



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



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November 7, 2008

MEMORANDUM

TO: Local and Intermediate School District Superintendents  
Public School Academy Directors

FROM: Sally Vaughn, Ph.D. *Sally*  
Deputy Superintendent/Chief Academic Officer

SUBJECT: Request for Feedback on Draft Criteria for the Modified Full  
Independence Alternate Assessment

In order for students to be eligible for the Modified Full Independence (MFL) assessments, based on modified achievement standards, the Individualized Education Program (IEP) team must follow the state eligibility criteria for participation in the MFL. Attached is Michigan's Draft Eligibility Criteria for the MFL assessments.

The Michigan Department of Education (MDE) is seeking input on the draft eligibility criteria. Please distribute this information widely and encourage people to provide the MDE feedback using the Web-based survey. The survey can be accessed at [www.michigan.gov/meap](http://www.michigan.gov/meap) . Feedback must be received by Friday, December 12, 2008.

On April 7, 2007, the U.S. Department of Education issued regulations regarding Alternate Assessments based on Modified Achievement Standards (AA-MAS). These regulations can be downloaded at [www.ed.gov/policy/speced/guid/modachieve-summary.html](http://www.ed.gov/policy/speced/guid/modachieve-summary.html) . The regulations on modified academic achievement standards permit a state, as part of its assessment and accountability system under Title I of the Elementary and Secondary Education Act, to adopt such standards and to develop assessments aligned with the modified academic achievement standards.

The assessments must be based on modified academic achievement standards that cover the same grade level expectations as the general assessment. In Michigan, the general assessment is the Michigan Educational Assessment Program.

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According to the regulations, the academic achievement standards are modified, **not** the Grade Level Content Expectations (GLCEs). The requirement that modified academic achievement standards be aligned with grade level content standards is important in order for students to have an opportunity to achieve at grade level. Therefore, students must have access to, and instruction in, grade level content.

If you have any questions related to the MFL assessments, please feel free to contact the following MDE staff:

Ms. Marilyn Roberts, Office of Educational Assessment and Accountability, at (517) 241-9526, or via email at [robertsm@mi.gov](mailto:robertsm@mi.gov).

Dr. Joanne Winkelman, Office of Special Education and Early Intervention Services, at (517) 373-1696, or via email at [winkelmanj@mi.gov](mailto:winkelmanj@mi.gov).

Attachment

**DRAFT**

**Modified Full Independence  
Alternate Assessment**

**Eligibility Criteria**

**November 2008**

**DRAFT**

## Input Requested

The State of Michigan is developing a new assessment, called the Modified Full Independence (MFL) assessment, for students with an Individualized Education Program (IEP) who are taught grade level content standards in the classroom. In order for students to be eligible for the MFL assessment, which is based on modified achievement standards, the IEP Team must follow the state eligibility criteria for participation in the MFL.

Michigan's Draft Eligibility Criteria for the MFL assessments are presented for your review. The Michigan Department of Education (MDE) is seeking input on the draft criteria. Please distribute this information widely and encourage recipients to provide feedback to MDE using the Web-based survey, which can be accessed at

[www.michigan.gov/meap](http://www.michigan.gov/meap)

