



Spring 2024

# Interpretive Guide to MI-Access Reports

- Functional Independence
- Supported Independence
- Participation

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## Section 1: Introduction

### What's in this Guide?

This guide was developed to help educators understand and use the MI-Access assessment results.

MI-Access reports 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
- 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 the results are used in meaningful ways, they translate into better learning and improved student achievement.

The reports prepared for MI-Access display student-level results including:

- Student Record Labels
- Individual Student Reports
- Parent Reports
- Student Roster Reports
- Student Overview Reports
- Student Growth and Performance Report (FI only)

The reports also display summary or aggregate-level results including:

- 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 expectations. These expectations include:

- The Essential Elements (EEs)<sup>1</sup> with the Michigan-defined range of complexity (High, Medium, and Low for English language arts [ELA] and mathematics)
- Extended Grade Level Content Expectations (EGLCEs for social studies)
- Extended High School Content Expectations (EHSCEs for social studies)
- Essential Elements (EEs for science)

The EEs, EGLCEs, and EHSCEs on which the MI-Access assessments are based can be downloaded from the [MI-Access web page](http://www.michigan.gov/mi-access) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)) in the Assessment Training and Resources for Educators section.

#### Note:

- The samples in this guide are actual images of the reports; the data has been altered to protect student information and entity details.

<sup>1</sup> 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   | Level   | 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"> <li>Individual Student</li> </ul>                      | <ul style="list-style-type: none"> <li>OEAA Secure Site</li> <li>Mailed to School</li> </ul>   |
| Individual Student Report (ISR)                 | Separated by content area, provides detailed information on individual student achievement—including overall score and performance level—and summarized by claim, discipline, or domain data  | <ul style="list-style-type: none"> <li>Individual Student</li> </ul>                      | <ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> <li>MiLearn – Educator</li> </ul>   |
| Parent Report                                   | Summarizes individual student achievement in each content area, including overall score, performance level, and summarized claim, discipline, or domain data  | <ul style="list-style-type: none"> <li>Individual Student</li> </ul>                      | <ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> <li>Mailed to School</li> <li>MiLearn: Educator, Parent, Student</li> </ul> |
| Student Overview                                | Summarizes student achievement for all content areas, including overall score, performance level information, and student growth data (FI only)   | <ul style="list-style-type: none"> <li>Individual Student</li> </ul>                      | <ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> <li>MiLearn: Educator</li> </ul>  |
| Student Roster                                  | Separated by content area, provides detailed information on student achievement for groups of students, including overall score, growth data (FI only), performance level, and summarized claim, discipline, or domain data; summary proficiency information is also included for rostered students, school, district, and state aggregate groups | <ul style="list-style-type: none"> <li>Individual Student</li> </ul>                      | <ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> <li>MiLearn: Educator</li> </ul>  |
| Student Growth and Performance Report (FI Only) | Provides detailed information about student achievement and student growth data; includes overall scale score, performance level, growth score, growth target, and target time frame; student scale score is shown plotted against growth data  | <ul style="list-style-type: none"> <li>Individual Student</li> </ul>                      | <ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> </ul>   |
| 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"> <li>School</li> <li>District</li> <li>State</li> </ul> | <ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> </ul>   |
| Comprehensive Report                            | Provides a comparison of students by grade and content area by schools within a district; mean scores and percentages of students in each performance level are reported  | <ul style="list-style-type: none"> <li>District</li> </ul>                                | <ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> </ul>   |
| 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 alternate content expectation/scoring focus   | <ul style="list-style-type: none"> <li>School</li> <li>District</li> <li>State</li> </ul> | <ul style="list-style-type: none"> <li>Dynamic Score Reporting Site</li> </ul>   |

## Family Educational Rights and Privacy Act (FERPA)

Reports that provide student-level data include federally protected data. Some aggregate reports may contain score data representing small numbers of students. The Office of Educational Assessment and Accountability (OEAA) does not suppress aggregate data. Data representing small numbers of students is also considered to be 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 (FI) assessment covers the four content areas assessed at the state level:

- English language arts (ELA): Accessing Print and Using Language/Expressing Ideas
- mathematics
- science
- social studies

MI-Access Supported Independence (SI) and Participation (P) assessments cover:

- ELA (which includes reading and writing)
- mathematics
- science

Social studies assessments currently are not provided for SI and P. Individualized Education Program (IEP) teams must determine whether to use a locally-developed or a district-approved test to assess students in SI and P; the SI/P Test Administration Manual provides detailed instructions for how to administer and to report SI/P social studies testing

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

| 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 processes employed to assess overall student performance begin with the student's 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)
- 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 SI and P scores are provided as the sum of points earned.

### FI Scoring

For the Functional Independence assessments, students earn one point for each correct answer; an exception is the Expressing Ideas assessment, where they can earn up to four points for their response to the prompt. The scores for each item are added together to determine the student's total points earned for the assessment. The total points earned are used in statistical models and transformations that result in scale scores.

### Explaining FI Scale Scores

All students who receive the same total points earned in a given year on a particular assessment 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 (APUL) and Expressing Ideas (EI) 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 Supported Independence and Participation (SI/P) Scores

During the assessment, each student taking an SI- or a P-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 responses
- takes into consideration the level of assistance needed to engage the student in the item

The SI/P 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 SI/P Scoring Rubrics**

| P Score Point/<br>Condition Code | SI Score Point/<br>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 SI/P**

The Scoring Focus is a component of the SI/P 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, and Extended High School Content Expectations 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. FI student-level score reports display the earned scale score while aggregate reports display the mean scale score for the reported group of students.

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

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

### Subscores

Subscores are reported by content area as raw scores (points earned/points possible). Subscore data by content are:

- ELA and Mathematics – Claims
- Science – Domains
- Social Studies - Disciplines

The purpose of reporting sub-scores on MI-Access is to show for each student the relationship between the overall performance being measured and the skills in each of the areas delimited by the claims, domains, and discipline in the content area. Teachers may use these sub-scores for individual students as indicators of strengths and weaknesses, but they are best corroborated by other evidence, such as homework, class participation, diagnostic test scores, or observations.

### Student Growth Data (FI Only)

Student Growth Scores (SGPs), Growth Target (AGP), and Growth Target Time Frame appear on the Individual Student Report, Student Roster, Student Growth and Performance Report, Student Overview, and in the student data files accessed through the Secure Site.

Growth data are relative to students in Michigan who had comparable achievement scores on prior state-level tests. This means only those students who received valid scores on the prior state assessment in a content area and have a valid score on this year’s test will receive growth scores.

#### Growth data are available for:

| Content Area     | Grade        | Growth Score (SGP) | Growth Target (AGP) |
|------------------|--------------|--------------------|---------------------|
| ELA, Mathematics | 3            | No                 | No                  |
| ELA, Mathematics | 4-8 and 11   | Yes                | Yes                 |
| Science          | 5, 8, and 11 | No                 | No                  |
| Social Studies   | 5, 8, and 11 | No                 | No                  |

Growth data are available for grades 4 through 8 and 11 in ELA and mathematics. There is no growth data for science or social studies as a result of the two COVID-impacted test administrations in Spring 2020 and Spring 2021. This year’s grade 8 and 11 students do not have the prior scores necessary to generate growth score data for science or social studies.

Growth scores describe a student’s learning over time compared to other students who took the same test and had similar prior test scores. Growth Scores are percentiles that range from one to 99, with 50 being the average, and indicate the proportion of scores in the comparison group below that score. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

Growth Targets also range from one to 99 and represent the amount of growth above or below average a student needs to maintain year-over-year to reach or to maintain proficiency by the end of the set number of years. For example, consider a Growth Target of 80. This means the student must maintain considerably above average growth year-over-year to reach or to maintain proficiency by the end of the set number of years.

Growth Target Time Frames range from one to three years and are the number of years expected for a student to reach or to maintain proficiency. Growth Target Time Frames are set based on how long it has historically taken similar students to reach or to maintain proficiency.

Growth data add important context for understanding the growth of individual students and growth patterns within groupings of students. When combined with achievement scores and proficiency categories, growth data can help educators understand how students' achievement scores compare to their peers in the state who had comparable prior test scores. Growth data will be added to reports after the initial release of reports, due to the additional time required to calculate them. Visit the MDE Accountability website for more information on [Student Growth Resources](https://www.michigan.gov/mde/services/school-performance-supports/accountability/student-growth-in-school-accountability) (<https://www.michigan.gov/mde/services/school-performance-supports/accountability/student-growth-in-school-accountability>).

## Cut Scores and Performance Levels

MI-Access FI scale scores and SI/P raw scores within each subject area can be described in categorical ranges. The labels applied to these categorical ranges are known as Performance Levels. The three MI-Access performance levels are Emerging, Attained, and Surpassed. The divisions between the levels are often referred to as cut scores. Score and performance level range tables are located in section five of this guide. The cut scores are recommended by a panel comprised of educators and other stakeholders throughout the state in a process

known as standard setting. To set these standards, the panel uses detailed descriptions of what students in each of the performance levels should know and be able to do. From these grade-level based descriptions and actual assessment items, the panels recommend the score that best separates each performance level from the next; the standard setting recommendations are made to the Michigan State Superintendent of Public Instruction, who approves the final cut scores and performance level ranges. While the performance level descriptors necessarily differ by assessment type, grade, and subject area, student achievement—as defined by the obtained performance level—can be reasonably compared across subjects within a grade. Such a comparison can be used to indicate whether students are meeting Michigan Alternate Content Expectations in each assessment level, subject, and grade.

The MI-Access Science assessments were updated last year to align to the new alternate content expectations. The standard setting process conducted last summer has provided cut scores and performance level data for last year's report. Another standard setting session was conducted this summer to confirm the cut scores and performance levels for this year and going forward.

