



Michigan's Alternate Assessment Program

**A companion guide to the
MI-Access Parent Report**

Parent Guide to MI-Access Reports

Thank you for being a positive part of your student's education. The Parent Report is the primary communication from the Michigan Department of Education to parents and guardians about their student's MI-Access individual results. This guide is a companion to the Parent Report. It provides expanded detail to the contents of the Parent Report and offers important information you can use to support your student as you work with your student's teachers to support learning.

As you review your student's statewide testing results, please remember these assessments are just a snapshot of your student's performance. Something as simple as a student not feeling well on the day of the assessment could affect their performance. This is why your student's teachers use class work and many other strategies to identify learning and achievement levels.

We all share the responsibility of helping every student be successful. Talk with your student's teacher regularly about how your student is doing and how you can support their learning at home. Building a connection between home and school will greatly help your student's learning.

Together as partners, we can ensure success for every student.



Expectations

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

To help students meet these demands, Michigan has adopted alternate content expectations that are aligned to the general academic content standards but extended to provide meaningful access for all students taking MI-Access. These alternate expectations broadly outline what students need to know and are able to do in each subject and grade. They are arrayed across three complexity levels:

- Functional Independence (FI): a student-facing assessment
- Supported Independence (SI): an instructionally embedded observational assessment
- Participation (P): an instructionally embedded observational assessment

The alternate content expectations are also a foundation for teachers to develop classroom instruction and lesson plans. Today's expectations challenge students to:

- understand subject matter in real-life context
- learn how to generalize learning, as much as possible
- apply what they learn to the real world
- make learning more relevant in their lives

Why is my student tested every year?

Once each year, all students in Michigan are required to take a high-quality state assessment, such as the MI-Access alternate assessment. The assessments are designed to comply with all federal and state requirements for all students. The assessments provide:

- an important snapshot of student achievement at the state, district and building levels
- valuable information to parents and teachers on their student's academic achievement
- important data for schools and districts to evaluate curriculum and programming effectiveness
- comparable performance and growth trends over time at the state, district, and building levels

The results of statewide testing are reported for each participant and communicated to families through the Parent Report.

What's in the Parent Report?



Report Components

MI-Access Parent Reports are released in late summer or early fall to provide parents and teachers with valuable information about where their student is doing well and where they might need additional support. Here are a couple examples of a Parent Report with brief explanations of the key components of the report.

MI-Access Parent Report: Functional Independence example

Student Overall Performance Level and Scale Score:
Students receive a numerical scale score for the content area and the performance level description associated with it.

A brief explanation of the overall score is included.

Overall Performance Level:
The test score is indicated and marked in one of the three performance levels: Surpassed, Attained, or Emerging.

Confidence Interval
Test scores can vary if the test is taken several times, so this gray bar shows the range of scores your child would be likely to receive if the test were taken another time.

Sub-category scores:
ELA and mathematics include sub-categories, called claims, while social studies display as disciplines, and science as domains.

This section displays the number of points your child earned in each sub-category against the number of points possible.

Questions to Ask Your Student's Teacher:
Several questions based on your child's performance are provided to help begin discussions with your child's teachers and other educators.

Functional Independence: English Language Arts

XXXXX's English Language Arts Test Score

3151 Attained


XXXXX's English Language Arts Test Score 3151

Surpassed (3175-3298)

Attained (3151-3174)

Emerging (3000-3150)

XXXXX's scale score of 3151 indicates XXXXX's performance on the English Language Arts expectations. XXXXX's performance level is Attained.

Test scores can vary if the test is taken several times. For example, if XXXXX were to take the English Language Arts test again the  means XXXXX would be likely to receive a English Language Arts score between 3140-3162.

For information on what XXXXX was expected to learn in 11th grade English Language Arts, please visit: [Parent Guide to MI-Access Reports](#)

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	10 / 20
Writing and Sharing Ideas	5 / 6
Communication and Language	3 / 4
Research and Inquiry	1 / 4

Performance Level	Questions to Ask Your Student's Teacher
Attained	What academic supports are provided in the classroom for my student with an IEP? How are interventions being implemented in the classroom to support my student's IEP academic goals?