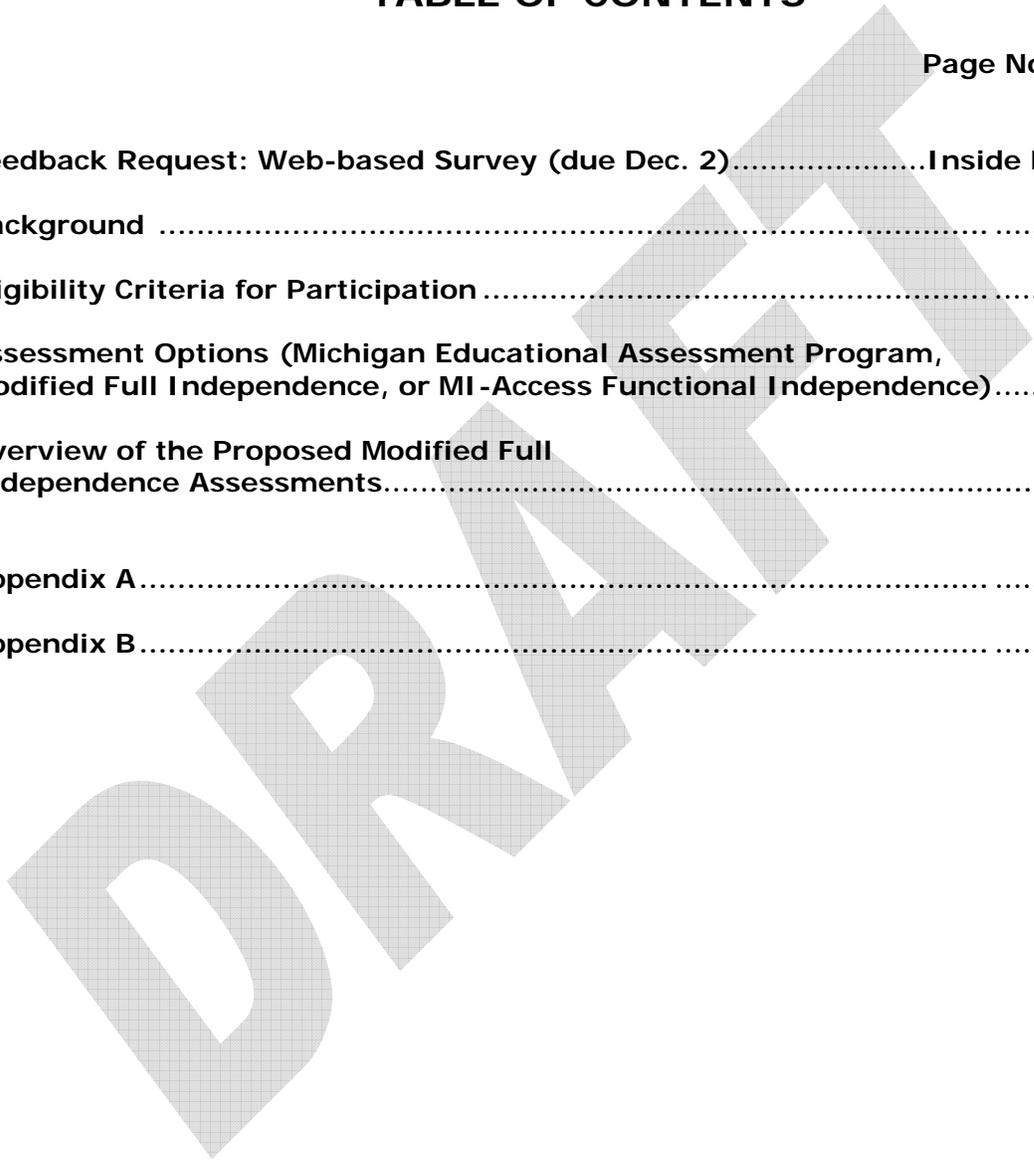
**Feedback must be received by Friday, December 12, 2008**

**After reading the Draft Criteria**, on pages 1-2, please review the options presented on page 3 and note your choice on the survey.

The results will be used to incorporate *either* option 1 or option 2 as part of the finalized eligibility criteria.

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## Michigan's New Modified Full Independence Assessment

### A. Background

On April 7, 2007, the U.S. Department of Education (USED) issued regulations regarding Alternate Assessments based on Modified Achievement Standards (AA-MAS). These regulations can be downloaded at (<http://www.ed.gov/admins/lead/speced/toolkit/index.html>). The regulations on modified academic achievement standards permit a state, as part of its assessment and accountability system under Title I of the Elementary and Secondary Education Act (ESEA), to adopt such standards and to develop an assessment aligned with the modified academic achievement standards.

The assessment must be based on modified academic achievement standards that cover the same grade level expectations as the general assessment. In Michigan, the general assessment is the Michigan Educational Assessment Program (MEAP). According to the regulations, the academic achievement standards are modified, *not* the Grade Level Content Expectations (GLCEs). The requirement that modified academic achievement standards be aligned with grade level content standards is important in order for students to have an opportunity to achieve at grade level. Therefore, students must have access to, and instruction in, grade level content. For more details related to this regulation, the USED has published a guidance document that is in a Q and A format. It can also be downloaded at the same Web site listed above. It is also posted on the MI-Access Web page at [www.mi.gov/mi-access](http://www.mi.gov/mi-access).