For more information about the MI-Access Standard Setting process, see the MI-Access Technical report, which is posted on the [MI-Access web page](https://www.michigan.gov/mi-access) at [www.michigan.gov/mi-access](https://www.michigan.gov/mi-access).

## Invalid Test Scores

Every year a small number of students do not receive a valid test score for a variety of reasons. Students do not earn scores for invalid tests; however, student-level reports do provide the reason why the tests are invalid. The invalid test scores do not count toward accountability and may negatively impact participation rates. Invalid test scores are not included on aggregated reports.

## Invalid Test Reasons

The following table provides specifics on the types of reasons a test may be marked invalid.

| Scenario  | Report Description                            |
|---|---|
| Student does not have a match in the Michigan Student Data System (MSDS), so the enrolled grade cannot be determined  | Missing MSDS data                             |
| Special Education flag not set in MSDS  | Not marked as eligible for Special Ed in MSDS |
| Missing either the PAA or SAA scores on the online student answer document  | Invalid PAA or SAA scores                     |
| Student administered multiple (non-adjacent) test types<br>For example: the student is assessed with M-STEP in ELA and with MI-Access SI math   | Student administered more than one test type  |
| Multiple answer documents are returned for the same student/test and the first test taken cannot be determined  | Invalid return of materials                   |
| Assessment irregularities that are documented by an incident report   | Misadministrations                            |
| Student did not attempt to test<br>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                            |
| Prohibited Behavior as indicated in an incident report  | Prohibited Behavior                           |
| Nonstandard Accommodation as indicated in an incident report  | Nonstandard Accommodation                     |
| Student has a MSDS record where the enrolled grade does not match the grade the student tested in   | Not tested in enrolled grade                  |

## Section 4: Performance Level Descriptors and Score Ranges

### Performance Level Descriptors

The Performance level descriptors and range of scores are included in these tables shown below and on the following pages. The performance level descriptors are:

**Surpassed:** The students who Surpassed the Alternate Content Expectations, are typically able to demonstrate a consistent and independent ability to meet and exceed the Expectations defined for Michigan students.

**Attained:** The students who Attained the Alternate Content Expectations, are typically able to independently demonstrate their ability to meet the Expectations defined for Michigan students.

**Emerging:** The students who are Emerging Toward the Alternate Content Expectations, with or without assistance, are typically able to demonstrate a limited ability to meet the Expectations defined for Michigan students.

|  |       | <b>MI-Access Functional Independence (FI)<br/>Performance Level Scale Score Ranges</b> |                    |                     |
|---|-------|--|--------------------|---------------------|
| Subject   | Grade | Emerging (Level 1)   | Attained (Level 2) | Surpassed (Level 3) |
| English Language Arts   | 3     | 2200-2299  | 2300-2318          | 2319-2400           |
|   | 4     | 2300-2399  | 2400-2422          | 2423-2500           |
|   | 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           |



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

| Subject               | Grade | Emerging (Level 1) | Attained (Level 2) | Surpassed (Level 3) |
|-----------------------|-------|--------------------|--------------------|---------------------|
| <b>Mathematics</b>    | 3     | 2200-2311          | 2312-2343          | 2344-2400           |
|                       | 4     | 2300-2409          | 2410-2429          | 2430-2500           |
|                       | 5     | 2400-2517          | 2518-2542          | 2543-2600           |
|                       | 6     | 2500-2610          | 2611-2628          | 2629-2700           |
|                       | 7     | 2600-2703          | 2704-2729          | 2730-2800           |
|                       | 8     | 2700-2809          | 2810-2830          | 2831-2900           |
|                       | 11    | 3000-3152          | 3153-3184          | 3185-3300           |
| <b>Science</b>        | 5     | 2400-2496          | 2497-2502          | 2503-2600           |
|                       | 8     | 2700-2794          | 2795-2803          | 2804-2900           |
|                       | 11    | 3000-3146          | 3147-3157          | 3158-3300           |
| <b>Social Studies</b> | 5     | 2400-2499          | 2500-2510          | 2511-2600           |
|                       | 8     | 2700-2799          | 2800-2809          | 2810-2900           |
|                       | 11    | 3000-3099          | 3100-3112          | 3113-3200           |





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

| Subject               | Grade(s) | Emerging (Level 1) | Attained (Level 2) | Surpassed (Level 3) |
|-----------------------|----------|--------------------|--------------------|---------------------|
| English Language Arts | 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               | 5        | 0-17               | 18-37              | 38-52               |
|                       | 8        | 0-27               | 28-51              | 52-72               |
|                       | 11       | 0-27               | 28-53              | 54-72               |





## MI-Access Participation (P) Performance Level Points Possible Ranges

| Subject               | Grade(s) | Emerging (Level 1) | Attained (Level 2) | Surpassed (Level 3) |
|-----------------------|----------|--------------------|--------------------|---------------------|
| English Language Arts | 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               | 5        | 0-27               | 28-47              | 48-66               |
|                       | 8        | 0-35               | 36-59              | 60-90               |
|                       | 11       | 0-39               | 40-63              | 64-90               |



## Section 5: Uses and Limitations of Report Data

### 2024 MI-Access Reports

The purpose of the MI-Access is to provide access for students with the most significant cognitive impairments to participate in statewide assessments based on the Michigan Alternate Content Expectations. The MI-Access assessments meet both state and federal accountability requirements for students in grades 3 through 8 and 11.

MI-Access scores and performance levels provide summary evidence of student performance. Classroom teachers may use these scores as evidence of student performance in these content areas. At the aggregate level, district and school administrators may use this information for activities such as planning curriculum.

Schools can use scores to compare the performances of groups of students across years. These comparisons can then be used to assess the impact of changes or differences in instruction or curriculum. The scores can be used to determine whether students are demonstrating the same skill and ability across cohorts within a grade, assessment type, and content area.

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

Appropriate use of any test score must align to the intended purpose of the test. For MI-Access, the intended uses of test scores include:

- communicating expectations for all students
- evaluating school, district, and/or state-level educational programs
- informing stakeholders (i.e., teachers, school and district administrators, parents, policy makers, and the public) on progress toward meeting the Michigan Alternate Content Expectations.

More information about appropriate use of MI-Access test scores is available in the MI-Access Technical Report, which is posted on the [MI-Access web page](http://www.michigan.gov/mi-access) at [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access).

### 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 Expectations. Scores are sorted into ranges of Performance Levels and used to indicate student progress toward these expectations.

**Limitations:** MI-Access is a summative assessment administered at the end of the student’s instructional program. The results measure the expectations 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 provided by aggregate groups. This data is intended to support for educational program evaluation at the school, district, and state-level and/or to inform stakeholders (teachers, school and district administrators, parents, policymakers, and the public) on progress toward meeting the Michigan Alternate Content Expectations. The data includes:

- overall mean scale scores by school, district, and state
- overall mean scale scores for identified demographic groups by school, district, and state
  - This information can be used to compare the results of a demographic group within your school or district to the overall performance of students in your school or district if there are no variations in participation across the district.
  - Subscores, which provide information about aggregate group performance on portions of the test. Differences in mean subscores can be used to investigate the curriculum and instruction at the school or district level.

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

Claim, domain, discipline, and expectation/scoring focus subscore data may represent small numbers of students and a limited number of items. Some results are assessed using fewer than five items. Use caution when working with reporting subgroups that include few students. These results should be used within a comprehensive assessment system that includes formative and benchmark assessment data to provide a more complete picture of student achievement.

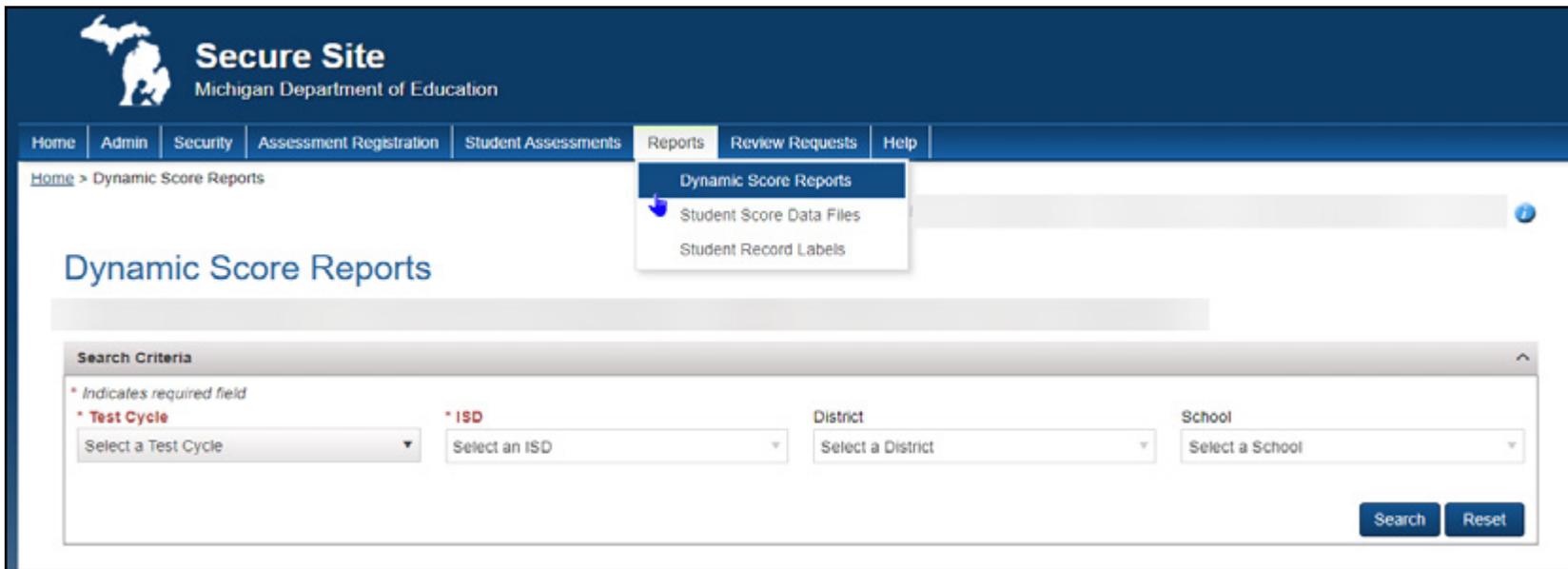
**Note About Longitudinal Assessment Data:** Annual assessment data are usually cross-sectional. Caution should be used if making any historical (longitudinal) comparisons at any level of the student population as assessment scales may have changed over the years.

