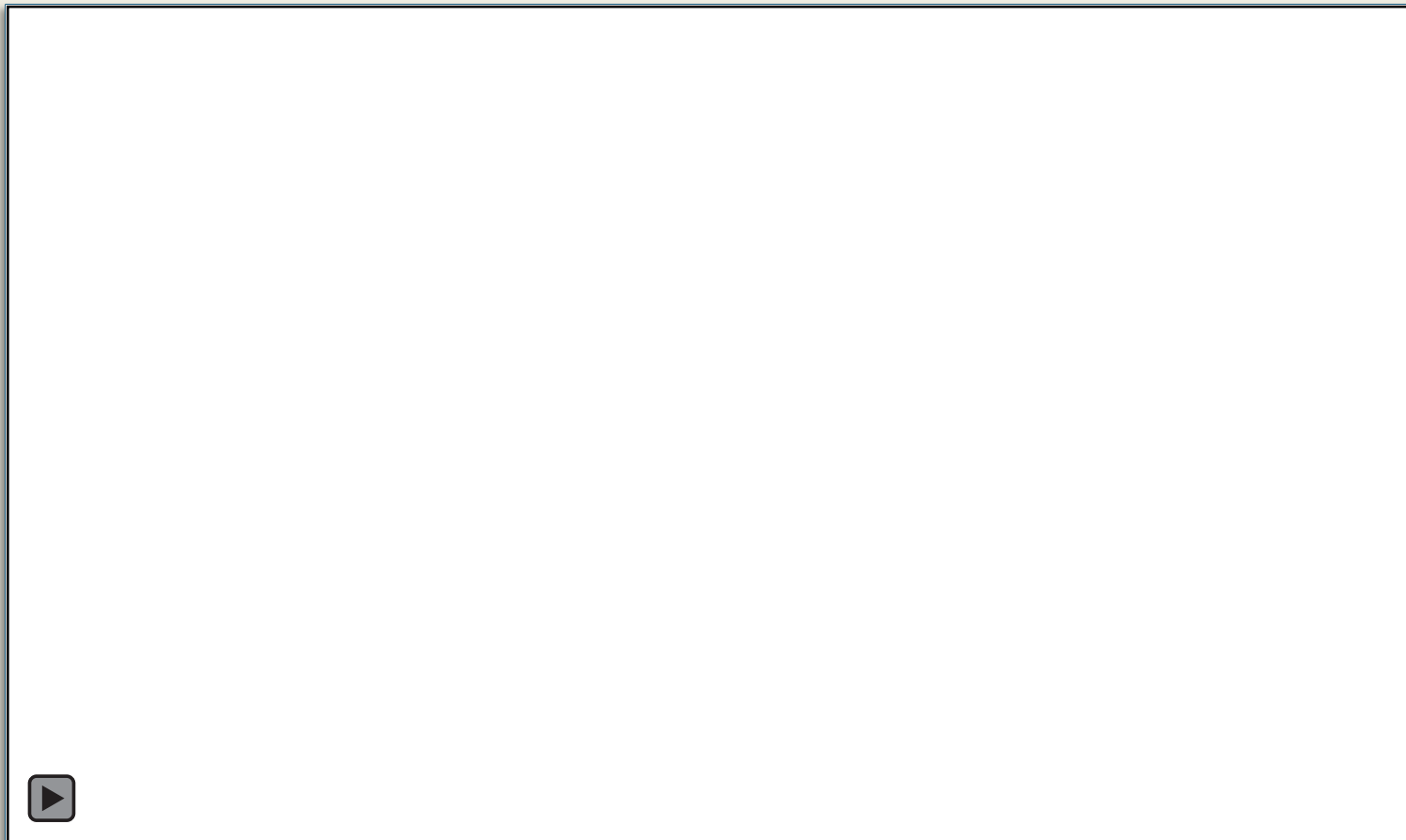
Taking the Real Test

Navigating the Test

Pausing, Editing and  
Ending the Test



# MI-Access FI Online Navigation



# SI and P Administration

- Booklets are for Assessment Administrators, NOT for students
- Selected Response Items:
  - Students will be presented with picture cards
    - ✦ Option to use actual objects or comparable picture cards is allowable, provided these are objects or picture cards the student is used to seeing during instruction.
- Activity Based Observation Items
  - Assessment administrator is given an activity and scoring focus, and in most cases, an example of what they can do with the student to assess the scoring focus.