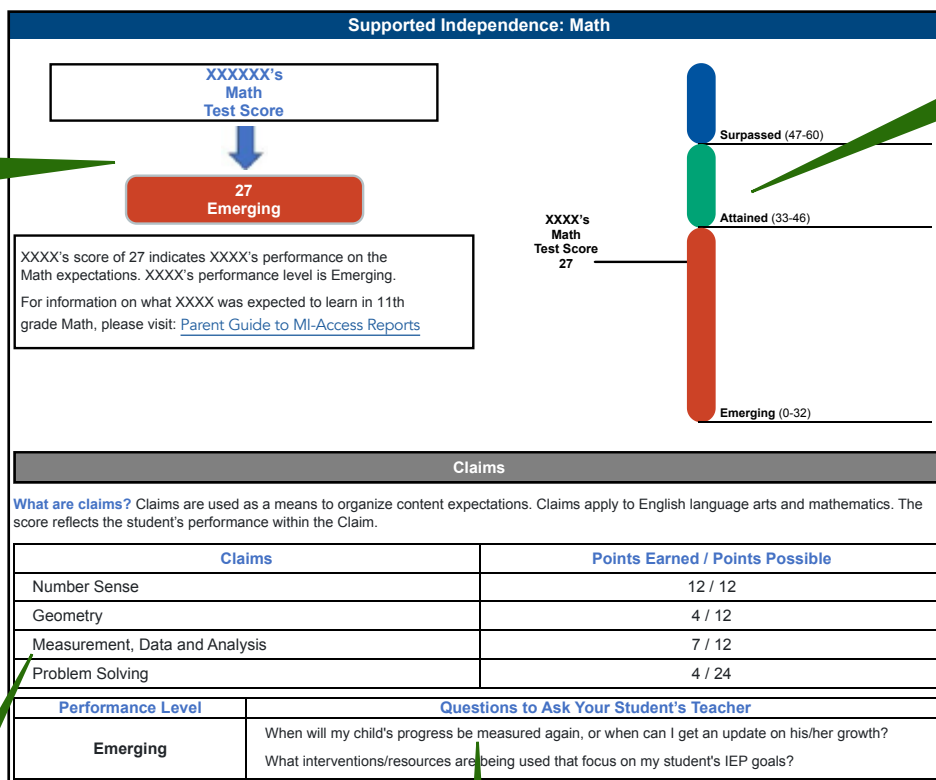
Report Components

MI-Access Parent Report: Supported Independence example

Student Overall Performance Level and Points Earned:

A numerical score is provided for the content area and the performance level description associated with it.

A brief explanation of the overall score is included.



Overall Performance Level:

The test score is indicated and displayed in one of the three performance levels: Surpassed, Attained, or Emerging.

Sub-category scores:

Assessments in ELA and mathematics include sub-categories, called claims, that were assessed. Science tests include domains.

This section displays the number of points your child earned in each sub-category against the number of points possible.

Questions to Ask Your Student's Teacher:

Several questions based on your child's performance are provided to help begin discussions with your child's teachers and other educators.

The report features and format of the Supported Independence and Participation reports are the same. For this guide, only a Supported Independence example is provided above.





Content Areas and Sub-categories on the **MI-Access** Assessments



The Parent Report provides an overall score as well as information on how your student is performing in each content area. The scores are aligned to Michigan's alternate content expectations and tell you, your student, and your student's teachers how well your student is doing. These content areas and sub-categories are:


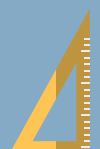


English Language Arts

Students are administered the English language arts (ELA) MI-Access test in grades 3 through 8 and again in grade 11. The ELA test is organized into four sub-categories, or claims:

	Reading and Reading Comprehension	Comprehend text in increasingly complex ways
	Writing and Sharing Ideas	Produce writing for a range of purposes and audiences
	Communication and Language	Communicate for a range of purposes and audiences
	Research/Inquiry	Investigate topics and present information





Mathematics

The MI-Access mathematics test is given to students in grades 3 through 8 and 11. The mathematics test is organized into four sub-categories, or claims:

	Number Sense	Demonstrate increasingly complex understanding of number sense
	Geometry	Demonstrate increasingly complex spatial reasoning and understanding of geometric principles
	Measurement, Data, and Analysis	Demonstrate increasingly complex understanding of measurement, data, and analytic procedures
	Problem Solving	Solve increasingly complex mathematical problems, making productive use of algebra and functions