## Section 6: Accessing the MI-Access Reports and Functionality

### Accessing MI-Access Reports

MI-Access reports are available to authorized school and district users through the Michigan Dynamic Score Reporting Site, which is accessible through the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) ([www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure)). Detailed directions for navigating the MI-Access reports can be found in the [Dynamic Score Reporting Site User Guide](https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/General/Dynamic-Score-Reporting-Site-User-Guide.pdf) (<https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/General/Dynamic-Score-Reporting-Site-User-Guide.pdf>) which is located on the [MI-Access web page](http://www.michigan.gov/mi-access) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)).

### The Secure Site

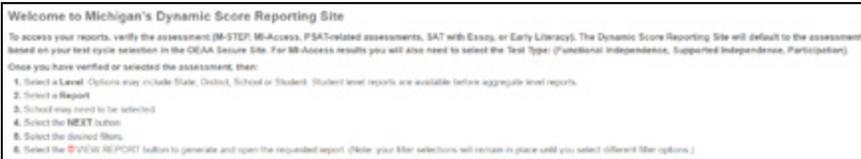


Secure Site access is only available to district and school employees with authorized user roles and permissions granted by their district. A Michigan Education Information System (MEIS) login is required in order to access the Secure Site. For instructions on how to obtain a MEIS login, go to [Secure Site Training](http://www.michigan.gov/seuresitetraining) ([www.michigan.gov/seuresitetraining](http://www.michigan.gov/seuresitetraining)) and click "How do I get access to the Secure Site?"

## Functionality

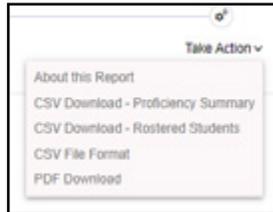
The report functionalities in this section are specific to the reports accessed in the Dynamic Score Reporting Site. Depending on the report selected, users may encounter the following functions:

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



2. **Take Action**

The take action menu is enabled and contains the following options for the report:

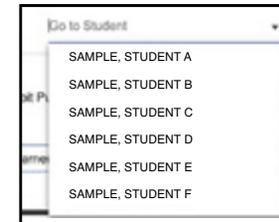


- **About this Report** – a document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **CSV Download** – the CSV Download allows you to download a Comma Delimited File (CSV) that contains all of the data displayed in the generated report, which can be opened in Microsoft Excel or any other spreadsheet application. The CSV Download options will vary according to the report selected.
- **CSV File Format** – file that describes the data contained in the CSV downloads.

- **PDF Download** – To view a PDF of the selected reports, select “PDF Download” in the Take Action drop-down menu. If PDF Download is selected prior to viewing a report, the resulting PDF will be generated according to the selected filters in the Report Navigation Menu. Reports can be printed and/or downloaded and saved to your computer.

**Note:** It might take a few seconds to generate a PDF using this PDF Download function, depending on the number of pages being produced.

3. **Go to Student Quick Link:** lets the user navigate to a student selected in the Filter Pane (only available on the Individual Student Report [ISR], Parent, and Student Overview reports)



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

**Individual Student Report**

Year: 2024 | Assessment: MI-Access | ISD Code: 00000 | ISD Name: SAMPLE ISD | District Code: 00000 | District Name: SAMPLE Public Schools District | School Code: 00000 | School Name: SAMPLE Elementary School | Reporting Code: None

**SAMPLE, STUDENT A | Grade 5 | English Language Arts | Functional Independence**

UIIC: 000000000 Student ID: 00000 Gender: F DOB: xx/xx/xxxx Ethnicity: xx Student with Disability: x English Learner: x Former English Learner: x Designated Supports: x Accommodations: x

---

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

[Gray] - standard error 2513

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

| Scale Score | Standard Error | Performance Level | Growth Score (SGP) | Growth Target (AGP) | Growth Target Timeframe |
|-------------|----------------|-------------------|--------------------|---------------------|-------------------------|
| 2513        | ±7             | Attained          | 65                 | 43                  | 2 years                 |

---

| Claims                                     | Points Earned / Points Possible |
|--|---------------------------------|
| ELA.C.1: Reading and Reading Comprehension | 14 / 20                         |
| ELA.C.2: Writing and Sharing Ideas         | 2 / 4                           |
| ELA.C.3: Communication and Language        | 5 / 6                           |
| ELA.C.4: Research and Inquiry              | 2 / 4                           |

5. **Filter Options:** allows the user to filter each report by several different options, including grade, content area, reporting code, and individual students. The filter options available vary depending on the report selected. Filter options may include:

**A** Grade

**B** Content Area

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

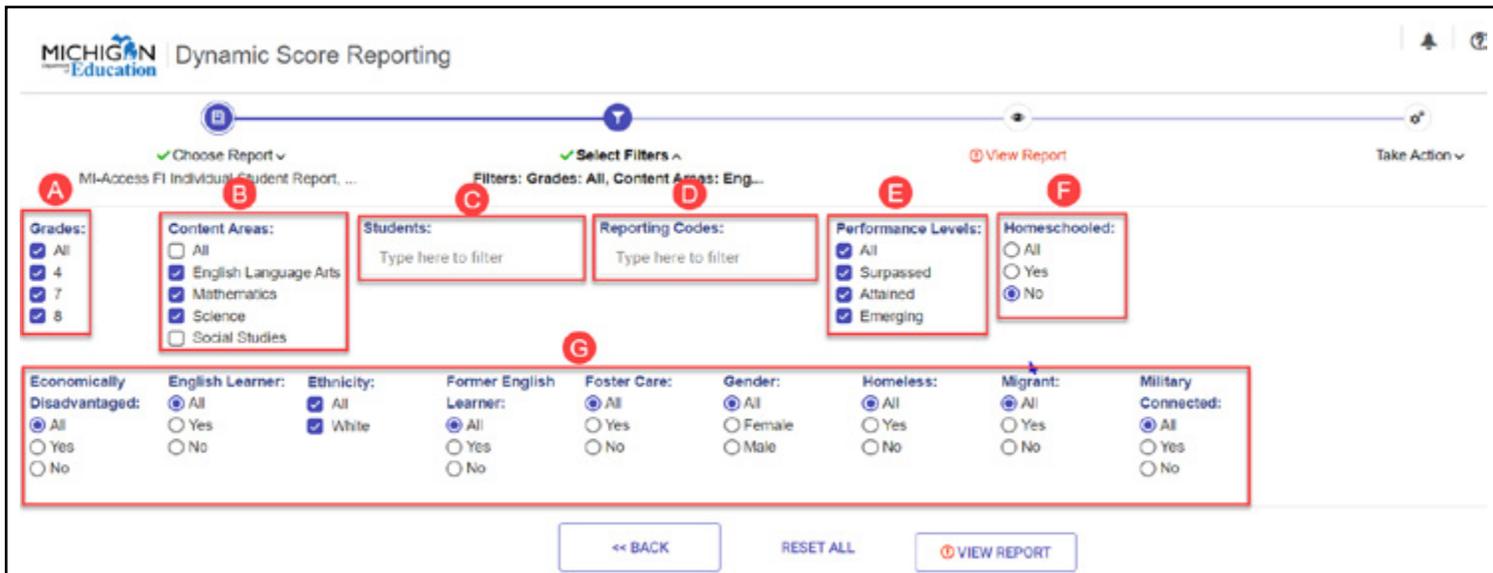
**D** Reporting Code

**E** Performance Level

**F** Homeschooled

**G** Demographic filters include:

- Economically Disadvantaged
- English Learner
- Ethnicity
- Former English Learner
- Foster Care
- Gender
- Homeless
- Migrant
- Military Connected



**Report Drill Down Features**

Some reports provide a drill down feature that allows users to move back and forth between different reports in the Dynamic Score Reporting Site. From the initial report the users have the flexibility to link to other reports pertinent to the report they have selected as a quick reference. Here is the specific drill down features by report.

**Individual Student Report (ISR) Drill-Down Feature**

The FI ISR drill-down feature allows the user to select the "Growth Score" underlined link on the ISR to drill down to a Student Growth and Performance Report (SGP) for that specific student, when growth scores are available.

The ISR will become an active blue text link in on the header of the SGP report, and can be selected to return to the ISR. To use the filter options the user must return to the initial ISR to activate them.

**Student Roster Report Drill-Down Feature**

The Student Roster Report drill-down feature allows the user to select the underlined link "Students^" by name, to drill down to the ISR of the student selected.

The Student Roster will become an active blue text link on the header of the ISR report and can be selected to return to the Student Roster Report. To use the filter options the user must return to the initial Student Roster Report to activate them.