# P/SI Example of Selected Response

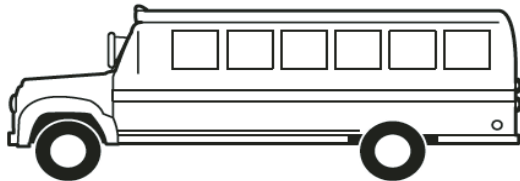
Item presented to student with picture cards

Sample Item (assessment administrator sees):

**R2** Which is longer?



**car**

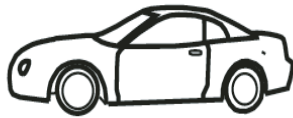


**bus**

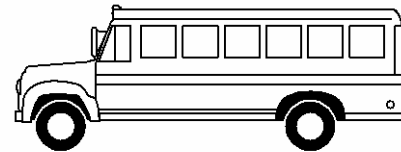
**Scoring Focus:** Compare lengths and describe as longer, longest, shorter, shortest

# P/SI Example of Selected Response

Item presented to student with picture cards (student sees):



car



bus

# P/SI Assessment Administration

## Activity Based Observation Items

### Sample Item (assessment administrator sees):

#### Item R3

**ACTIVITY:** The student will correctly indicate, by manipulating or observing, how to conserve water, during a familiar personal hygiene routine, by turning off the source. For example, the assessment administrator could complete a hand washing routine with the student, leave the water running, and ask, "Show me what we turn off to save water," or "What do we need to do to save water?"

**SCORING FOCUS:** Identifying routines related to conservation of natural resources

**STUDENT DIRECTIONS:** Do and say whatever is typically done or said to allow the student to engage in each item, UNLESS otherwise directed in the item.

# SI and P Assessment Administrators: Getting Started

## What do I need to do before the assessment window?

### With your MI-Access Coordinator:

- Ensure your students have been pre-ID'd in the secure site for the assessment listed on the IEP
- Make sure students are placed in an eDirect test sessions for the printing of test tickets needed for score entry after testing.
- Determine who has access to eDIRECT and how online student test tickets will be received for the online answer portal
- Establish a testing schedule that works for students
  - ✦ Selected Response and Activity Based Observation Items are designed to be embedded as much as possible into the student's instructional day

# Become very familiar with the Participation and Supported Independence Scoring Rubrics

**Table 8 MI-Access P/SI Scoring Rubrics**

<b>P Score Point/ Condition Code</b>	<b>SI Score Point/ Condition Code</b>	<b>Term</b>
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

# P/SI Scoring Rubric

It is STRONGLY suggested that both new and experienced primary and shadow assessment administrators review all of the modules found on our MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program.

- Note: Any references to Extended Grade Level Content Expectations or Extended High School Content Expectations would include the “Essential Elements with Michigan Range of Complexity” for English/language arts and mathematics
- <http://video1.resa.net/mde/PSI/module1.html>



# P/SI Scoring Rubric


The link to this training program can also be found on the MI-Access Web Page: [www.Michigan.gov/mi-access](http://www.Michigan.gov/mi-access)

## Professional Development


- Student Supports and Accommodations Webinar Links & Powerpoints
- New Administrator and Coordinator Primer
- MI-Access FI Online Tools Training
- 2016/2017 Student Assessment and Accountability Webcast Link and PowerPoint Files
- Assessment Committee Participation Application
- Secure Site Training Documentation and Videos
- Essential Elements with Michigan Range of Complexity
- [Scoring Rubrics Online Learning Program, Participation and Supported Independence](#)

# P/SI Online Answer Document

Form P-ELA-32  
Form P-Math-32

 MI-Access Participation  
Scoring Document- SPRING 2018

Content Area: ENGLISH LANGUAGE ARTS      Fill in Form Number: P-ELA-32



Student Name:

Optional: print and place the student's bar code label here.  
Note: this document will not be returned with secure materials.