### B. Eligibility Criteria for Participation in the Modified Full Independence Assessment (MFL)

In order for a student to be eligible for the MFL assessment, ALL of the following criteria must be met:

#### 1. Student with a disability

- a. A student must have a current individualized education program (IEP).
- b. Students with a Section 504 Plan are NOT eligible for alternate assessments.

#### 2. IEP goals must reflect the following:

- a. The IEP Team is reasonably certain that the student will not achieve grade-level standards, at the same level of rigor as their peers, within the year covered by the IEP.
- b. The IEP must include goals that are based on Michigan's grade-level content standards for the grade in which the student is enrolled.
- c. Goals are grade level and attainable within the year covered by the IEP, but building blocks to attain the grade-level goal can start where the student is functioning. Short-term goals may incorporate below grade-level GLCEs needed in order to attain the grade-level goal.

#### 3. Instruction

- a. The student must have access to and instruction in grade-level content for the **grade the student is enrolled**.
- b. Instruction must be provided by a highly qualified teacher.
- c. Instruction may be provided by a general education or a special education teacher as long as the teacher is highly qualified in the academic subject being taught.

#### 4. Impact of disability

- a. There must be objective evidence demonstrating that the student's **disability** has precluded the student from achieving the grade-level standards at the same level of rigor as the student's peers.

#### 5. Examples of possible learning characteristics of students participating in MFL Assessment

- a. Have some grade-level knowledge for the grade they are enrolled.
- b. Have sufficient cognitive ability to transfer or generalize learning when taught strategies to do so.
- c. Have sufficient capacity to achieve grade-level standards, but not to the same level of rigor.
- d. Need additional learning opportunities, such as repetition of concepts, strategies to stay on task, skills, and accommodated curriculum in order to achieve grade level standards.
- e. Difficulty with complex language when learning skills and concepts (e.g., syntax, multi-step instructions).
- f. May read below grade level.
- g. See case studies in Appendix B.

#### 6. Progress over time

- a. The student's progress or lack of progress must be determined using multiple objective and valid measures of the student's academic achievement over time.
- b. There is no set length of time during which the data must be gathered, but there must be enough time (two or more years) to document the progress (or lack of progress) in response to appropriate instruction. Measures, such as the following, may be used.
  - i. end-of-course assessments;
  - ii. district-wide assessments;
  - iii. classroom assessments;
  - iv. standardized achievement testing;
  - v. State assessments (MEAP or MI-Access alone would not be sufficient documentation to show progress or lack of progress).

#### 7. Other considerations

- a. The IEP Team must not solely base their decision to participate in the MFL assessments on the student's:
  - i. special education category,
  - ii. ethnicity, or
  - iii. economic background.
- b. A student's lack of progress cannot be solely due to excessive absences.
- c. State assessment must be determined annually by the IEP Team, which should include the parent.
- d. It is expected that there will be students with disabilities who take an alternate assessment based on modified achievement standards one year, make considerable progress during the school year, and then take the MEAP the following year. Therefore, an **IEP TEAM must consider a student's progress annually based on multiple objective measures of the student's achievement before determining that the student should be assessed with MFL.**
- e. In determining if the MFL assessment is appropriate, the IEP Team needs to determine if the student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP Team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP.

### C. Assessment Options (Michigan Educational Assessment Program, Modified Full Independence, or Functional Independence)

Prior to the implementation of the new MFL assessments, the IEP Team could determine that a student would take the Michigan Educational Assessment Program (MEAP) for one or more content areas and the MI-Access Functional Independence (FI) for the remaining content areas. In anticipation of the statewide implementation of the new MFL assessments, the MDE is seeking input on the following two options:

**Option 1:** A student may participate in the MEAP in one content area and the MFL in another content area, but cannot take MI-Access FI, Supported Independence, or Participation in the same school year.

- Considerations:
  - a. Assures an opportunity to access grade level instruction for the grade enrolled;
  - b. Anticipation of meeting the requirements for receiving a Michigan High School Diploma (Michigan Merit Curriculum);
  - c. Challenging expectations for the student.

**Option 2:** A student may participate in the MEAP, the MFL, or the MI-Access FI in one or more content areas.

- Considerations:
  - a. If a student participates in a MI-Access FI assessment, it is assumed the student is receiving instruction based on Michigan's FI Extended Grade Level Content Expectations (EGLCEs).
  - b. A divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan's Grade Level Content Expectations (GLCEs) needed to meet the requirements of the Michigan Merit Curriculum.