**School Demographic Report Drill-Down Feature**

The School Demographic Report drill-down feature allows the user to select the underlined number link in the "No. of Students Assessed" column to drill down to the Student Roster Report, which includes the students represented in the aggregated group. When the Number of Students Assessed is zero, the "0" is not an active link.

The School Demographic Report will become an active blue text link on the header of the Student Roster Report and can be selected to return to the School Demographic Report. To use the filter options the user must return to the initial School Demographic Report to activate them.

**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. The drill-down feature is not available on the state- or district-level Demographic Reports.

**District Comprehensive Report Drill-Down Feature**

The District Comprehensive Report drill-down feature allows users to select the underlined name of the school in the report to open the School Demographic Report.

The District Comprehensive Report will become an active blue text link on the header of the School Demographic Report and can be selected to return to the District Comprehensive Report. To use the filter options the user must return to the initial District Comprehensive Report to activate them.

**Note:** The District Comprehensive Report is produced for FI only.

**Drill Down Table:** The following is a list of drill down sequences between each report. The Dynamic Score Reporting Site allows for several of these reports to be displayed by active links based on the descending sequences below.

| Initial Report                          | Drill Down Report(s)  |
|---|---|
| Individual Student Report               | Student Growth and Performance  |
| Student Roster Report                   | Individual Student Report<br>Student Growth and Performance   |
| School Demographic Report               | Student Roster Report<br>Individual Student Report<br>Student Growth and Performance                              |
| District Comprehensive Report (FI only) | School Demographic Report<br>Student Roster Report<br>Individual Student Report<br>Student Growth and Performance |



## Section 7: Reports

### Individual Data Reports

Individual level reports refer to reports that provide information and feedback on the performance of individual students. These reports are generated based on the results obtained by each student.

Individual Reports are intended for authorized district and school use only. They include federally-protected student information and must be used in accordance with the Family Educational Rights and Privacy Act (FERPA).

### Student Record Labels

Student Labels provide summary student performance levels for individual students. The labels are assembled by assessment 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.

#### Student Record Labels:

Self-adhesive Student Record Labels can be put on student record (CA-60) folders, allowing educators to view overall summary score and performance level information, for at-a-glance results.

Student-level data from the Spring MI-Access assessments results are to be used with caution and in combination with other local assessment data (including benchmark assessment data) to confirm and interpret the results of individual students.

00000 ABC PUBLIC SCHOOLS  
00455 ABC ELEMENTARY SCHOOL

**DOE, JANE A**  
UIC#: 0000000000  
DOB: 00/00/0000

Gender: F  
Grade: 5  
Spring 20XX

| Content        | SS   | Performance Level |
|----------------|------|-------------------|
| ELA            | 2400 | 2-Attained        |
| Mathematics    | 2403 | 1-Emerging        |
| Science        | 2445 | 3-Surpassed       |
| Social Studies |      |                   |

 Functional Independence

00000 ABC PUBLIC SCHOOLS  
00455 ABC ELEMENTARY SCHOOL

**DOE, JOHN A**  
UIC#: 0000000000  
DOB: 00/00/0000

Gender: M  
Grade: 5  
Spring 20XX

| Content     | Earned/Possible Points | Performance Level |
|-------------|------------------------|-------------------|
| ELA         | 2/60                   | 1-Emerging        |
| Mathematics | 53/60                  | 3-Surpassed       |
| Science     | 51/68                  | 2-Attained        |

 Supported Independence

00000 ABC PUBLIC SCHOOLS  
00455 ABC ELEMENTARY SCHOOL

**DOE, JOHN B**  
UIC#: 0000000000  
DOB: 00/00/0000

Gender: M  
Grade: 5  
Spring 20XX

| Content     | Earned/Possible Points | Performance Level |
|-------------|------------------------|-------------------|
| ELA         | 44/60                  | 3-Surpassed       |
| Mathematics | 43/60                  | 2-Attained        |
| Science     | 53/90                  | 2-Attained        |

 Participation

## Individual Student Report

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

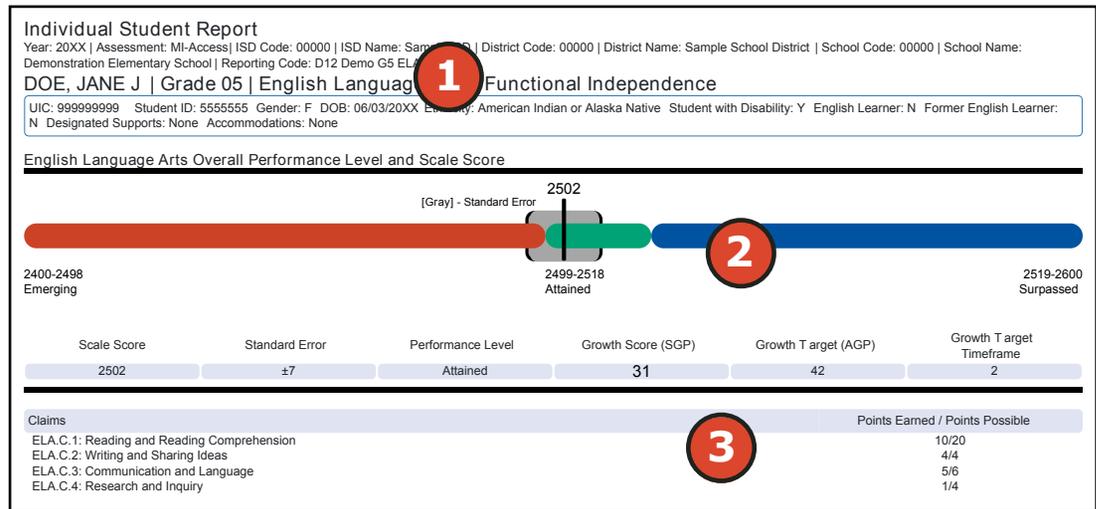
- 1 Student Demographic Information**

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

Overall content area Scale Scores, including standard error (for FI) and Points Earned (for SI/P) 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 expectations discipline for social studies also report points earned out of total points possible.

## 3 Claims, Domains, and Disciplines

Claims, domains, and disciplines are broad statements about expected student learning. Claims apply to English language arts and mathematics, domains apply to science, and disciplines apply to social studies. Within each statement are the Essential Elements, or expectations 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.



### This report helps schools to:

- when used with other local assessment data, inform about student progress based on Michigan's alternate content expectations
- view overall summary score and performance level information at a glance
- view a snapshot of individual student performance based on Michigan's Alternate Content Expectations
- view summary subscore data on the English language arts and mathematics claims, domains for science, and disciplines for social studies

**Schools are not to use this report to:**

- make program-placement decisions for individual students
- make day-to-day instructional decisions for individual students
- conduct item-level analysis or item-type reviews that encourage “teaching to the test” rather than the content expectations
- make decisions about continuous improvement goals and strategies for schools or districts

## Parent Report

Parent Reports provide information about student performance in English language arts, mathematics, social studies, and science.

Printed versions of the Parent Report are mailed to schools in late August. Online Parent Reports are available through the Dynamic Score Reporting Site and provide Spanish and Arabic translations, in addition to English. This report includes four 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 What do my student's overall scores mean?**  
 These descriptors provide an explanation for each of the levels with the student's performance in relation to the expectations.
- 3 Where can I find more information?**  
 The MI-Access web page provides resources for parents/students to access to help understand the results and to support student learning.

**Parent Report** can help educators/parents:

- see individual student scores and performance
- view a snapshot of student progress toward Michigan Alternate Content Expectations

**DOE, JANE | Grade X**  
 District: 00000 Sample ISD  
 School: 00000 Sample Elementary-Middle School

20XX | **Parent Report**



Dear Parent/Guardian:

Getting children ready to take their place in the world is challenging. Our schools strive to ensure that all Michigan children receive an education that prepares them to thrive in a global economy and in their local communities. We invite you to partner with your child's school to improve your child's learning. Together as partners, we can support every child's education.

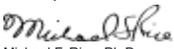
The Michigan Alternate Content Expectations ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)) set learning expectations for what students with significant cognitive disabilities should learn and be able to do at each grade level. The expectations help prepare students to have the knowledge and skills for life, academic, or future workplace demands.

**1** According to state and federal law, all students are required to test in grades 3-8 and 11. Your student participated in the MI-Access alternate assessment, consistent with your child's IEP. MI-Access is designed for students with significant cognitive disabilities whose instruction is guided by Michigan's alternate content expectations (known as essential elements). Your child's test results are included in this report.

Please remember that these results are simply a snapshot of a student's achievement on alternate content expectations. I encourage you to discuss these results with teachers who know your child personally. The MI-Access results can be used, along with other assessments and classroom performance information, to provide a more complete picture of your child's progress.

Parents/guardians have an important role in setting high expectations and supporting their children. If your child needs additional help or wants to learn more about a subject, I encourage you to work with your local educator(s) to find helpful educational resources for your child. Families, schools, and teachers succeed when they work together to support and inspire student achievement.

Sincerely,



Michael F. Rice, Ph.D.  
 State Superintendent  
 Michigan Department of Education



**2** **What do my student's overall scores mean?**

Student overall scores reflect what students know and can do in relation to Alternate Content Expectations. Overall scores are reported in one of three performance levels.

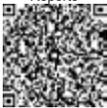
- Surpassed** The students who Surpassed the Alternate Content Expectations, are typically able to demonstrate a consistent and independent ability to meet and exceed the Expectations defined for Michigan students.
- Attained** The students who Attained the Alternate Content Expectations, are typically able to independently demonstrate their ability to meet the Expectations defined for Michigan students.
- Emerging** The students who are Emerging Toward the Alternate Content Expectations, with or without assistance, are typically able to demonstrate a limited ability to meet the Expectations defined for Michigan students.