Directions: Use this guide to score the student's responses for each item based on the MI-Access scoring rubric. The Primary assessment administrator, using a test ticket, will then transfer the scores into the online answer document found at: <https://drcsurveys.com/mi/mi2018/Logon.aspx>  
Please be careful that your scores from this sheet are transferred to the correct numbered item on the student online answer document.

Select One:  Primary Assessment Administrator     Shadow Assessment Administrator

Item	3 - Responds correctly; no assistance	2 - Responds correctly; verbal/physical cues	1 - Responds correctly; modeling; short of hand-over-hand assistance	A - Incorrect Response	B - Resists/Refuses	C - Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I certify that this assessment was given following the instructions given in the MI-Access P/SI Test Administrator Manual for the Spring 2018 cycle and that the assessment was given and scored independently and simultaneously with a Primary Assessment Administrator and a Shadow Assessment Administrator. Both scores were submitted using the online answer document, matching the authentic scores given by each independent assessment administrator.

Assessment Administrator  
(Sign and scan on file in your district. DO NOT RETURN) Circle one: Primary Assessment Administrator - Shadow Assessment Administrator

Use the Scoring Documents when giving the assessment to keep track of student scores. Primary and Shadow Assessment Administrators score Independently and Simultaneously.

# P/SI Online Answer Document

- The webpage has the direct link to the online answer document. This will be active only while the testing window is open (April 9 to May 25)
- Online Answer Document instructions can also be found on the MI-Access webpage
- A link to the answer document may be found on the eDIRECT welcome page as well






## Current Assessment Administration

- Participation (P) and Supported Independence (SI) Test Administration Manual - Spring 2018 
- Functional Independence (FI) Test Administration Manual - Spring 2018 
- **Online Answer Document Link for P/SI student score entry** 

*Link active from April 9 through May 25, 2018 (4:00 PM)*

- 2018 Summative Testing Schedule 
- Testing Policy for Recently Arrived, First Year English-Learner Students, Spring 2018 
- Off-Site Test Administration Request - Spring 2018
- Guide to State Assessments 2017-2018 
- Spring 18 MI-Access List of Important Dates 
- Guidelines for Participation in MI-Access 
- MDE-Approved INSIGHT Tools Poster

Updated 1/3/2018

- Who Must/Can take the MME (Including MI-Access Students) 
- Supported Independence and Participation Scoring Documents
  - Updated for Spring 2018
- **P/SI Online Answer Document Instructions for Score Entry** 
- Assessment Integrity Guide 
- Instructions for Materials Return 
- BAA Late Fee Structure 
- Security Compliance Form 
- eDIRECT Support and Documentation
  - Once on eDIRECT site, click on All Applications at the top left, then General Information, then Documents or Test Tutorials.
- Spring 2017 MI-Access Archive

# P/SI Online Answer Document

AFTER the assessment is given, the Primary Assessment Administrator enters the scores using the online Portal, with the username and password found on the test ticket.

**MI-Access Supported Independence Spring 2018**  
**Test Ticket - SI-ELA-5**

Test Session: Gr5\_ELA  
Student Name: \_\_\_\_\_  
Date of Birth: 6/8/2007  
State Student ID (UIC): \_\_\_\_\_  
District Student ID: \_\_\_\_\_  
Username: JBennett1  
Password: 7NHMFMPZP  
Accommodation(s): \_\_\_\_\_

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

Please login:

Username:   
Password:   
Assessment:

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

Welcome to the MI-Access Online Answer Document.

You are about to enter Primary (PAA) and Shadow Administrator (SAA) assessment scores for 'sample student'. Before you begin, please ensure that the PAA and SAA Scoring Documents you have in front of you are for the student listed above and for the content area listed below.

Student name:	Sample Student
Content Area:	MATH
Grade:	3
Assessment:	G3P

By clicking below, you are agreeing to the following statement:  
"I verify that the student whose information is being entered into this online answer document matches the PAA and SAA scoring documents completed at the time each item was administered to Sample Student."