Test	Option 1	Option 2
MEAP	X	X
MFL	X	X
FI		X

**Note:** Please refer to the inside of the front cover. After reading the Draft Criteria on pages 1-2, and reviewing the options above please note your choice on the MFL Draft Criteria survey. The results of the survey will be used to incorporate **either** option 1 or 2 as part of the finalized eligibility criteria.

### D. Overview of the Proposed Modified Full Independence Assessments

The MDE was awarded a grant from the U.S. Office of Special Education Programs to develop an alternate assessment based on modified academic achievement standards (AA-MAS) that will fulfill an important need in the Michigan Educational Assessment System. This proposed project has dual purposes: (1) to design a replicable process for modifying the existing MEAP English Language Arts (ELA) and Mathematics Assessments in grades 3-8 by reducing length and difficulty levels while maintaining appropriately

challenging content that reflects the state’s general Grade Level Content Expectations (GLCEs); and (2) to create an online professional development system that can be adopted and adapted by states, school districts, and individual educators. Through the efforts of the MDE and its collaboration with the offices of Educational Assessment and Accountability; Special Education and Early Intervention Services; School Improvement; Educational Technology and Data Information; as well as local district educators; assessment experts; and other stakeholders; Michigan has a continuum of assessments that reflects a tradition of highest technical quality, which is founded in robust curriculum standards and the knowledge and skills of a diverse population. The AA-MAS will complete the continuum, providing a valid, reliable, and fair measure of the achievement of students who struggle with academic content areas of ELA and mathematics and who do not meet grade level expectations for the grade in which they are enrolled.

**State Assessment Continuum**

<b>Assessment</b>	<b>Type of Assessment</b>	<b>Based Upon</b>
MEAP/MME	General	GLCEs/HSCEs
MEAP/MME with Accommodations	General	GLCEs/HSCEs
<b>Modified Full Independence</b>	<b>AA-MAS</b>	<b>GLCEs</b>
Functional Independence	AA-AAS	Extended GLCEs
Supported Independence	AA-AAS	Extended GLCEs
Participation	AA-AAS	Extended GLCEs

Like the current MI-Access assessments, the MFL assessments will also apply universal design criteria in order to maximize accessibility so that students may better show what they know and are able to do.

**E. Modified Full Independence Assessment Format**

The MFL assessments will be piloted during the winter of 2009. The English Language Arts (ELA) and mathematics assessments will be administered to eligible students in Grades 3-8. Each grade and content area will use the pool of MEAP items written for GLCEs at the corresponding grade level. Two forms of the proposed MFL assessments will be piloted at each grade level. The overall purpose of the pilot is to determine if the MFL development process has been successful in producing an assessment that is more appropriate for participating students.

**Mathematics**

All MFL mathematics items are in a multiple-choice (MC) format. Form A will include 3 answer choices for each item in grade 3: four answer choices for grades 4-8. Form B includes three answer choices for each item in grades 4-8. (Grade 3 will pilot Form A only, since it already has three answer choices in MEAP. Each MFL Pilot item has a point value of 1.

The assessment will be administered to eligible students in Grades 3-8. Each grade will use the pool of MEAP items written for GLCEs in the corresponding grade level.

**MFL Mathematics  
PILOT Models  
Grades 3-8**

<b>MFL Mathematics Form A</b> (Grades 3-8)*	<b>MFL Mathematics Form B</b> (Grades 4-8)
<b>Part 1: No Calculators Allowed*</b> <ul style="list-style-type: none"> <li>• In strand and GLCE order</li> <li>• Three-choice MC items (gr. 3)**</li> <li>• Four-choice MC items (gr. 4-8)</li> </ul>	<b>Part 1: No Calculators Allowed</b> <ul style="list-style-type: none"> <li>• In strand and GLCE order</li> <li>• Three-choice MC items</li> </ul>
<b>Part 2: Calculators allowed**</b> <ul style="list-style-type: none"> <li>• In strand and GLCE order.</li> <li>• Four-choice MC items (gr. 4-8)</li> </ul>	<b>Part 2: Calculators allowed</b> <ul style="list-style-type: none"> <li>• In strand and GLCE order</li> <li>• Three-choice MC items</li> </ul>

\*Grade 3 MEAP Mathematics tests already have three-choice MC items.