Science

The science MI-Access test is administered in grades 5, 8, and 11. The MI-Access Science assessments are aligned to the science alternate content expectations for grades 5, 8, and 11. Overall performance level and test scores are provided for science. Subscore results for science are organized into four sub-categories called domains:

	Physical Science	Understand and apply scientific knowledge about inanimate natural objects (including structure/properties, chemical reactions, forces, energy, waves)
	Life Science	Understand and apply scientific knowledge about living organisms (including structure/function, ecosystems, growth, development and reproduction, adaptations, and evolution)
	Earth and Space Sciences	Understand and apply scientific knowledge about the Earth systems, history of Earth, space systems, weather and climate, and human impacts
	Engineering, Technology, & Applications of Science	Use of scientific knowledge, tools, and technology for specific purposes

Social Studies (Functional Independence only)

The social studies tests for grades 5, 8, and 11 are grouped into the following sub-categories, or disciplines:

Grade 5	US History and Geography, Eras 1-3	<ul style="list-style-type: none"> ➤ Beginnings to 1620 ➤ Colonization and Settlement (1585-1763) ➤ Revolution and the New Nation (1754-1800s)
	Public Discourse/ Citizenship	Public Discourse, Decision-Making, and Citizen Involvement
Grade 8	US History and Geography, Eras 3-6	<ul style="list-style-type: none"> ➤ Revolution and the New Nation (1754-1800s) ➤ Expansion and Reform (1792-1861) ➤ Civil War and Reconstruction (1850-1877) ➤ The Development of an Industrial, Urban, and Global United States (1870-1930)
	Public Discourse/ Citizenship	Public Discourse, Decision-Making, and Citizen Involvement
Grade 11	Civics 1-5	<ul style="list-style-type: none"> ➤ Conceptual Foundations of Civic and Political Life ➤ Origins and Foundations of Government of the United States of America ➤ Structure and Functions of Government in the United States of America ➤ The United States of America and World Affairs ➤ Citizenship in the United States of America
	Economics 1-4	<ul style="list-style-type: none"> ➤ The Market Economy ➤ The National Economy of the United States of America
	World History and Geography, Eras 4-8	<ul style="list-style-type: none"> ➤ Expanding and Intensified Hemispheric Interactions (300-1500 BCE/CE) ➤ Cross-temporal or Global Expectation ➤ An Age of Global Revolutions (18th Century-1914) ➤ Global Crisis and Achievement (1900-1945) ➤ The Cold War and its Aftermath: The 20th Century Since 1945
	US History and Geography, Eras 6-9	<ul style="list-style-type: none"> ➤ Expanding and Intensified Hemispheric Interactions (300-1500 BCE/CE) ➤ Cross-temporal or Global Expectation ➤ Age of Global Revolutions (18th Century-1914) ➤ Global Crisis and Achievement (1900-1945)

Additional **RESOURCES**



The [MI-Access web page](https://www.michigan.gov/mi-access) (<https://www.michigan.gov/mi-access>) includes a Parent/Student section that has numerous resources that can be accessed:

Parent/Student

- [State Superintendent Letter Regarding Spring State Assessments](#)
- [Parent Guide to MI-Access Reports \(English\)](#)
 - [Spanish Translation](#)
 - [Arabic Translation](#)
- [Michigan's Education Assessment System: What It Is, What It Means, And What It Offers Flyer](#)
 - [Spanish Translation](#)
 - [Arabic Translation](#)
- [Michigan's Education Assessment System Presentation](#)
- [MiLearn Student Assessment Score Reporting Site Parent User Guide](#)
- [MiLearn Student Assessment Score Reporting Site Student User Guide](#)
- [Parent Teacher Conference Guide](#)
- [Michigan's Alternate Assessment: What It Is, What It Means, and What It Offers](#)
- [Michigan's Alternate Content Expectations for English Language Arts \(ELA\), Mathematics, Social Studies, and Science](#)
- [MI-Access FI Online Tools Training](#)
- [Michigan's Alternate Content Expectations for Social Studies and Science](#)
- [Essential Elements with Michigan Range of Complexity](#)
- [Michigan Academic Standards](#)

If you have questions about your student's MI-Access results, email or call the Michigan Department of Education Office of Educational Assessment and Accountability at mde-oeaa@michigan.gov or 877-560-8378.



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