If the student listed above does not match the scoring documents you are trying to enter, please [click here to return to the login screen.](#)



# P/SI Online Answer Document

Be sure to use the Form # from the front of the Assessment Administrator Booklet. Enter the scores as they appear on the scoring document. PAA = color; SAA = shaded gray

MI-Access Participation Online Answer Document - SPRING 2018

Student name: \_\_\_\_\_ Content Area: MATH

Grade: 5 Form: \_\_\_\_\_

**ENTER PAA SCORES IN BLUE AREA**

Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	1 Responds correctly; modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**ENTER SAA SCORES IN GRAY AREA**

Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	1 Responds correctly; modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Submit Clear Responses Save and Return Later

Participation – PAA scores

Participation – SAA scores

# P/SI Online Answer Document

The Supported Independence online answer document has the same format with a different color (Green).

MI-Access Supported Independence Online Answer Document - SPRING 2018

Student name: \_\_\_\_\_

Grade: 5

Content Area: ELA

Form: Please Select a Form Please Select a Form SI-ELA-51 SI-ELA-52

**ENTER PAA SCORES IN GREEN AREA**

Item number	2 Responds correctly; no assistance	1 Responds correctly after verbal/physical cues	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**ENTER SAA SCORES IN GRAY AREA**

Item number	2 Responds correctly; no assistance	1 Responds correctly after verbal/physical cues	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supported Independence – PAA scores

Supported Independence – SAA scores

# P/SI Online Answer Document: Where Can I learn More?

<https://www.drctdirect.com/all/eca-portal-ui/welcome/MI>

- Click on All Applications
- General Information
- Documents tab
- Filter by MI-Access Supported Independence Administration or Participation Administration (or leave as (All))
- View Tutorial (Mini-Module): How to enter PAA and SAA scores in the online answer document for SI and P.



# MI-Access

## Administration Tips

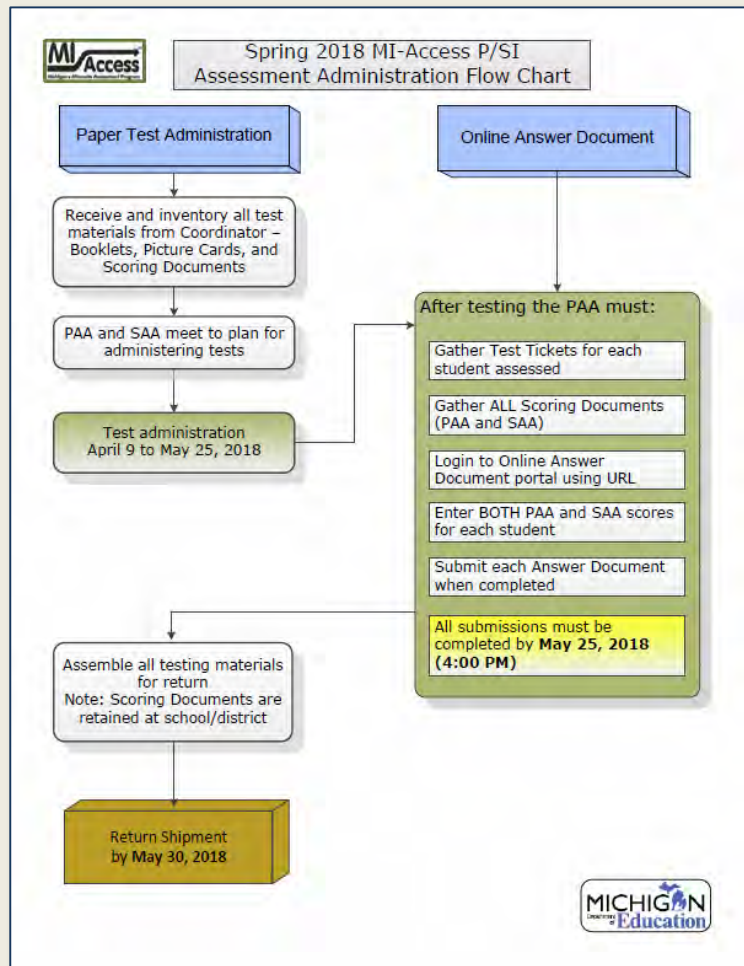
- Students must be enrolled as “Special Education” in MSDS
- Students must be assessed with ONE type (*FI/SI/P*)
- FI: ELA – Expressing Ideas paper ONLY
- FI Answer Document completed by administrators
- Accommodated versions must be documented in IEP (must be used in daily instruction)
- Bubbles filled in with #2 pencil (*Scanning equipment only captures #2 lead markings*)