**Where can I find more information? 3**

The MI-Access webpage at [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access) has a Parent/Student section with information designed for parents, guardians, and students, including:

- Michigan's Alternate Assessment: What It Is, What It Means, and What It Offers
- Parent Guide to MI-Access Reports
- Parent/Student User Guide to MiLearn Assessment Score Reporting Site
- Parent Teacher Conference Guide
- MI-Access FI Online Tools Training: Functional Independence (FI) online practice with the tools and types of questions your student may have encountered while taking the FI online assessment.

Scan code to view Parent Guide to MI-Access Reports



Scan code to view MI-Access web page



## 4 Overall Content Performance

Overall content area Scale Scores, including standard error (for FI) and Points Earned (for SI/P), 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 expectations disciplines for social studies also report points earned out of total points possible.

## 5 Claims, Domains, and Disciplines

**Claims** are broad statements about expected student learning. Claims apply to English language arts and mathematics. Within each claim are the Essential Elements, or expectations 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** are used to organize content expectations for social studies. A discipline score reflects the student's performance within the discipline.

**Domains** are similarly used to organize content expectations for science and reflect the student's performance within the domain.

### Parent Guide to MI-Access Reports:

A companion guide for the parent report has been provided this year for parents/guardians. It is located in the Parent/Student section of the MI-Access web page. This guide is designed for parents who want to have a better understanding of their student's results.

Based on the student's performance, several questions are provided for parents/guardians to begin discussions with a student's teachers and other educators.

**Functional Independence: English Language Arts**

JANE's English Language Arts Test Score

2276  
Emerging

JANE's English Language Arts Test Score 2276

JANE's scale score of XXXX indicates JANE's performance on the English Language Arts expectations. JANE's performance level is Emerging.

Test scores can vary if the test is taken several times. For example, if JANE were to take the English Language Arts test again, the [ ] means JANE would be likely to receive a score between XXXX to XXXX.

For information on what JANE was expected to learn in 3rd grade English Language Arts, please visit: Parent Guide to MI-Access Reports ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)).

**4**

Surpassed (2319-2400)

Attained (2300-2318)

**5**

Emerging (2200-2299)

**Claims**

**What are claims?** Claims are used as a means to organize content expectations. Claims apply to English language arts and mathematics. The score reflects the student's performance within the Claim.

| Claims                            | Points Earned / Points Possible |
|-----------------------------------|---------------------------------|
| Reading and Reading Comprehension | 7/20                            |
| Writing and Sharing Ideas         | 2/6                             |
| Communication and Language        | 2/4                             |
| Research and Inquiry              | 0/4                             |

| Performance Level | Questions to Ask Your Student's Teacher   |
|-------------------|---|
| Emerging          | What other assessment data is used to understand my student's academic progress?<br>What interventions/resources are being used that focus on my student's IEP goals? |

### Schools are not to use this report to:

- make program-placement decisions for individual students, unless required by law
- make day-to-day instructional decisions for individual students
- make decisions about continuous improvement goals and strategies for schools or districts

## Student Roster Report

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

The report is divided into five main sections:

### 1 Overall Proficiency Summary

The data for each group is displayed in graphic format for each group.

- State: all students in the state
- 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:

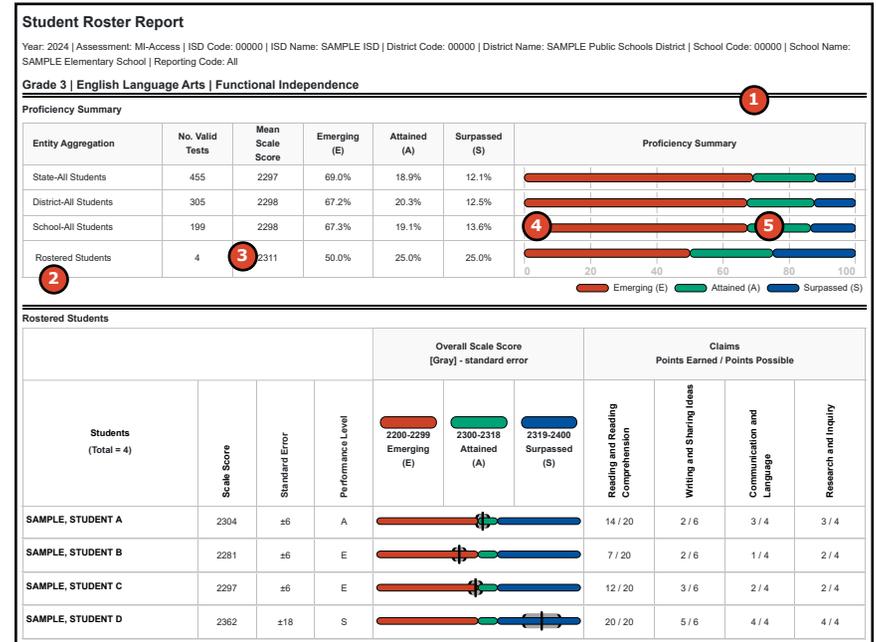
- Mean scale score (FI)
- Earned Points out of Points Possible (for SI and P)
- Number of valid tests in each performance level (Emerging, Attained, and Surpassed) – displayed in the hover feature
- Percentage of valid tests in each performance level (Emerging, Attained, and Surpassed)

### 2 Rostered Students Description

Students meeting the selected filter criteria are displayed in ascending alphabetical order by last name, then first name. The sort sequence can be changed to sort in descending alphabetical order.

The following data are 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, by last name, first name, middle initial; student name is sortable
- Unique Identification Code (UIC) – displayed when the Information icon ⓘ is clicked.
- Date of Birth (DOB) – displayed when the Information icon ⓘ is clicked



### 3 Overall Content Performance (Table Format) Description

The table contains overall scores, including standard error (FI), the associated performance level, Growth Score, Growth Target Score, and Growth Target Time Frame. The blue text for scores, SGP, AGP, and Time Frame are sortable. Note: Growth data are displayed only in FI reports.

### 4 Overall Content Performance (Graphic Format) Description

The performance data for each selected student is also displayed in graphic format. The ranges for the three performance levels are provided in the legend.

### 5 Subscore (Claim, Domain, or Discipline) Data

Claims, domains, and disciplines are displayed for English language arts, mathematics, science, and social studies as subscores. These are reported as Points, Earned out of Points Possible (PE/PP). The **blue** text in each of the headers allows users to sort by each column in ascending and descending order.

**For FI ELA:** A PDF of the student writing/drawing response in the ELA: Expressing Ideas assessment is available for each student, along with an option to download the entire roster of students ELA:EI PDFs. This will display in the far-right column of the report.

### This report helps schools to:

- view overall summary score and performance level information at a glance
- view and sort student overall scale score and performance level in a rostered list of students
- when used with other local assessment data, inform about student performance toward Michigan’s Alternate Content Expectations
- view and sort student performance by claim, discipline, domain, and growth data
- view a snapshot of student growth target and timeframe to reach or maintain proficiency
- analyze summary performance on the English language arts and mathematics claims, science domains, and social studies disciplines

### Student Writing Responses (PDF)

The roster reports that display FI ELA: Expressing Ideas will include the written/drawn responses for all students with valid ELA scores. The responses will be listed as a PDF for each student and a bulk download for all students.

#### Student Writing Response



These student responses are displayed in the Roster report when they first become available, through the Secure Site in the Dynamic Score Reporting System.

To support the use of the Expressing Ideas results, the Scoring Guides for the writing responses are posted on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access) under the **Reporting** section.

### Schools are not to use this report to:

- make program-placement decisions for individual students unless required bylaw
- make day-to-day instructional decisions for individual students
- make decisions about continuous improvement goals and strategies for schools or districts

## Student Overview Report

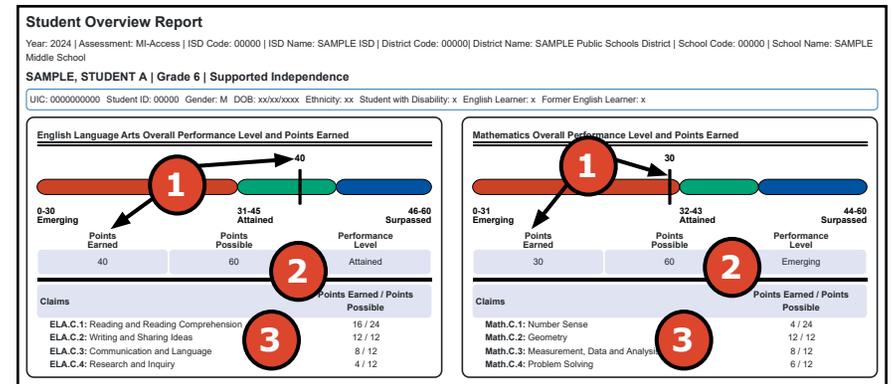
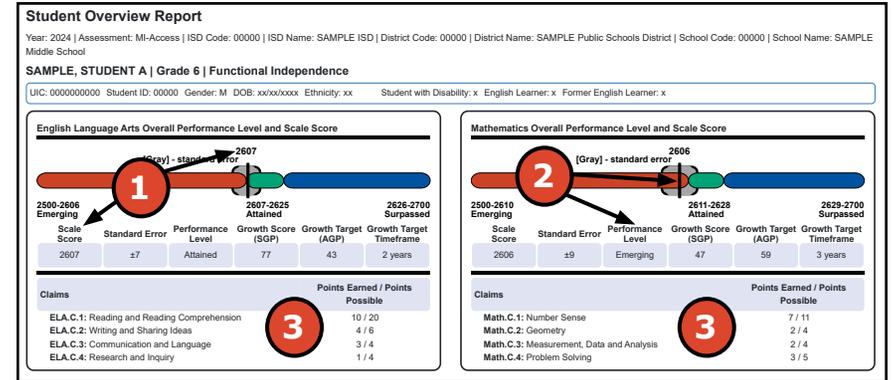
The Student Overview Report provides summary data of a selected student's performance in all content areas assessed on the MI-Access assessment. These reports are designed to provide educators a high-level snapshot of a student's performance in all content areas by grade. The overview is reported for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