\*\*NO calculators are allowed for any Grade 3 Math items.

***English Language Arts (ELA)***

**Reading** and **Writing** are the two major components of the MFL ELA assessment. The reading component of the ELA assessment measures a student’s ability to comprehend text through decoding. Students will read three independent passages and answer seven comprehension questions that follow each passage. The passage types include at least one narrative and one informational passage. The third passage can be either a narrative or an informational passage. All reading questions are multiple-choice (MC) items.

The writing portion of the assessment has two parts. For the first part, students respond to a prompt and are measured on their ability to write based on their knowledge and experience. Students respond to a prompt and their responses are then scored according to the MEAP six-point rubric. The second part of the writing portion is called “Response to Student Writing.” This is where a short piece of student writing is provided in the booklet that contains errors. Students are asked to answer three (MC) questions to identify the errors in the piece of student writing.

One of the unique and significant parts of the MFL ELA assessment is the use of enhanced directions, or scaffolding, on some of the pilot assessment forms that the test administrator reads to the student to help the student access the reading and writing portions of the assessments. The MFL ELA Assessment Plan Writing Team, comprised of Michigan educators familiar with the population being assessed and the content area of ELA, developed the enhanced directions based on the learning characteristics of the student population eligible to take the MFL assessment.

The MFL Pilot for ELA will feature a balanced research design. This will allow MDE to determine which assessment format is most favorable for our eligible students. The reading passages, writing prompts, and test items will be the **same for all** forms. The assessment formats that are being piloted include four-choice MC items, three-choice MC items, and enhanced directions with three-choice MC items. Each MC item has a point value of 1 point. All forms will have one “Writing from Knowledge and Experience”

prompt (up to 6 points) and one “Response to Student Writing” prompt with 3 MC items (1 point each).

**MFL English Language Arts  
PILOT FORMS  
Grades 3-8**

Grade	Form A	Form B
3	<ul style="list-style-type: none"> <li>• Three-choice MC items</li> </ul>	<ul style="list-style-type: none"> <li>• Three-choice MC items</li> <li>• Enhanced Directions</li> </ul>
4	<ul style="list-style-type: none"> <li>• Four-choice MC items</li> </ul>	<ul style="list-style-type: none"> <li>• Three-choice MC items</li> </ul>
5	<ul style="list-style-type: none"> <li>• Four-choice MC items</li> </ul>	<ul style="list-style-type: none"> <li>• Three-choice MC items</li> <li>• Enhanced Directions</li> </ul>
6	<ul style="list-style-type: none"> <li>• Three-choice MC items</li> </ul>	<ul style="list-style-type: none"> <li>• Three-choice MC items</li> <li>• Enhanced Directions</li> </ul>
7	<ul style="list-style-type: none"> <li>• Four-choice MC items</li> </ul>	<ul style="list-style-type: none"> <li>• Three-choice MC items</li> </ul>
8	<ul style="list-style-type: none"> <li>• Four-choice MC items</li> </ul>	<ul style="list-style-type: none"> <li>• Three-choice MC items</li> <li>• Enhanced Directions</li> </ul>

\*Grade 3 MEAP ELA tests already have three-choice MC items.

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## Appendix A

### Individual Student Decision Checklists by Content Area

**Directions:** Each of the following questions must be answered for each content area. If the answer to any of the questions is “No” the student is not eligible to participate in the Modified Full Independence assessment.

#### Mathematics

#	Criteria	Yes	No
1.	Does the student have IEP goals based on grade-level content standards, not extended standards, for the grade in which the student is enrolled?		
2.	Does the student have access to, and instruction in, grade level content from highly qualified teachers?		
3.	Is there objective evidence demonstrating that the student's <b>disability</b> precludes the student from achieving the same level of rigor required by the grade level content standards?		
4.	Is the student's lack of progress based on multiple objective and valid measures of the student's <b>academic achievement over time</b> ?		

**Comments:**

#### English

#### Language Arts

#	Criteria	Yes	No
1.	Does the student have IEP goals based on grade-level content standards, not extended standards, for the grade in which the student is enrolled?		
2.	Does the student have access to, and instruction in, grade level content from highly qualified teachers?		
3.	Is there objective evidence demonstrating that the student's <b>disability</b> precludes the student from achieving the same level of rigor required by the grade-level content standards?		
4.	Is the student's lack of progress based on multiple objective and valid measures of the student's <b>academic achievement over time</b> ?		