# MI-Access Administration Tips

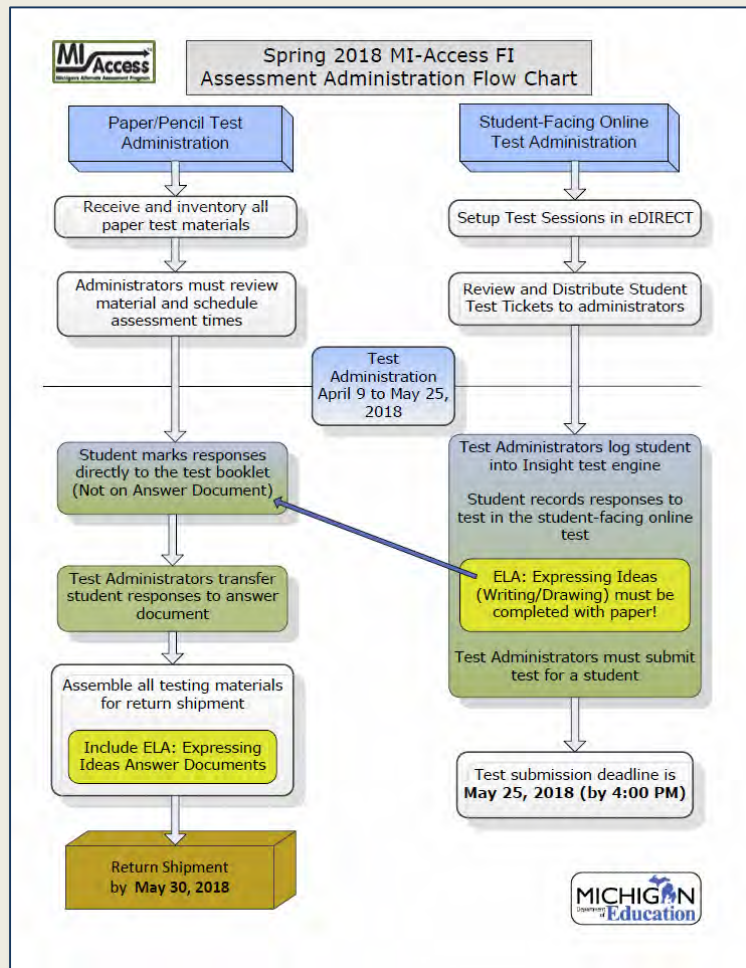
- FI Administrators may help WITH the test, but not ON the test items (paper and online)
- Read Manuals on webpage (paper and online)
- For P/SI scoring documents remember to use the form number from the administrator booklet.
- Check Accountable Students and Verification screen to confirm students tested
- Preliminary reports are available in 48 hours of online testing submission by content (FI online and P/SI only)

# P/SI Administration Resource



This P/SI Administration flow chart is designed to provide a quick overview of the administration process for both paper administration and online answer document process for entering scores

# FI Administration Resource



The FI Flow Chart also provides a complete overview of the paper/online features of the assessments. Both FI and the P/SI Flow Charts are available on the MI-Access webpage under the Professional Development section

## Professional Development

- [New Test Coordinator Resources](#)

→ [Participation \(P\) and Supported Independence \(SI\) Assessment Administration Flow Chart](#)

→ [Functional Independence \(FI\) Assessment Administration Flow Chart](#)

# Questions?

Questions may also be sent directly to our office

- ✦ Help desk # 877-560 -8378

Office of Educational Assessment and Accountability

- ✦ [mde-oeaa@Michigan.gov](mailto:mde-oeaa@Michigan.gov)