For the selected student, the following data is displayed for each tested content in both graphic and table formats:

- 1** Scale Score (FI) or Points Earned (SI/P)
- 2** Performance level, including growth scores, and Standard Error (FI only)
- 3** Subscore (Claim, Domain, and Discipline) Performance with Points Earned out of Points Possible

### This report helps schools to:

- view overall test scores and performance-level information at a glance
- view a snapshot of individual student performance based on Michigan's Alternate Content Expectations
- when used with other local assessment data, inform about student proficiency and progress toward proficiency based on Michigan's Alternate Content Expectations
- analyze overall performance for English language arts, mathematics, science, and social studies
- view raw score data on English language arts and mathematics claims, science domains, and social studies disciplines



### Schools are not to use this report to:

- make program-placement decisions for individual students
- make day-to-day instructional decisions for individual students
- make decisions about continuous improvement goals and strategies for schools or districts
- conduct item-level analysis or item-type reviews that encourage "teaching to the test" rather than the content expectations

## Student Growth and Performance Report (FI only)

The Student Growth and Performance Report provides information about student growth by content area. Each student enrolled in a grade containing reportable growth data will have a separate Student Growth and Performance report for each content area taken. Student growth reporting is for Functional Independence (FI) only.

The report provides detailed information about student achievement and student growth data. It includes overall scale score, performance level, growth score, growth target, and target frame; students scale score is shown plotted against growth data.

### 1 Student Demographic Information

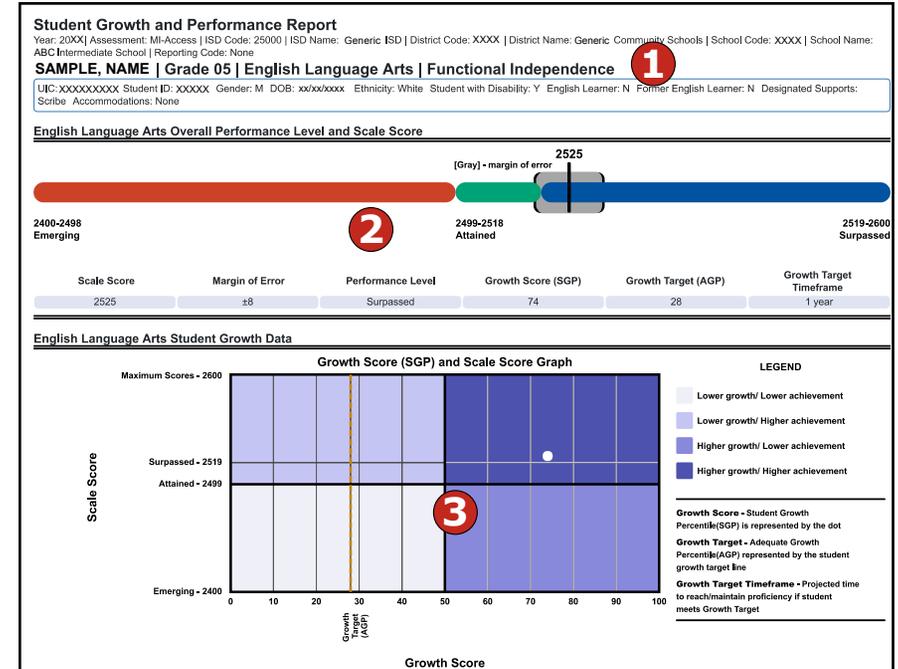
This section provides identifying information about the student including name, Unique Identification Code (UIC), district student ID (if provided by the school), gender, data of birth, and ethnicity.

The report will indicate if the student has been marked as an English Learner, or Former English Learner in the Michigan Student Data System (MSDS).

Additionally, any designated supports or accommodations the student received as indicated by the DRC INSIGHT Portal or on the paper answer document are displayed.

#### Schools are not to use this report to:

- make program-placement decisions for individual students
- make decisions about continuous improvement goals and strategies for schools or districts



#### This report helps schools to:

- view overall summary score and performance level information at a glance
- view a snapshot of student performance
- view a snapshot of student growth target and time frame to reach or to maintain proficiency
- inform about student performance and progress toward proficiency based on Michigan's alternate expectations, when used with other local assessment data

## 2 Overall Content Performance

Overall content area scale scores, including standard error and the associated performance level, are provided as a graphic and as a table. Scale score ranges for each performance level are also shown on the graphic.

Growth Data are available and includes:

- Growth Score (SGP)
- Growth Target (AGP)
- Growth Target Time Frame

Growth Scores describe a student’s learning over time compared to other students who took the same test and had similar prior test scores. Growth Scores are percentiles that range from 1 to 99, with 50 being the average; they indicate how many scores in the comparison group are below that score. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

Growth Targets also range from 1 to 99 and represent the amount of growth above or below average a student needs to maintain year-over-year to reach or to maintain proficiency by the end of a set number of years. For example, consider a Growth Target of 80. This means the student must maintain considerably above average growth year-over-year to reach or to maintain proficiency by the end of the set number of years.

Growth Target Time Frames range from one to three years and are the number of years expected for a student to reach or to maintain proficiency. Growth Target Time Frames are set based on how long it has historically taken similar students to reach or maintain proficiency.

MI-Access FI Growth data are available for grades 4 through 8 and 11 in ELA and mathematics:

| Content Area     | Grade        | Growth Score (SGP) | Growth Target (AGP) |
|------------------|--------------|--------------------|---------------------|
| ELA, Mathematics | 3            | No                 | No                  |
| ELA, Mathematics | 4-8 and 11   | Yes                | Yes                 |
| Science          | 5, 8, and 11 | No                 | No                  |
| Social Studies   | 5, 8, and 11 | No                 | No                  |

## 3 Student Growth Data Graph

The Growth Score (SGP) and Scale Score Graph plots student growth score against student scale score.

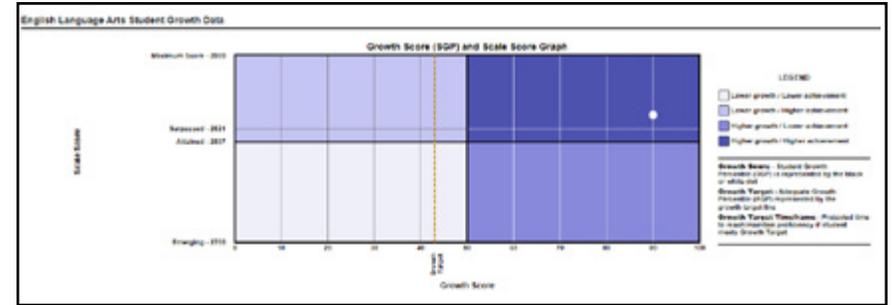
The horizontal axis of the graph labels the student's growth score, ranging from 1 to 99. Student Growth Target is also displayed with a vertical dotted line. The growth score of 50 is marked by a bold black line that separates the "lower growth" sections from the "higher growth" sections.

The vertical axis of the graph labels the student's scale score. Scale score is labeled for each Performance Level range. Scale score ranges for Emerging, Attained, and Surpassed are labeled. The highest possible scale score is also labeled. The Performance label is marked by a bold black line that separates the "lower achievement" sections from the "higher achievement" sections.

The student's growth score plotted against the scale score is marked by a white or black dot. This dot indicates which section the student's growth and scale score represents. The key to the right of the graph identifies four sections. Each section is identified:

- Lower growth / Lower achievement
- Lower growth / Higher achievement
- Higher growth / Lower achievement
- Higher growth / Higher achievement

The legend to the right of the graph describes each data point for Growth Score, Growth Target, and Time Frame.



## Aggregate-Level Data

Aggregate Reports are intended for authorized district and school use only. The reports do not mask small quantities of students and therefore may contain federally protected student information. For public sharing, aggregate data from [MI School Data](http://www.mischooldata.org) (www.mischooldata.org) should be used.

### 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 SI/P. These reports provide the percentage of points earned by content area (ELA, mathematics, and social studies) expectation or scoring focus.

The report can be run by:

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

Click on the caret to the left of a claim to expand and to collapse the claims and disciplines.

The report is divided into three main sections:

- 1 Expectation/Scoring Focus Information**  
 The expectation/scoring focus is listed along with detailed descriptions. The headers in the gray rows can be collapsed/expanded by selecting the caret in the left margin.
- 2 Number of Students Assessed**  
 The number of students assessed for each expectation/scoring focus is displayed as well as the average percentage of points earned out of points possible.
- 3 Aggregate Student Data**  
 The report displays the number of students receiving expectations/scoring focus scores within one of four bands: 0-25%, 26-50%, 51-75%, and 76-100%. Individual students may have a different number of points possible associated with an expectation, depending on the test form they received.