**Comments:**

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**Appendix B**  
**Student Case Studies**

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## Case Study – Sample 1

### Chris

- Eight-year-old boy in the 3rd grade
- Primary disability of Cognitive Impairment
- IEP was developed at the end of 2<sup>nd</sup> grade
- His IEP goals in mathematics are based on Michigan GLCEs
- ELA goals are based on GLCEs related to decoding and Michigan extended GLCEs for comprehension
- Recently tested out of speech and language services
- Currently receives instruction in the general education classroom with special education support
- Needs directions and tests read and explained to accommodate his low comprehension skills
- Tends to be disorganized and is not able to sequence steps like his classmates
- Small group instruction is needed for completion of assignments and tests due to distractibility and comprehension level
- Mathematics facts are not memorized, use of calculator needed and assistance in multi-step problems
- Is capable of asking for assistance but often does not because Chris thinks that he understands tasks

### State Assessment:

- Chris received 4 (not proficient) in the ELA section of the fall 3<sup>rd</sup> grade MEAP
- He received a 3 (not yet proficient) on the fall 3<sup>rd</sup> grade MEAP mathematics assessment

### Classroom Assessments:

- Received marks on his report card that imply that he is not meeting the year-end GLCEs, but is meeting the extended GLCEs in ELA.
- Showing progress on the mathematics GLCEs
- Chris' Portfolio contains collected work samples from 1st grade that provide evidence that he is progressing at grade level in mathematics, but continues to have difficulty in the area of ELA even when his goals are based on extended GLCEs.

### Standardized Assessment (Standard Score = SS):

- Kaufman Test of Educational Achievement II (KTEA-II):
  - Mathematics Computation and Applications: SS 80
  - Reading Comprehension: SS 60
  - Letter and Word Recognition: SS 70

## Case Study – Sample 2

### Kaylee

- 12-year-old female in the 6<sup>th</sup> grade
- Identified as a student with a hearing impairment and receives related services in speech and language as documented in her IEP
- Identified as hearing impaired at the age of four
- Kaylee has some hearing. She uses hearing aides and lip reads, but does not use sign language
- Receives speech and language services through collaboration with the general education teacher and some one-on-one therapy
- The speech pathologist coordinates the speech/language therapy with the ELA lessons taught in the general education classroom
- IEP includes grade-level goals in ELA and mathematics
- Receives instruction based on the Michigan GLCEs in all academic areas with extended time allowed for assignments and completion of tests
- Needs accommodations with reading comprehension. For example, she needs help with new vocabulary and identifying key concepts
- Needs accommodations in written expression, such as composing multi-paragraph essays
- The teacher has paired Kaylee with other students in her general education English class to assist in organizing her compositions
- Difficulty in reading comprehension and written expression impacts other content areas, but with accommodations and special education services she is able to maintain grade-level achievement in all areas excluding ELA
- Kaylee is a very organized student, but needs assistance to have directions broken down into shorter steps for her to process
- Has good sight word vocabulary, but needs help reading long passages
- Very social and has lots of friends. Friends seem unaware of her disability because she is so strong with social interactions
- Will continue with education after high school. Wants to go to college to become a dental hygienist

### State Assessments:

- Received a 4 (not proficient) in the area of ELA on the MEAP in grades 3 and 4, and received a 3 (not yet proficient) in ELA on the MEAP in grade 5
- Received a 3 (not yet proficient) in mathematics on the MEAP in grades 3 and 4 and received a 2 (proficient) in mathematics on the MEAP in grade 5

### Classroom Assessments:

- Receiving marks on her report cards for the last two years that show she is not meeting year-end expectations on her standards-based report card for her English Language Arts class
- Achieving grade level expectations in mathematics

### Formative Assessments:

- End-of-the-year DIBELS oral reading fluency was 50 words correct per minute in 4<sup>th</sup> grade connected text, and 65 words per minute in connected text correct in 5<sup>th</sup> grade. A typical 5<sup>th</sup> grader in connected text would be reading over 100 words per minute.