School Expectation Analysis Report  
 Year: 20XX | Assessment: MI-Access | ISD Code: 00000 | ISD Name: Sample ISD | District Code: 00000 | District Name: Demo ISD | School Code: 00000 | School Name: Sample Learning Center  
 Grade 04 | English Language Arts | Functional Independence

| Claim               |   | No. of Students Assessed | Average % Points Earned | Number of Students With: |                      |                      |                       |
|---------------------|---|--------------------------|-------------------------|--------------------------|----------------------|----------------------|-----------------------|
| Expectation:ELA.C.1 | Reading and Reading Comprehension   |                          |                         | 0-25% Points Earned      | 26-50% Points Earned | 51-75% Points Earned | 76-100% Points Earned |
| EE.RL.H.4.1         | Use details to answer questions about narrative text                            | 73.3                     | 73.3                    | 1                        | 0                    | 0                    | 2                     |
| EE.RI.H.4.2         | Identify the main idea and supporting details of a paragraph informational text | 100                      | 100                     | 0                        | 0                    | 0                    | 3                     |
| EE.RI.H.4.5         | Identify elements of informational text   | 66.7                     | 66.7                    | 0                        | 2                    | 0                    | 1                     |
| EE.RI.H.4.7         | Use information presented visually and/or orally to answer questions            | 3                        | 100                     | 0                        | 0                    | 0                    | 3                     |
| EE.L.H.4.4.a        | Use context clues to determine which word or words best completes a sentence    | 3                        | 66.7                    | 0                        | 0                    | 0                    | 3                     |
| EE.L.H.4.5.c        | Identify the meaning of words in narrative and informational texts              | 3                        | 66.7                    | 1                        | 0                    | 0                    | 2                     |

School Scoring Focus Analysis Report  
 Year: 20XX | Assessment: MI-Access | ISD Code: 00000 | ISD Name: Sample ISD | District Code: 00000 | District Name: Demo Public Schools | School Code: 00000 | School Name: Sample Learning Center  
 Grade 11 | Mathematics | Participation

| Claim               |   | No. of Students Assessed | Points Possible | Number of Students With: |                      |                      |                       |
|---------------------|---|--------------------------|-----------------|--------------------------|----------------------|----------------------|-----------------------|
| Expectation:ELA.C.3 | Writing and Sharing Ideas   |                          |                 | 0-25% Points Earned      | 26-50% Points Earned | 51-75% Points Earned | 76-100% Points Earned |
| EE.SL.H.4.2         | Write/dictate/draw about an event or personal experience  | 3                        | 58.3            | 1                        | 0                    | 2                    | 0                     |
| EE.L.H.4.2.a        | Identify words that should be capitalized in a sentence and choose the correct ending punctuation | 3                        | 33.3            | 1                        | 2                    | 0                    | 0                     |

| Claim               |   | No. of Students Assessed | Points Possible | Number of Students With: |                      |                      |                       |
|---------------------|---|--------------------------|-----------------|--------------------------|----------------------|----------------------|-----------------------|
| Expectation:ELA.C.3 | Writing and Sharing Ideas   |                          |                 | 0-25% Points Earned      | 26-50% Points Earned | 51-75% Points Earned | 76-100% Points Earned |
| EE.SL.H.4.2         | Write/dictate/draw about an event or personal experience  | 3                        | 58.3            | 1                        | 0                    | 2                    | 0                     |
| EE.L.H.4.2.a        | Identify words that should be capitalized in a sentence and choose the correct ending punctuation | 3                        | 33.3            | 1                        | 2                    | 0                    | 0                     |

| Claim               |   | No. of Students Assessed | Points Possible | Number of Students With: |                      |                      |                       |
|---------------------|---|--------------------------|-----------------|--------------------------|----------------------|----------------------|-----------------------|
| Expectation:ELA.C.3 | Writing and Sharing Ideas   |                          |                 | 0-25% Points Earned      | 26-50% Points Earned | 51-75% Points Earned | 76-100% Points Earned |
| EE.SL.H.4.2         | Write/dictate/draw about an event or personal experience  | 3                        | 58.3            | 1                        | 0                    | 2                    | 0                     |
| EE.L.H.4.2.a        | Identify words that should be capitalized in a sentence and choose the correct ending punctuation | 3                        | 33.3            | 1                        | 2                    | 0                    | 0                     |

**Expectation Analysis/Scoring Focus Report** can help educators:

- identify expectations on which students perform well and expectations on which students continued support
- analyze curricular alignment to Michigan Alternate Content Expectations

**Schools should not use this report to:**

- make program-placement decisions for individual students unless required by law
- conduct item-level analysis or item-type reviews that encourage "teaching to the test" rather than the Alternate Content Expectations

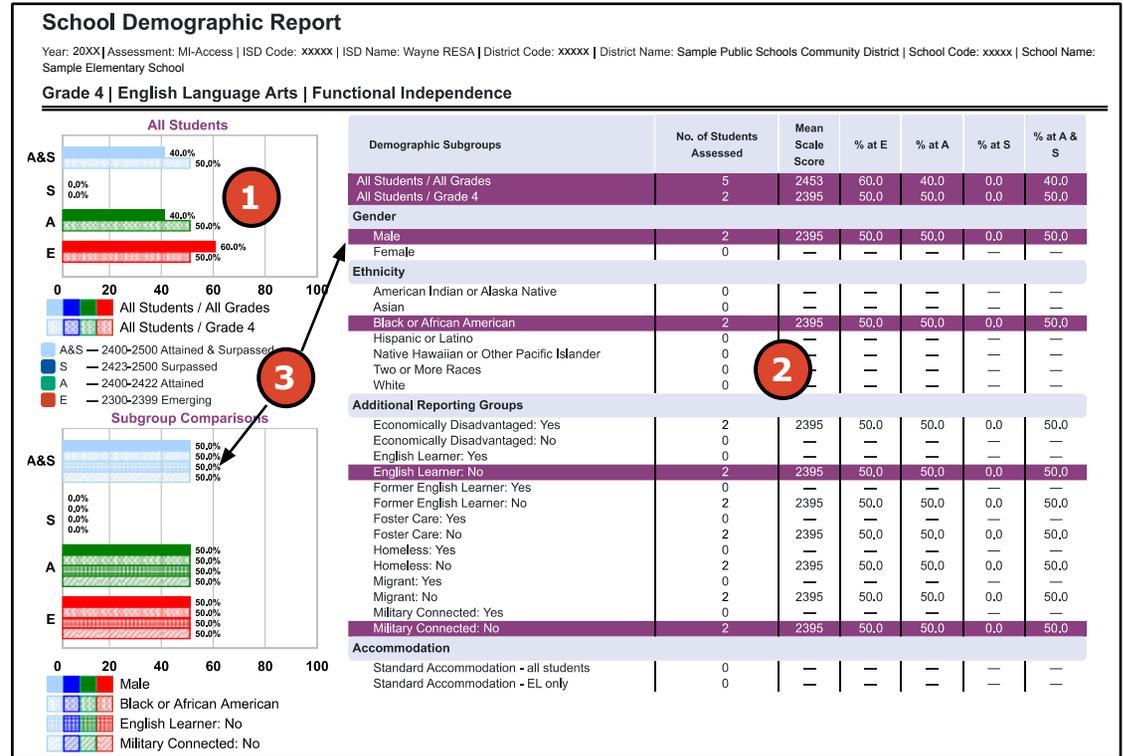
## Demographic Report

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, Surpassed, and Attained/Surpassed combined).

The report can be viewed by:

- Assessment Type (FI, SI, and P)
  - Report Level (School, District, and State)
- The report is divided into three main sections:

- Overall Performance Level Graphic**  
 The report defaults to the performance levels as a percentage for the selected grade and all students in that grade in a graphic format. The legend, with score ranges, is provided underneath the graph.
- Demographic Subgroup Performance Level Data Table**  
 A user may select up to eight demographic subgroups in the demographic table to compare against the overall student population. Each selected demographic subgroup will be highlighted, and a graph entitled "Subgroup Comparisons" with a corresponding horizontal bar graph will display under the overall performance level graph. Patterns and different colors are applied to represent each subgroup, and the legend below the graph is updated to display the color and pattern for each selected demographic subgroup displayed in the graph.



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/No
- English Learner: Yes/No
- Former English Learner: Yes/No
- Foster Care: Yes/No
- Homeless: Yes/No
- Migrant: Yes/No
- Military Connected: Yes/No

**Accommodations (FI only)**

- Standard Accommodation—all students
- Standard Accommodation—EL only

**3 Demographic Subgroup Percentage Graph**

When a demographic subgroup is selected, its row will highlight and display a chart graphic showing performance level percentages for that subgroup. This graph is displayed under the overall graph for easy comparison for up to eight subgroup selections.

**This report helps schools to:**

- identify needs for academic program improvement or continuous improvement goals
- compare school, district, and state results to identify performance by aggregate group
- analyze summary performance by demographic group
- compare demographic group performance to overall performance
- analyze curricular alignment and impact by demographic group
- analyze district- and school-level overall performance
- analyze curricular alignment to Michigan’s Alternate Content Expectations

**Schools should not use this report to:**

- make program-placement decisions for individual students unless required by law
- make day-to-day instructional decisions for individual students

## Comprehensive Report (FI)

The Comprehensive Report provides a comparison of students by grade and content area, aggregated for schools in the district, showing the percentages of student performance at each level (Emerging, Attained, and Surpassed).