## Case Study – Sample 3

### Josh

- Ten-year-old male in the 4<sup>th</sup> grade
- Has a primary disability of Learning Disabilities in mathematics reasoning and basic calculations based on his current IEP
- Initial IEP was in 3<sup>rd</sup> grade
- Receives help from a special education teacher within the general education mathematics classroom focusing on grade level content standards
- Verbal skills are excellent and he is able to ask specific questions about what is difficult when working through mathematics problems
- Receives accommodations in classroom and testing situations
- Currently takes the MEAP in all content areas
- Test-taking strategies are provided to him
- Uses standard MEAP accommodations
- Receives direct instruction when new math concepts are introduced
- Receives one-on-one directions and small-group instruction when needed
- Uses a calculator
- Needs a lot of repetition of math concepts already learned
- Wants to continue on with post-secondary schooling. Does not have a goal in mind yet

### Standardized Assessment (Standard Score = SS):

- The Key Math Test was administered in grade 3
  - Basic Concepts: SS 74
  - Operations: SS 85
  - Application: SS 62

### Statewide Assessment:

- Grade 3 MEAP scores in all content areas fell within the Proficient levels except mathematics, which was in the Not Proficient category

### Classroom Assessment:

- His report card markings since he entered school show that he is meeting GLCEs in all areas except for mathematics

## Case Study - Sample 4

### Jane

- 13-year-old in the 8<sup>th</sup> grade
- Received a diagnosis of ADHD from her pediatrician when she was 8 years old
- She was identified as Otherwise Health Impaired in grade 3.
- Very unorganized and frequently forgets to turn in assignments or loses them
- Needs frequent cues and prompting to stay on task
- Frequent re-teaching of concepts is needed in order to apply them to new learning
- Receives instruction in resource room for ELA and mathematics. The classes in the resource program are based on the 8<sup>th</sup> grade GLCEs.
- Is social, but often has conflicts with fellow female classmates.

### Standardized Assessment (Standard Score = SS):

- Woodcock-Johnson III Tests of Achievement
  - Broad Reading: SS 70
    - Letter Word Identification: SS 76
    - Reading Fluency: SS 66
    - Passage Comprehension: SS 68
  - Broad Math: SS 65
    - Calculation: SS 69
    - Math Fluency: SS 61
    - Applied Problems: SS 71

### Statewide Assessments:

MEAP – ELA 3<sup>rd</sup> grade (not yet proficient), 4<sup>th</sup> grade (not proficient), 5<sup>th</sup> and 6<sup>th</sup> grades (not yet proficient), 7<sup>th</sup> grade (not proficient)

MEAP – Math 3<sup>rd</sup> grade (proficient), 4<sup>th</sup>-7<sup>th</sup> grades (not proficient)

### Report cards:

Inconsistent. Works best within a well-organized classroom. Grades have fluctuated over the years. As school work has become complex, her report card grades reflect Cs to Fs. Some of the grades were lower due to incomplete assignments.

## Case Study – Sample 5

### Derrick

- Thirteen-year-old male in the 7<sup>th</sup> grade
- Primary disability of Autism Spectrum Disorder (ASD)
- Identified as ASD at age 3
- Performing at the top of the general education seventh grade mathematics class
- Receives ELA instruction from the teacher of students with ASD in the special education classroom
- Receives instruction based on Extended GLCEs for ELA
- Reads at approximately the 3<sup>rd</sup> grade level with writing skills at the 2<sup>nd</sup> grade level
- Refuses to write anything except to show his work on math problems

### State Assessment

- MEAP – consistently attained “proficient” on MEAP throughout school career in Mathematics
- Not proficient ( Emerging) on the Functional Independence (FI) ELA assessment since 5<sup>th</sup> grade

### Standardized Assessment

- Wechsler Individual Achievement Test – Second Edition (WIAT-II)
  - Numerical Operations SS 110
  - Mathematics Reasoning SS 115
  - Word Reading SS 66
  - Reading Comprehension SS 68
  - Written Expression Refused to complete this subtest

## Case Study Answer Key

### Case Study 1 – Chris

MEAP - Mathematics  
MFL - English Language Arts

### Case Study 2 – Kaylee

MEAP - Mathematics  
MEAP – English Language Arts

### Case Study 3 – Josh

MFL - Mathematics  
MEAP – English Language Arts

### Case Study 4 – Jane

MFL – Mathematics  
MFL – English Language Arts

### Case Study 5 – Derrick

MEAP – Mathematics  
FI– English Language Arts

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