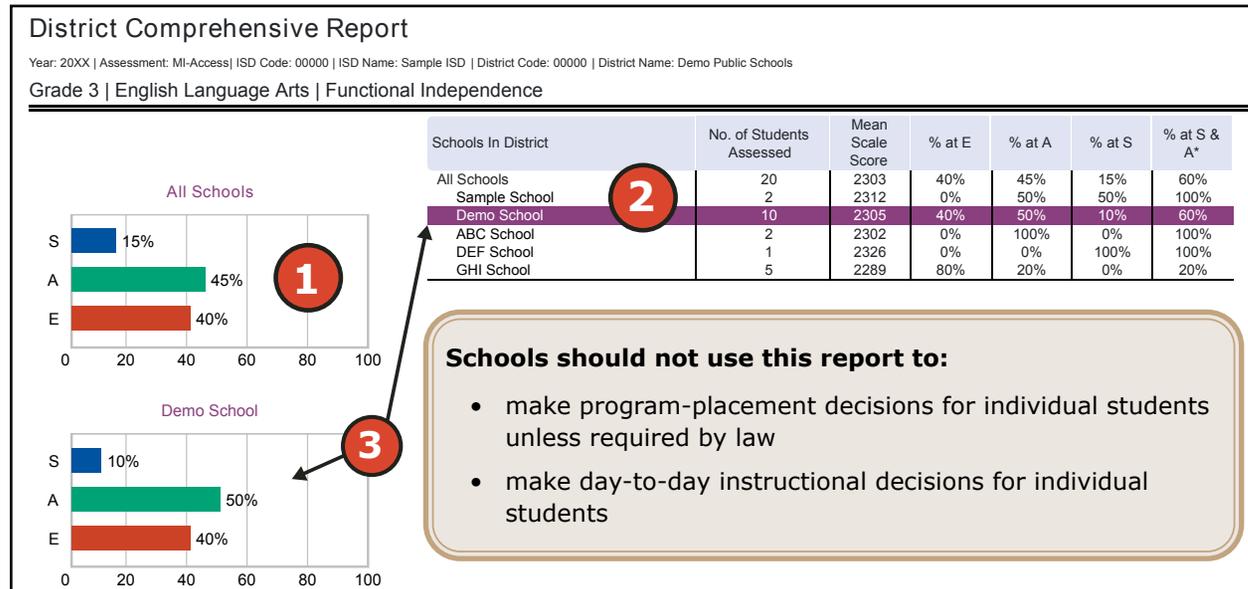
After the user selects a grade and/or content area(s) to view, the content area(s) for that grade are displayed individually in alphabetical order.

The report is divided into three main sections:

- 1 Overall Performance Level Percentages Graphic**  
 For all students with valid test scores in the selected grade, student population, and displayed content, the percentages of Emerging, Attained, and Surpassed students are displayed in a horizontal bar graph. The legend beneath the graph provides the score ranges associated with each performance level.

- 2 School Performance Level Data Table**  
 The user may select up to eight school in the table to compare against the overall district performance data. Each selected school will be highlighted, and a corresponding horizontal bar graph of the performance level percentages (titled School Comparisons) will display under the overall performance level graph.

- 3 School Performance Level Percentages Graphic**  
 The user may select up to eight schools in the table to compare against the overall district performance data. The selected school(s) will be highlighted, and a corresponding horizontal bar graph of the performance level percentages will display under the overall performance level graph.



**This report helps schools to:**

- compare overall performance for each aggregated group of students
- identify needs for academic program improvement for continuous improvement goals
- analyze district- and school-level overall performance
- analyze curricular alignment to Michigan's Alternate Content Expectations

## 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 Office of Educational Assessment and Accountability ([OEAA Secure Site](http://www.michigan.gov/oeea-secure) ([www.michigan.gov/oeea-secure](http://www.michigan.gov/oeea-secure))).

### Student Data File

The Student Data File contains detailed individual student data in a Microsoft Excel file. The data includes school information, student demographic data, test administration data, and student performance data.

**School information**—includes Student ISD, District, and School Code

**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 Connected, and Homeschooled

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

**Student Performance Data**—includes overall student scores and performance levels student growth data (FI only), and and subscore data

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

### 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, 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<br>M = Male, F = Female   | char(1)             |            |
| J            | Ethnicity       | Student's ethnic code<br>0 = Native Hawaiian or Other Pacific Islander<br>1 = American Indian or Alaska Native<br>3 = Black or African American<br>4 = Hispanic or Latino<br>5 = White<br>6 = Two or more Races<br>9 = Asian | int(1)              | 9          |
| K            | UIC             | Student UIC  | char(10)            |            |
| L            | StudentIdNumber | Student number from local school district  | varchar(20)         |            |
| M            | BirthDate       | Student's date of birth  | datetime(8)         | mm/dd/yyyy |
| N            | Barcode         | Student's barcode number   | varchar(10)         |            |
| O            | ED              | Economically disadvantaged<br>Y = Yes, N = No  | char(1)             |            |
| P            | EL              | English learner<br>Y = Yes, N = No   | char(1)             |            |
| Q            | FEU             | Former English learner   | char(1)             |            |

## MI-Access Aggregate Data File Format

The downloaded file containing MI-Access aggregate data is a Comma Delimited File (CSV) with the following fields in order:

| Excel Column | Field          | Descriptor  | Field Type and Length |
|--------------|----------------|---|-----------------------|
| A            | TestCycle      | Test name and year  | text(20)              |
| B            | ISDCode        | ISD code  | varchar(5)            |
| C            | ISDName        | ISD name  | varchar(50)           |
| D            | DistrictCode   | District code   | varchar(5)            |
| E            | DistrictName   | District name   | varchar(50)           |
| F            | SchoolCode     | School code   | varchar(5)            |
| G            | SchoolName     | School name   | varchar(50)           |
| H            | TestPopulation | FI = Functional Independence<br>SI = Supported Independence<br>P = Participation  | varchar(2)            |
| I            | Grade          | Tested grade  | varchar(2)            |
| J            | Subject        | English language arts<br>Expressing ideas<br>Mathematics<br>Science<br>Social studies   | varchar(20)           |
| K            | SubGroupType   | All Students<br>Economically disadvantaged (ED)<br>English learner (EL)<br>Ethnicity<br>Former English learner (FEL)<br>Foster Care<br>Gender<br>Homeless<br>Migrant (MS)<br>Military Connected<br>NonStandard (FI only)<br>NonStandard - EL (FI only)<br>Standard (FI only)<br>Standard - EL (FI only) | varchar(20)           |

## Aggregate Data File

The Aggregate Data File contains student performance data. This data includes school information, assessment type, demographic group, and student performance data.

- **School information**—ISD, district, and school information included in the selected report
- **Demographic Data**—demographic Ethnicity, Economically Disadvantaged, Migrant Status, English learner, Foster Care, and Military based on the data contained in the selected report
- **Student Performance Data**—student or student aggregate group scores and claim or discipline, 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](http://www.michigan.gov/mischooldata) ([www.michigan.gov/mischooldata](http://www.michigan.gov/mischooldata)) is an online public portal that provides views of Michigan education data to guide 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.

#### MiLearn

The Michigan Linked Educational Assessment Reporting Network (MiLearn) is a Michigan Department of Education service that delivers state assessment data electronically to students, parents, and educators directly through the district's Student Information System (SIS). MiLearn is updated daily using the Michigan Data Hub data to reflect student enrollment changes.

When users log into the SIS, no second login or password is needed to access MiLearn. The user clicks a "State Assessment Data" link in the SIS to access MiLearn and their reports. Currently, districts on the Michigan Data Hub that use PowerSchool, MISTAR, Skyward, Synergy, or Infinite Campus as their SIS are able to integrate this free service. If your district is not yet on the Michigan Data Hub, contact [support@michigandatahub.org](mailto:support@michigandatahub.org).

The MiLearn system has been designed with flexibility and convenience for districts. You control who sees the data. District administrative staff configure their system security to locally govern which data and reports are provided to their users. Since MiLearn receives rostering updates nightly, your data is always current and reflects the current school and district enrollment. This also means you will see the available state assessment results for new students in the district the next day. Currently, MiLearn houses multiple years' worth of data for M-STEP, PSAT, SAT, ACT, WIDA, Early Learning Mathematics and Literacy Benchmarks Assessments, and MI-Access results. For more information on MiLearn, contact John Price at [pricej2@michigan.gov](mailto:pricej2@michigan.gov).

#### General Resources

General additional resources are available on the [MI-Access web page](http://www.michigan.gov/mi-access) ([www.michigan.gov/mi-access](http://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](http://www.michigan.gov/securesitetraining) ([www.michigan.gov/securesitetraining](http://www.michigan.gov/securesitetraining)) and click [How do I get access to the Secure Site?](#)
- [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](#)
- [Parent Guide to MI-Access Reports](#)

Also, be sure to sign up for the [Spotlight on Student Assessment and Accountability Newsletter](http://www.michigan.gov/mde-spotlight) ([www.michigan.gov/mde-spotlight](http://www.michigan.gov/mde-spotlight)) for weekly up-to-date information about statewide summative assessments.

## Section 9: Contact Information

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School administrators, teachers, and counselors are urged to become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Interpretive Guide to MI-Access Reports, or if you need additional information about MI-Access administration procedures, content, scheduling, appropriate assessment of or accommodations for students with disabilities or English Learners (ELs), you can 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, Ph.D.**, Director, OEAA

**Katherine Cermak**, Manager, Test Administration and Reporting

**Jerry Cullum, Ph.D.**, Education Research Consultant for Students with Disabilities

**Dan Evans**, MI-Access Analyst, Test Administration and Reporting

**John Jaquith**, Manager, Test Development

**Nichole Mosser**, ELA Consultant

**Kyle Ward**, Mathematics Consultant

**John Jaquith**, Social Studies Interim Consultant

**Jill Scheurer**, Science Consultant

**Jennifer Paul, Ph.D.**, EL and Accessibility Assessment Specialist

**Shiqi Hao, Ph.D.**, Lead Psychometrician, Psychometrics

**Phone:** 1-877-560-8378, option 1

**Fax:** 517-335-1186

**Website:** [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)

**E-mail:** [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov)