

Technical Report

Spring 2021

MI-Access

Michigan's Alternate Assessment Program

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Executive Summary

MI-Access is Michigan's alternate assessment program for students who have the most significant cognitive disabilities and whose Individualized Education Program (IEP) teams have determined that general assessments, even with accommodations, are not appropriate. MI-Access assessments are based on Michigan's alternate content expectations: Essential Elements with Michigan Range of Complexity for English language arts (ELA) and mathematics, Extended Grade Level Content Expectations for social studies, and Extended Benchmarks for science. These alternate content expectations are aligned to the Michigan K–12 content standards for each content area.

MI-Access is tested at three levels:

- Functional Independence (FI)—for students whose instruction is aligned closest to the "High" range of complexity on the alternate content expectations
- Supported Independence (SI)—for students whose instruction is aligned closest to the "Medium" range of complexity on the alternate content expectations
- Participation (P)—for students whose instruction is aligned closest to the "Low" range of complexity on the alternate content expectations

While the three "levels" of MI-Access are designed for specific populations of students within the universe of students "with significant cognitive disabilities," altogether the levels of MI-Access represent only those Michigan students with the most significant cognitive disabilities whose IEP teams have determined that, based on the students' disabilities, progress toward the general content standards is neither possible nor measurable using M-STEP, the state's standard assessment.

This technical report addresses all phases of the testing cycle with the intention of providing evidence that supports the validity of the MI-Access alternate assessment program. All subsequent chapters of this report constitute evidence for the validity argument that MI-Access was developed with rigor, implemented with fidelity, and validated psychometrically.

E.1 MDE Office of Educational Assessment and Accountability (OEAA)

The Michigan Department of Education (MDE) Office of Educational Assessment and Accountability (OEAA) has the responsibility of carrying out the requirements in state and federal statutes and rules for statewide assessments. The office oversees the planning, scheduling, and implementation of all major assessment activities and supervises MDE's testing contractors (Data Recognition Corporation [DRC] and Measurement Incorporated). In addition, OEAA staff, in collaboration with outside contractors, conducts quality control activities for every aspect of the development and administration of the assessment program. For additional details on these groups, refer to Appendix C of this report. The OEAA also actively monitors the security provisions of the assessment program.

E.2 Michigan Testing Contractors

Data Recognition Corporation is MDE's item development contractor. DRC is responsible for providing test development content leads who work in conjunction with OEAA's content leads to develop test items. MI-Access FI is delivered primarily through DRC's online test engine but also through some paper/pencil testing. DRC test development staff are responsible for rendering test items according to OEAA's style guide. Each item is reviewed by both DRC and OEAA content leads to ensure every student is presented with properly formatted test items that are clear and engaging and to ensure the content of each item replicates how the item appears in the item bank. MI-Access SI and P levels are scored by two assessment administrators using a standard rubric, with student scores being entered into a secure DRC online answer portal.

Measurement Incorporated is Michigan's contractor for paper/pencil materials, handscoring, and reporting. Measurement Incorporated is responsible for the development, distribution, and collection of all paper/pencil test materials and for monitoring test security. MI-Access SI and P, FI accommodated testing materials, and the FI Expressing Ideas portion of the FI ELA test are delivered in paper/pencil form. Measurement Incorporated hand scores all the FI Expressing Ideas constructed-response (CR) test questions, using Michigan-provided rubrics. Once testing is complete, Measurement Incorporated is responsible for developing and providing student results.

The National Center for Research on Evaluation, *Standards*, and Student Testing (CRESST) contracts for independent third-party validation of psychometric work (see Chapter 7 and Appendix G).

E.3 Michigan's Assessment System

Michigan's assessment system is a comprehensive, standards-based system. All students in grades 3–8 and 11 are required to take Michigan's standards-based accountability assessments. Michigan's accountability assessments are listed in Table E-1 and are described in more detail in section 3.3 of this report.

Table E-1. Michigan's Accountability Assessments

Test	Content	Grades
M-STEP	Mathematics	3–7
M-STEP	ELA	3–7
M-STEP	Science	5, 8, 11
M-STEP	Social Studies	5, 8, 11
PSAT 8/9	Mathematics	8
PSAT 8/9	ELA	8
SAT	Mathematics	11
SAT	ELA	11
MI-Access (alternate assessment)	Mathematics	3–8, 11
MI-Access (alternate assessment)	ELA	3–8, 11
MI-Access (alternate assessment)	Science	4, 7, 11
MI-Access FI (alternate assessment)	Social Studies	5, 8, 11
WIDA	Listening	1–12
WIDA	Reading	K-12
WIDA	Speaking	K-12
WIDA	Writing	1–12

E.3 Changes from Previous Administration

There was no spring 2020 administration due to the first SARS-CoV-2 pandemic. The first wave of the pandemic spread in the United States just before the scheduled assessments, and requirements were suspended at the state and federal waivers. The spring 2021 administration took place while Michigan was experiencing a regional wave in infections. MDE applied for and was denied another federal assessment waiver. A federal accountability waiver along with federal guidelines led to the rule that schools were required to *offer* the assessments, but students were not required to *take* them. The effects of the pandemic were uneven, both throughout the academic year and during assessment administration, leaving some schools mostly unaffected while others had no in-person learning and almost no students assessed. Michigan districts made decisions about instructional modality monthly throughout the school year. Assessment participation levels were far lower than usual, approximately 70% instead of nearly 100%. There were observed differences in both instruction and assessment by geographic area, student population, and enrollment. These non-random differences created uneven participation among demographic subgroups of students.

E.5 Overview of This Report

Subsequent chapters of this technical report document the major activities of the testing cycle. This report provides comprehensive details that confirm that the processes and procedures applied in the MI-Access program adhere to appropriate professional standards and practices of educational assessment. Ultimately, this report serves to document evidence that valid inferences about Michigan student performance can be derived from the MI-Access assessments.

Each chapter of this report details the procedures and processes applied in the MI-Access administration and the results of the administration. Each chapter also highlights the meaning and significance of the procedures, processes, and results in terms of validity and the relationship to the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014). A brief overview of the contents of this report is described below.

Chapter 1, "Background of Spring 2021 MI-Access," describes the background and history of MI-Access.

Chapter 2, "Uses of Test Scores," describes the use of the assessment scores and touches on the validity arguments this technical report intends to address.

Chapter 3, "Test Design and Item Development," describes the involvement of Michigan educators in the item and assessment development process, which formed an important part of the validity of MI-Access. The knowledge, expertise, and professional judgment offered by Michigan educators ultimately ensured that the content of MI-Access formed an adequate and representative sample of appropriate content and that the content formed a legitimate basis upon which to derive valid conclusions about student performance. Chapter 3 thus addresses Standard 4.6 of the *Standards* (AERA, APA, & NCME, 2014, p. 87). It shows that the assessment design process, and the participation of Michigan educators in that process, provides a solid rationale for having confidence in the content and design of MI-Access as a tool from which to derive valid inferences about Michigan student performance. This chapter also addresses AERA, APA, and NCME (2014) *Standards* 1.1, 1.11, 4.0, 4.1, 4.2, 4.12, 7.2, 8.4, 12.4, and 12.8.

Chapters 4 and 5, "Test Administration Plan" and "Test Delivery and Administration," describe the processes, procedures, and policies that guided the administration of MI-Access. These include accommodations, security measures, and written procedures provided to assessment administrators and school personnel. These chapters address AERA, APA, and NCME (2014) Standards 4.15, 4.16, 6.1, 6.2, 6.3, 6.4, 6.6, 6.7, and 6.10.

Chapter 6, "Scoring," explains the procedures used for scoring MI-Access autoscored items and handscored items. This chapter adheres to AERA, APA, and NCME *Standards* 4.18, 4.20, 6.8, and 6.9.

Chapter 7, "Operational Data Analyses," describes the data used for calibration and scaling. For content areas for which they are appropriate, raw-score results and a classical item analysis were provided, which served as a foundation for subsequent analyses. This chapter also describes the calibration and scaling processes, procedures, and results. Some references to introductory and advanced discussions of item response theory (IRT) are provided. This chapter thereby demonstrates adherence to AERA, APA, and NCME (2014) *Standards* 1.8, 5.2, 5.13, and 5.15.

Chapter 8, "Test Results," presents scale-score results and achievement-level information. Scale-score results provide a basic quantitative reference to student performance as derived through the IRT models that were applied. This chapter thus addresses AERA, APA, and NCME (2014) *Standards* 5.1, 6.10, 7.0, and 12.18.

Chapter 9, "Performance-Level Setting," provides background on the standard-setting activities and functions to address *Standards* 5.21 and 5.22 of the *Standards* (AERA, APA, & NCME, 2014).

Chapter 10, "Fairness," addresses validity evidence, specifically with respect to issues of bias. This chapter demonstrates adherence to AERA, APA, and NCME (2014) *Standards* 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6.

The first half of Chapter 11, "Reliability and Evidence of Construct-Related Validity," demonstrates adherence to the AERA, APA, and NCME (2014) *Standards* through several analyses of the reliability of the 2021 MI-Access. It presents information on reliability and precision by reporting results on reliability, standard error of measurement (SEM), conditional standard error of measurement (CSEM), and classification consistency and accuracy. The first half of Chapter 11 thereby addresses AERA, APA, and NCME (2014) *Standards* 2.0, 2.3, 2.13, and 2.19. The second half of Chapter 11 addresses validity evidence, including assessment content, response processes, issues of bias, dimensionality analysis, relations to other assessments, and consequences of assessment use. It demonstrates adherence to AERA, APA, and NCME (2014) *Standards* 3.16 and 4.3. Chapter 11 ends with a section addressing the development of validity arguments for MI-Access.

MDE and its testing vendors maintained an unwavering focus on the gathering of validity evidence in support of MI-Access throughout the development, administration, analysis, and reporting of the 2021 MI-Access administration.

Chapter 1: Background of Spring 2021 MI-Access

1.1 Background of MI-Access

MI-Access is Michigan's alternate assessment system and is designed for with the most significant cognitive disabilities and whose Individualized Education Program (IEP) teams have determined that general assessments, even with accommodations, are not appropriate, based on the assessment selection guidelines for this assessment. The three MI-Access assessments are described below.

- Functional Independence (FI) assessments are for students whose instruction is aligned closest to the "High" range of complexity on the alternate content expectations. With guidance, this population of students (within the overall definition of students with the most significant cognitive disabilities) can typically identify basic personal strengths and limitations, as well as access resources, strategies, and supports to help maximize a level of independence.
- Supported Independence (SI) assessments are for students whose instruction
 is aligned closest to the "Medium" range of complexity on the alternate content
 expectations. This population of students (within the overall definition of students with
 the most significant cognitive disabilities) requires ongoing support in one or more
 major life roles and may have disability-related impacts on the ability to generalize and/
 or transfer learning.
- Participation (P) assessments are for students whose instruction is aligned closest to the "Low" range of complexity on the alternate content expectations. This population of students (within the overall definition of students with the most significant cognitive disabilities) is expected to require extensive ongoing support in adulthood to participate in most major life roles and faces significant disability-related impacts on the ability to generalize and transfer learning.

Students may take MI-Access FI assessments for only some content areas while taking the M-STEP assessment for other areas, although this distinction is not typical. Students may also take assessments of different MI-Access levels in different content areas, as a student with a significant cognitive disability might function differently in one content area than another. For example, a student's instruction might align to the high range of complexity in one area but to the medium range of complexity in other areas. Each student's IEP team determines the appropriate level of instruction and assessment based on the state guidelines for participation in the alternate assessment.

MI-Access satisfies the federal requirement that all students with disabilities be assessed at the state level.

1.2 Alternate Content Expectations

All students deserve a quality educational experience with challenging expectations that will prepare them for life and careers. To ensure that students with the most significant cognitive disabilities have that same opportunity in a manner that respects their abilities, Michigan developed alternate academic content expectations that adjust the depth, breadth, and complexity of the general content standards at high, medium, and low levels. These provide a range of expectations to meet the range of student abilities.

Michigan's alternate content expectations were developed in collaboration with state leaders, local educators, and national consortia. Development included experts in the content areas and in the instruction of students with disabilities. Alternate content expectations were reviewed by rounds of committees, submitted for public comment, and approved by MDE leadership.

Michigan's alternate content expectations are the Essential Elements with Michigan Range of Complexity for English language arts (ELA) and mathematics, Extended Grade Level Content Expectations for social studies, and Extended Benchmarks for science. The complete alternate content expectations are available online.¹

1.3 Purpose and Design of the MI-Access Assessments

The alternate assessments determine students' progress toward college and career readiness in four content areas—ELA, mathematics, social studies, and science—based on alternate content and achievement expectations. These assessments are given at the end of the school year.

The alternate assessments accurately measure student achievement (i.e., how much students know at the end of the year) to inform program evaluation and school, district, and state accountability systems.

The MI-Access FI assessment is administered primarily (93%) online; however, each student takes at least the Expressing Ideas portion of the ELA assessment in paper/pencil form and may take more or all of the assessment in paper/pencil form, based on what is instructionally appropriate and needed for accommodations. The SI and P assessments consist of selected-response items and activity-based observation items, with an online interface for administrators to submit student responses.

The blueprints for all content areas can be found in Chapter 3, section 3.3 of this report.

https://www.michigan.gov/mde/0,4615,7-140-22709 28463-410070--,00.html

Chapter 2: Uses of Test Scores

Validity is an overarching component of MI-Access. The following excerpt is from the *Standards* for *Educational and Psychological Testing* (hereafter the *Standards*) (AERA, APA, & NCME, 2014):

Ultimately, the validity of an intended interpretation of test scores relies on all the available evidence relevant to the technical quality of a testing system. Different components of validity evidence . . . include evidence of careful test construction; adequate score reliability; appropriate test administration and scoring; accurate score scaling, equating, and standard setting; and careful attention to fairness for all test takers, as appropriate to the test interpretation in question. (p. 22)

As stated in the *Standards*, the validity of a testing program hinges on the use of the test scores. Validity evidence that supports the uses of MI-Access scores is provided in this technical report. In this chapter, some possible uses of the test scores are examined.

As the *Standards* notes, "validation is the joint responsibility of the test developer and the test user." (AERA, APA, & NCME, 2014, p. 13).

The subsequent chapters of this technical report provide additional evidence for these uses and technical support for some of the interpretations and uses of test scores. The information in Chapters 3 through 11 also provides a firm foundational claim that the MI-Access assessments measure what they are intended to measure. However, this technical report cannot anticipate all possible interpretations and uses of MI-Access scores. It is recommended that policy and program evaluation studies, in accordance with the *Standards*, be conducted to support some of the uses of the test scores.

2.1 Uses of Test Scores

The validity of a test score ultimately rests on how that test score is used. To understand whether a test score is being used properly, the purpose of the test must first be understood. The intended uses of MI-Access scores include the following:

- identifying Michigan students' strengths, weaknesses, and growth between academic years
- communicating expectations for all students
- evaluating school-, district-, and/or state-level programs
- informing stakeholders (teachers, school administrators, district administrators, Michigan Department of Education [MDE] staff members, parents, and the public) on progress toward meeting state academic performance standards and meeting the requirements of the state's accountability program

This technical report refers to the use of the test-level scores (scale scores and performance levels), sub-scores, and performance indicators.

2.2 Test-Level Scores

At the Functional Independence (FI) level, an overall scale score is reported. For the Supported Independence (SI) and Participation (P) levels, a score reflecting points earned out of points possible, based on student performance on the entire test, is reported. In addition, an associated performance level is reported. The FI scores indicate, in varying ways, a student's performance in English language arts (ELA) accessing print and using language/expressing ideas, mathematics, science, or social studies. Likewise, the SI and P scores indicate a student's performance in ELA, mathematics, and science. Test-level scores are reported at four reporting levels: state, school district, school, and student.

Items on the MI-Access test forms were developed by Michigan educators in conjunction with the MDE Office of Educational Assessment and Accountability (OEAA) and Data Recognition Corporation (DRC). See Chapter 3 for an explanation of the item development and review process.

The following sections discuss two types of test-level scores that are reported to indicate a student's performance on MI-Access: 1) the scale score and 2) its associated level of performance.

2.2.1 Scale Scores

A scale score indicating a student's total performance is determined for each content area on MI-Access FI. The overall scale score for a content area quantifies the performance being measured by the test. In other words, the scale score represents the student's level of performance, where higher scale scores indicate higher levels of performance on the test and lower scale scores indicate lower levels of performance.

Scale scores are not comparable across grade levels or content areas. Scores are scaled within grade levels, so even if the same numbers are used in different grades, it does not mean that the scales form a single "vertical scale." MI-Access is a standards-based test that assesses the alternate content expectations for each grade, so a very high score on grade 4 expectations does not provide a valid estimate of how that student performs on grade 5 expectations.

For MI-Access SI and P, students are observed responding to assessment prompts and activities and are scored based on an observation rubric that does not yield a scale score. The student's overall reported scores are the points earned by the student out of the total points possible.

2.2.2 Levels of Performance

A student's performance on MI-Access is reported on one of the three levels: Emerging Toward the Alternate Content Expectation, Attained the Alternate Content Expectation, and Surpassed the Alternate Content Expectation. The cut scores for the MI-Access assessments were established in collaboration between MDE and Michigan educators. Standard setting was conducted in 2015 for science and social studies and in 2017 for English language arts and mathematics.

MI-Access performance levels reflect the performance standards and abilities intended by the Michigan legislature, Michigan teachers, Michigan citizens, and MDE, relative to the alternate content expectations. Descriptions of each performance level in terms of what a student should know and be able to do are provided by MDE and are referenced in the MI-Access performance-level descriptors.¹

2.2.3 Use of Test-Level Scores

MI-Access 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 curriculum planning. The results presented in this technical report provide evidence that the scores are valid and reliable indicators of student performance.

2.3 Use of Sub-scores

Sub-scores are scores on important domain areas within each content area. The sub-scores correspond to claims, strands, and disciplines. For ELA and mathematics, the reporting categories are called claims; for science, the reporting categories are called strands; and for social studies, the reporting categories are called disciplines. These reporting categories are primary structural elements in test blueprints and item development.

The purpose of reporting sub-scores on MI-Access is to show the relationship between the overall performance being measured and the skills shown by the individual students in each of the areas delimited by the claims, strands, or disciplines. Teachers may use a student's sub-scores as indicators of strengths and weaknesses.

However, the sub-scores are best corroborated by other evidence, such as homework, class participation, diagnostic test scores, or observations. Chapter 11 of this technical report provides evidence of content validity and reliability that supports the use of the claim, strand, and discipline sub-scores. Chapter 11 also provides evidence of construct-related validity that further supports the use of these sub-scores.

2.3.1 ELA Claims

Claim #1 – Reading and Reading Comprehension

Students can comprehend text in increasingly complex ways.

Claim #2 – Writing: Text Types and Purposes

Students can produce writing for a range of purposes and audiences.

Claim #3 - Communication and Language

Students can communicate for a range of purposes and audiences.

¹ <u>https://www.michigan.gov/mde/0,4615,7-140-22709_28463-429725--,00.html</u>

ELA Claims (continued)

Claim #4 - Research and Inquiry

Students can investigate topics and present information.

2.3.2 Mathematics Claims

Claim #1 - Number Sense

Students demonstrate increasingly complex understanding of number sense.

Claim #2 - Geometry

 Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

Claim #3 - Measurement, Data Analysis

 Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.

Claim #4 - Problem Solving

• Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

2.3.3 Science Strands

Strand: Constructing New Scientific Knowledge (CN)

• All students will design and conduct investigations using appropriate methodology and technology.

Strand: Reflecting on Scientific Knowledge (RO)

 All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge.

Strand: Using Life Science Knowledge

- Cells (CE) All students will apply an understanding of cells to the functioning of multicellular organisms, including how cells grow, develop, and reproduce.
- Organization of Living Things (OR) All students will use classification systems to describe groups of living things.
- Heredity (HE) All students will investigate and explain how characteristics of living things are passed on through generations.
- Evolution (EV) All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species.
- Ecosystems (EC) All students will explain how parts of an ecosystem are related and how they interact.

Science Strands (continued)

Strand: Using Physical Science Knowledge

- Matter and Energy (ME) All students will explain what the world around us is made of.
- Changes in Matter (CM) All students will investigate, describe, and analyze ways in which matter changes.
- Motion of Objects (MO) All students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects.
- Waves and Vibrations (WV) All students will describe sounds and sound waves.

Strand: Using Earth Science Knowledge

- Geosphere (GE) All students will describe the earth's surface.
- Hydrosphere (HY) All students will describe the characteristics of water and demonstrate where water is found on earth.
- Atmosphere and Weather (AW) All students will investigate and describe what makes up weather and how it changes from day to day, from season to season and over long periods of time.
- Solar System, Galaxy and Universe (SS) All students will compare and contrast our planet and sun to other planets and star systems.

2.3.4 Social Studies Disciplines

Discipline: Beginnings to 1620

- American Indian Life in the Americas
- European Exploration
- Three World Interactions

Discipline: Colonization and Settlement (1585–1763)

- European Struggle for Control of North America
- European Slave Trade and Slavery in Colonial America
- Life in Colonial America

Discipline: Revolution and the New Nation (1754–1800s)

- Causes of the American Revolution
- The American Revolution and Its Consequences
- Creating New Government(s) and a New Constitution

Discipline: Public Discourse, Decision Making, Citizen Involvement

- Identifying and Analyzing Public Issues
- Decision Making
- Persuasive Communication About a Public Issue
- Citizen Involvement

Social Studies Disciplines (continued)

Discipline: Expansion and Reform (1792–1861)

- Challenges to an Emerging Nation
- Regional and Economic Growth
- Reform Movements

Discipline: Civil War, Reconstruction, and Development of United States (1850–1930)

- The Coming of the Civil War
- Civil War
- Reconstruction
- America in the Last Half of the 19th Century

Discipline: World History and Geography

- Expanding and Intensified Hemispheric Interactions (300–1500 CE/AD)
- The Emergence of the First Global Age (15th–18th centuries)
- 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

Discipline: United States History and Geography (USHG)

- The Development of an Industrial, Urban, and Global United States (1870–1930)
- The Great Depression and World War II (1920–1945)
- Post-World War II United States (1945–1989)
- America in a New Global Age

Discipline: Economics

- The Market Economy
- The National Economy of the United States of America

Discipline: Civics

- 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

Chapter 3: Test Design and Item Development

3.1 Overview

This chapter is particularly relevant to AERA, APA, & NCME (2014) *Standards* 4.0, 4.1, and 4.7, which are from Chapter 4, "Test Design and Development," of the AERA, APA, & NCME (2014) *Standards*. It also addresses *Standards* 3.1, 3.2, 3.9, 4.12, and 7.4, which will be discussed in pertinent sections of this chapter.

AERA, APA, & NCME (2014) Standard 4.0 states the following:

Tests and testing programs should be designed and developed in a way that supports the validity of interpretations of the test scores for their intended uses. Test developers and publishers should document steps taken during the design and development process to provide evidence of fairness, reliability, and validity for intended uses for individuals in the intended examinee population. (p. 85)

The purpose of this chapter is to document the test design and item development process used for MI-Access. In this chapter, the steps taken to create MI-Access are described, from the development of test specifications to the selection of operational items.

Guidelines for bias and sensitivity issues, accessibility and accommodations, and style help item developers and reviewers ensure consistency and fairness across the item bank. The specifications and guidelines were reviewed by school districts, higher education representatives, and other stakeholders. The item specifications describe the evidence to be elicited to guide the development of items that measure student performance relative to the target.

The assessment blueprints describe the content of the alternate assessments for grades 3–8 and 11 that were administered in the 2020–21 school year and describe how that content was assessed. The test blueprints for the alternate assessment reflected the depth and breadth of the performance expectations of Michigan's alternate content expectations. The test blueprints that were subsequently developed into fixed form test maps.

Test design was not significantly affected by the first SARS-CoV-2 pandemic. Test development proceeded on its usual schedule and with all standard procedures. The only pandemic impact on item development was holding item writing and review committees virtually rather than inperson. The Michigan Item Bank System, described below, was designed from the start to support both in-person and remote committee meetings.

3.1.1 A Brief Description of Content Structure for ELA: Accessing Print and Using Language/Expressing Ideas, Mathematics, Science, and Social Studies

MI-Access content in English language arts (ELA), mathematics, science, and social studies is defined by the knowledge and skills identified in the Michigan alternate content expectations. These expectations were developed in consultation and collaboration with educators and the general public, representing consensus on the essential content for Michigan learners. The alternate content expectations are grade level or grade band specific, and, as developed, aligned to the Michigan K-12 content standards for a given content area for the corresponding grade level or grade band. Evidence of validity based on test content includes information about the test specifications, including the test design and test blueprint. Test development involves creating a design framework from the statement of the construct to be measured. The MI-Access test specifications evolve from the tension between the constraints of the assessment program and the benefits sought from the examination of students. These benefits and constraints mix scientific rigor with policy considerations.

The MI-Access test specifications consist of a blueprint and test maps for each grade level and content area. The 2021 MI-Access test selection specifications were finalized by the Michigan Department of Education (MDE) and its psychometricians and vendors in 2020.

The key structural aspect, the test blueprint, represents a compromise among many constraints, including the availability of items from field-testing and results of multiple reviews by content specialists. Test design includes such elements as the number and types of items for each of the scores reported. The 2021 MI-Access operational forms matched the test blueprints that were intended for all MI-Access content area alternate assessments.

3.2 Test Blueprints

Test specifications and blueprints define the knowledge, skills, and abilities intended to be measured on each student's test event. A blueprint also specifies how skills are sampled from a set of content standards (e.g., the Michigan alternate content expectations). Other important factors, such as Extended Depth of Knowledge (EDOK), are also specified. Specifically, a test blueprint is a formal document that guides the development and assembly of an assessment event/form by explicating the following types of essential information:

- content (claims/strands/disciplines and assessment targets) that is included for each assessed content area and grade across various levels of the system (student, classroom, school, district, and state levels)
- the relative emphasis of content expectations, generally indicated as the number of items or percentage of points per claim/strand/discipline and assessment target
- the item types used or required, which communicate to item developers how to measure each claim/strand/discipline and assessment target and communicate learning expectations to teachers and students
- EDOK, indicating the complexity of item types for each claim/strand/discipline and assessment target

The test blueprint is an essential guide for both assessment developers and for curriculum and instruction. For assessment developers, the blueprint and related test-specification documents define how the test will ensure coverage of the full breadth and depth of content and how it will maintain fidelity to the intent of the Michigan alternate content expectations on which the assessments are based. Full content alignment is necessary to ensure that educational stakeholders can make valid, reliable, and unbiased inferences about student, classroom, school, district, and state performance. At the instructional level, the test blueprint provides a guide to the relative importance of competing content demands and suggests how the content is demonstrated, as indicated by item type and EDOK. In summary, an assessment blueprint provides clear development specifications and signals to the broader education community both the full complexity of the standards and how performance on these standards is substantiated.

3.2.1 Test Specifications

AERA, APA, and NCME (2014) Standard 4.1 states the following:

Test specifications should describe the purpose(s) of the test, the definition of the construct or domain measured, the intended examinee population, and interpretations for intended uses. The specifications should include a rationale supporting the interpretations and uses of test results for the intended purpose(s). (p. 85)

The purpose of MI-Access is discussed in sections 1.2 and 1.3 of Chapter 1 of this report. MI-Access tests the knowledge and skills that are identified within Michigan's standards-based accountability system. This framework, in turn, is based on prior consensus among MDE staff, Michigan educators, and experienced content-area experts that the framework represents content that is important for teachers to teach and for students to learn. MI-Access aligns to Michigan's alternate content expectations in ELA, mathematics, science, and social studies, designed for students with the most significant cognitive disabilities.

In accordance with these purposes, AERA, APA, and NCME (2014) Standard 4.12 states the following:

Test developers should document the extent to which the content domain of a test represents the domain defined in the test specifications. (p. 89)

Item and test development are guided by sets of specifications. Details on these specifications for all MI-Access assessments can be found within this chapter. All MI-Access assessments are developed by content experts at the MDE using content developed by Michigan teachers.

A general description of development activities applying to all Michigan-created assessments (including MI-Access) is provided below. The Office of Educational Assessment and Accountability (OEAA) staff, contractors, and Michigan educators work together to develop these state assessments. Specifically, the development cycle includes the following steps:

- Item writer training
- Item development
- Item review
- Field-testing

- Field-test data review (item level)
- Operational test construction

3.2.2 Item Writer Training

Once item specifications are finalized, Michigan's item development contractor uses customized materials approved by the OEAA to train item writers to write items specifically for MI-Access. Item writer training can last anywhere from three to five days and is conducted by contractor staff in conjunction with the OEAA test development staff. The process of item writing includes cycle(s) of feedback from contractor and OEAA staff. It can take between four to eight weeks for an item to move from initial assignment to accepted status. All item writers are Michigan educators who have curriculum and instruction expertise for the grade level and content area for which they are writing, as well as experience instructing students for whom MI-Access is intended. In addition, prospective item writers are required to submit three original test items aligned to grade-specific content expectations, which the OEAA test development staff review and potentially approve for item authoring. Michigan's item writers possess relevant degrees and experience, and many have previous specific experience in item writing for MI-Access.

3.2.3 Item Development

Item development is discussed in this section in compliance with the AERA, APA, and NCME (2014) *Standards*. Standard 4.7 states the following:

The procedures used to develop, review, and try out items and to select items from the item pool should be documented. (p. 87)

For MI-Access ELA, mathematics, science, and social studies items, Michigan item writers draft test items in accordance with item specifications approved by the OEAA test development staff, following the best practices for the field. Contractor staff review items internally and then share them with OEAA test development staff for an additional review. Sections 3.2.6 and 3.3 of this report discuss how the items are selected for field-testing or operational use.

The internal review consists of determining whether the item meets the following criteria:

Skill:

- Item measures one skill level.
- Item measures skill in manner consistent with specifications.
- Item assesses an appropriate (realistic) level of skill.
- Item makes clear the skill to be employed.

Content:

- Item measures one primary academic content expectation.
- Item measures the academic content expectation in a manner consistent with specifications.
- Item taps the appropriate (important) aspect of content associated with the academic content expectation.
- Item makes clear the benchmark or problem to be solved.

Relevance:

- Item is not contrived.
- Item is appropriate for the grade level to be tested.
- Item groups reflect instructional emphasis.

Accuracy:

- Item is factually accurate.
- Multiple-choice (MC) items contain only one correct or best response.
- If item pertains to disputed content, context for correct answer is clearly defined.
- Item is worded unambiguously.
- Item contains no extraneous material, except as required by the content expectation.
- Vocabulary is grade-level appropriate or deemed appropriate for the population of students being assessed and is clear.
- Item contains no errors in grammar, spelling, or mechanics.
- Item responses are parallel and related to the stem.
- Item responses are independent.
- Item contains no clues or irrelevant distracters.
- Directions for responding to a constructed-response (CR) item are clear.
- CR item and rubric match.
- CR rubric is clear and easy to apply.
- Item is clearly and conveniently placed on the page.
- Physical arrangement of item is consistent with the OEAA style guide.
- Keys for sets of multiple-choice (MC) items are balanced (for example, equal numbers of A, B, and/or C response options).

Bias:

- Item is free of racial, socioeconomic, and gender stereotypes.
- Item contains no material known or suspected to give advantage to any group.
- Item is free of insensitive language.
- Item sets that identify race or gender either directly or indirectly are balanced with reference to race and gender.
- Item content and format are accessible to students with varying types of disabilities.
- Item content and format are accessible to students with limited English proficiency.

3.2.4 Graphics Creation

MDE has an internal team of media designers who use the graphic descriptions submitted by the item writers through Michigan's Item Bank System (IBS) to create the pictures, graphs, maps, and other artwork needed for online test items. MDE and DRC staff review and approve the completed artwork in preparation for the item review.

3.2.5 Item Review

Continuing from Standard 4.7 (above), AERA, APA, and NCME (2014) Standard 3.2 is particularly relevant to fairness in item development:

Test developers are responsible for developing tests that measure the intended construct and for minimizing the potential for tests' being affected by construct-irrelevant characteristics, such as linguistic, communicative, cognitive, cultural, physical, or other characteristics. (p. 64)

The Bias and Sensitivity Review Committees (BSCs) are composed of representatives from various backgrounds whose purpose is to screen the items for racial, socioeconomic, gender, and other sensitivity issues. This follows AERA, APA, and NCME (2014) Standard 3.1, which states the following:

Standard 3.1 Those responsible for test development, revision, and administration should design all steps of the testing process to promote valid score interpretations for intended score uses for the widest possible range of individuals and relevant subgroups in the intended population. (p. 63)

Panels of educators reviewed items, item stimuli, and paper/pencil documents for accessibility, bias/sensitivity, and content. (Item stimuli include the reading passages used on the ELA and social studies assessments and the figures and graphics used on the ELA, mathematics, science, and social studies assessments.) During the accessibility reviews, panelists identified issues that could negatively affect a student's ability to access stimuli and items or to elicit valid evidence about an assessment target. During the BSC review, panelists identified content in stimuli and items that could negatively affect a student's ability to produce a correct response because of the student's background.

After the BSC review, all MI-Access items were reviewed by Michigan educators in a Content Advisory Committee (CAC). The content review focused on developmental appropriateness and alignment of stimuli, items, and tasks to the content specifications and appropriate depths of knowledge. Panelists in the content review also checked the accuracy of the content, answer keys, and scoring materials.

Items flagged for accessibility, bias/sensitivity, and/or content concerns were either revised to address the issues identified by the panelists or marked as Do Not Use (DNU) in the Michigan IBS.

Contractor staff trains the CAC and BSC participants using OEAA-approved materials and facilitates the committee meetings under the leadership of the OEAA test development staff. All newly written test items are typically reviewed first by the BSC and then by the CAC.

An item rejected by the BSC might or might not get passed on to the CAC for review. Each review is led by experienced contractor staff, with test development staff in attendance, using the following prescribed guidelines to indicate the final status of each item:

 Accept: The criteria outlined in the review were met in all areas (skill, content, relevance, accuracy, and bias), and the item appears suitable for field-testing.

- **Revise:** One or more of the criteria have not been met or the item needs minor changes to make it acceptable. Reviewers provide recommendations on changes to be made to the item that will make the item suitable for field-testing.
- Reject: Several category conditions have not been met, are suspect, or need radical changes to make the item acceptable. In such cases, the item might be vague or ambiguous, inappropriate, or not clearly related to the text or the standard. Without extensive revisions, the item is unlikely to be salvaged. Reviewers provide comments to explain why the item should be rejected.

Items that pass bias/sensitivity and content reviews are eligible for field-testing.

3.2.6 Field-Testing

Before an item can be used on an operational test or added to the operational item pool, it must be field-tested. The OEAA uses two approaches to administer field-test items: embed field-test items in an operational administration or embed field-test items in a stand-alone field-test administration. Items that pass bias/sensitivity and content review are eligible for field-testing.

The OEAA embeds FT items in multiple forms of operational fixed-form assessments. Administering field-test items this way ensures that they are randomly distributed, allowing for a large representative sample of responses to be gathered under operational conditions for each item. Enough field-test items are administered annually to replenish and improve the item pools.

When MDE implements testing at new grade levels, for new content areas, or for revised academic standards, it is necessary to conduct a separate stand-alone field test to obtain performance data. When stand-alone field-testing is required, MDE requests volunteer participation from school districts.

In 2021, all items field-tested on the MI-Access assessments were embedded into operational fixed-forms.

3.2.7 Range-Finding

After the student responses to the field-tested CR items are collected, a range-finding is conducted to determine scoring guidelines and score-point ranges for the different score points for each field-tested CR item. This information is then used in the preparation of materials to guide the handscoring of student responses to the item, which is done by a trained team of readers, as described in Chapter 6 of this report.

Note: For MI-Access FI ELA, the Expressing Ideas portion is the only area in which CR items are administered. The Expressing Ideas portion is administered in paper/pencil format independently of the rest of the ELA assessment to eliminate barriers for students as they respond, based on the allowable types of responses on the scoring rubric.

3.2.8 Data Review

After field-testing, the results are analyzed by MDE psychometric staff. Contractor staff and test development staff convene data review committee meetings with Michigan educators. Significant effort goes into ensuring that these committee members represent the state demographically with respect to ethnicity, gender, school district size, and geographical region. These committees receive training on interpreting the psychometric data compiled for each field-test item from the OEAA psychometric staff. Content experts (usually teachers) and group facilitators apply this training to the data review process. During these data review meetings, participants review the items with field-test statistics. Data provided to the data review committees are separated by BSC and CAC.

The data that are reviewed during BSC include the following:

- N-count
- adjusted p-value (that is, the adjusted item mean in the range of 0–1 for all items)
- Differential Item Functioning (DIF) flag (for FI tests)
- favored group
- percentage of students who choose each option, omit a response, and/or submit multiple marks (in paper/pencil tests)
- option-total correlation
- omit-total correlation

The data that are reviewed during CAC include the following:

- overall N-count
- adjusted p-value
- difficulty flag
- item-total correlation
- item-total flag
- percentage of students who choose each option, omit providing a response, and/or submit multiple marks (in paper/pencil tests)
- option-total correlation
- omit-total correlation

As mentioned above, specific directions are provided on the use of the statistical information and how to use Michigan's IBS. BSC members evaluate each test item for fairness issues with respect to culture, ethnicity, gender, geographic location, and economic status, using the data listed above for this group. CAC members evaluate each test item regarding alignment to the alternate academic content expectations, grade-level appropriateness, and level of EDOK, using the data information listed above for this group. Both committees then recommend that the item either be accepted, revised for additional field-testing, or rejected.

After new items have passed all reviews and field-testing, they are saved in the Michigan IBS as "Ready for Operational," meaning they are now eligible for operational use.

3.3 Operational Test Construction

The OEAA test development staff build test maps that meet the test specifications (blueprint and psychometric specifications) inside Michigan's IBS. All test maps are reviewed for the correct answer key, accurate content expectation, and appropriate statistic/psychometric information for each item. In addition, comparability of the overall test across forms and across adjacent years is also examined. Corresponding details for the four content areas are presented below.

3.3.1 English Language Arts

MI-Access English language arts (ELA) assessments are based on Michigan's ELA alternate content expectations. The ELA assessment consists of four claims: Reading and Reading Comprehension, Writing and Sharing Ideas, Communication and Language, and Research and Inquiry. These are divided into two sections of the assessment: "Accessing Print and Using Language" (APUL) and "Expressing Ideas" (El). The assessment is administered in grades 3–8 and 11.

The ELA assessment structure is summarized in Tables 3-1 through 3-22.

Table 3-1. ELA	\ Overall	Structure:	Number	of	Items
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Assessment Name	Operational Items per Form	Embedded Field Test Items per Form	Total Items per Form
MI-Access Functional Independence	31	12	43
MI-Access Supported Independence	15	5	20
MI-Access Participation	10	5	15

Blueprint specifications by claim/score reporting category are provided in the next section. The blueprint specifications for MI-Access SI and MI-Access P specify the total number of items per claim and total number of items by item type; however, there is flexibility within those parameters from year to year on the distribution of items across item type per claim.

The following tables specify what was true for the assessments in the 2021 testing cycles. Operational coverage by claim is the same from test cycle to test cycle, but coverage for field test items changes from cycle to cycle based on inventory needs. There were three forms for the FI assessments, and two forms for the SI and P assessments. The MI-Access SI and P assessments had three embedded field-test selected-response (SR) items per form and two embedded field-test activity-based observation (ABO) items per form. The field test designations below show the coverage across all forms for 2021.

Table 3-2. ELA Structure for FI Grade 3: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC per form	Operational CR per form	Embedded FT MC across 3 forms	Embedded FT CR across 2 Expressing Ideas Forms
MI-Access FI	Reading and Reading Comprehension	20	0	21	0
MI-Access FI	Writing and Sharing Ideas	2	1	3	2
MI-Access FI	Communication and Language	4	0	6	0
MI-Access FI	Research and Inquiry	4	0	3	0

Table 3-3. ELA Structure for SI Grade 3: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access SI	Reading and Reading Comprehension	4	2	3	1
MI-Access SI	Writing and Sharing Ideas	1	2	1	1
MI-Access SI	Communication and Language	2	1	1	1
MI-Access SI	Research and Inquiry	2	1	1	1

Table 3-4. ELA Structure for P Grade 3: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access P	Reading and Reading Comprehension	3	1	3	1
MI-Access P	Writing and Sharing Ideas	1	1	1	1
MI-Access P	Communication and Language	1	1	1	1
MI-Access P	Research and Inquiry	1	1	1	1

Table 3-5. ELA Structure for FI Grade 4: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC per form	Operational CR per form	Embedded FT MC across 3 forms	Embedded FT CR across 2 Expressing Ideas forms
MI-Access FI	Reading and Reading Comprehension	20	0	21	0
MI-Access FI	Writing and Sharing Ideas	2	1	3	2
MI-Access FI	Communication and Language	4	0	6	0
MI-Access FI	Research and Inquiry	4	0	3	0

Table 3-6. ELA Structure for SI Grade 4: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access SI	Reading and Reading Comprehension	4	2	3	1
MI-Access SI	Writing and Sharing Ideas	2	1	1	1
MI-Access SI	Communication and Language	2	1	2	0
MI-Access SI	Research and Inquiry	1	2	0	2

Table 3-7. ELA Structure for P Grade 4: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access P	Reading and Reading Comprehension	3	1	3	0
MI-Access P	Writing and Sharing Ideas	0	2	0	2
MI-Access P	Communication and Language	2	0	1	1
MI-Access P	Research and Inquiry	1	1	2	1

Table 3-8. ELA Structure for FI Grade 5: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC per form	Operational CR per form	Embedded FT MC across 3 forms	Embedded FT CR across 2 Expressing Ideas Forms
MI-Access FI	Reading and Reading Comprehension	20	0	21	0
MI-Access FI	Writing and Sharing Ideas	0	1	0	2
MI-Access FI	Communication and Language	5	0	9	0
MI-Access FI	Research and Inquiry	5	0	3	0

Table 3-9. ELA Structure for SI Grade 5: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access SI	Reading and Reading Comprehension	5	1	4	0
MI-Access SI	Writing and Sharing Ideas	0	3	0	2
MI-Access SI	Communication and Language	2	1	1	1
MI-Access SI	Research and Inquiry	2	1	1	1

Table 3-10. ELA Structure for P Grade 5: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access P	Reading and Reading Comprehension	3	1	3	1
MI-Access P	Writing and Sharing Ideas	1	1	0	1
MI-Access P	Communication and Language	1	1	1	0
MI-Access P	Research and Inquiry	1	1	2	2

Table 3-11. ELA Structure for FI Grade 6: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC per form	Operational CR per form	Embedded FT MC across 3 forms	Embedded FT CR across 2 Expressing Ideas forms
MI-Access FI	Reading and Reading Comprehension	20	0	211	0
MI-Access FI	Writing and Sharing Ideas	2	1	3	2
MI-Access FI	Communication and Language	4	0	6	0
MI-Access FI	Research and Inquiry	4	0	3	0

Table 3-12. ELA Structure for SI Grade 6: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access SI	Reading and Reading Comprehension	5	1	4	0
MI-Access SI	Writing and Sharing Ideas	2	1	0	1
MI-Access SI	Communication and Language	2	1	1	1
MI-Access SI	Research and Inquiry	0	3	1	2

Table 3-13. ELA Structure for P Grade 6: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access P	Reading and Reading Comprehension	3	1	3	1
MI-Access P	Writing and Sharing Ideas	1	1	1	1
MI-Access P	Communication and Language	2	0	1	1
MI-Access P	Research and Inquiry	0	2	1	1

Table 3-14. ELA Structure for FI Grade 7: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC per form	Operational CR per form	Embedded FT MC across 3 forms	Embedded FT CR across 2 Expressing Ideas Forms
MI-Access FI	Reading and Reading Comprehension	20	0	21	0
MI-Access FI	Writing and Sharing Ideas	2	1	3	2
MI-Access FI	Communication and Language	4	0	6	0
MI-Access FI	Research and Inquiry	4	0	3	0

Table 3-15. ELA Structure for SI Grade 7: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access SI	Reading and Reading Comprehension	4	2	3	2
MI-Access SI	Writing and Sharing Ideas	3	0	2	0
MI-Access SI	Communication and Language	2	1	1	1
MI-Access SI	Research and Inquiry	0	3	0	1

Table 3-16. ELA Structure for PI Grade 7: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access P	Reading and Reading Comprehension	3	1	3	1
MI-Access P	Writing and Sharing Ideas	1	1	1	1
MI-Access P	Communication and Language	1	1	1	1
MI-Access P	Research and Inquiry	1	1	1	1

Table 3-17. ELA Structure for FI Grade 8: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC per form	Operational CR per form	Embedded FT MC across 3 forms	Embedded FT CR across 2 Expressing Ideas Forms
MI-Access FI	Reading and Reading Comprehension	20	0	21	0
MI-Access FI	Writing and Sharing Ideas	2	1	3	2
MI-Access FI	Communication and Language	4	0	6	0
MI-Access FI	Research and Inquiry	4	0	3	0

Table 3-18. ELA Structure for SI Grade 8: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access SI	Reading and Reading Comprehension	5	1	3	1
MI-Access SI	Writing and Sharing Ideas	0	3	0	1
MI-Access SI	Communication and Language	3	0	2	1
MI-Access SI	Research and Inquiry	1	2	1	1

Table 3-19. ELA Structure for P Grade 8: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access P	Reading and Reading Comprehension	3	1	3	1
MI-Access P	Writing and Sharing Ideas	1	1	1	1
MI-Access P	Communication and Language	1	1	1	1
MI-Access P	Research and Inquiry	1	1	1	1

Table 3-20. ELA Structure for FI Grade 11: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC per form	Operational CR per form	Embedded FT MC across 3 forms	Embedded FT CR across 2 Expressing Ideas Forms
MI-Access FI	Reading and Reading Comprehension	20	0	21	0
MI-Access FI	Writing and Sharing Ideas	2	1	3	2
MI-Access FI	Communication and Language	4	0	6	0
MI-Access FI	Research and Inquiry	4	0	3	0

Table 3-21. ELA Structure for SI Grade 11: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT AB0 across 2 forms
MI-Access SI	Reading and Reading Comprehension	4	2	2	2
MI-Access SI	Writing and Sharing Ideas	2	1	1	0
MI-Access SI	Communication and Language	2	1	1	2
MI-Access SI	Research and Inquiry	1	2	2	0

Table 3-22. ELA Structure for P Grade 11: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access P	Reading and Reading Comprehension	3	1	3	1
MI-Access P	Writing and Sharing Ideas	1	1	1	1
MI-Access P	Communication and Language	1	1	1	1
MI-Access P	Research and Inquiry	1	1	1	1

3.3.2 Mathematics

MI-Access mathematics assessments are based on Michigan's alternate content expectations for mathematics. MI-Access mathematics consists of four claims: Number Sense, Geometry, Measurement, Data and Analysis, and Problem Solving. The assessment is administered in grades 3–8 and 11.

The mathematics assessment structure is summarized in Tables 3-23 through 3-44.

Table 3-23. Mathematics Overall Structure: Number of Items

Assessment Name	Operational Items per Form	Embedded Field Test Items per Form	Total Items per Form	
MI-Access Functional Independence	24	10	34	
MI-Access Supported Independence	15	5	20	
MI-Access Participation	10	5	15	

Blueprint specifications by claim/reporting level are provided in the next section. The blueprint specifications for MI-Access SI and MI-Access P specify total number of items per claim and total number of items by item type; however, there is flexibility within those parameters from year to year on the distribution of items across item type per claim.

Operational coverage by claim is the same from test cycle to test cycle, however coverage for field test items change from cycle to cycle based on inventory needs. There were three forms for the FI assessments, and two forms for the SI and P assessments. The MI-Access SI and P assessments had three embedded field-test selected-response (SR) items per form and two embedded field-test activity-based observation (ABO) items per form. The field test designations below show the coverage across all forms for 2021.

Table 3-24. Mathematics Structure for FI Grade 3: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC per form	Embedded FT MC across 3 form
MI-Access FI	Number Sense	7	9
MI-Access FI	Geometry	4	6
MI-Access FI	Measurement, Data, and Analysis	7	9
MI-Access FI	Problem Solving	6	6

Table 3-25. Mathematics Structure for SI Grade 3: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT AB0 across 2 forms
MI-Access SI	Number Sense	3	2	2	2
MI-Access SI	Geometry	1	1	1	1
MI-Access SI	Measurement, Data, and Analysis	3	2	2	0
MI-Access SI	Problem Solving	2	1	1	1

Table 3-26. Mathematics Structure for P Grade 3: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access P	Number Sense	2	1	3	1
MI-Access P	Geometry	2	0	1	1
MI-Access P	Measurement, Data, and Analysis	1	2	1	1
MI-Access P	Problem Solving	1	1	1	1

Table 3-27. Mathematics Structure for FI Grade 4: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC per form	Embedded FT MC across 3 forms
MI-Access FI	Number Sense	7	9
MI-Access FI	Geometry	4	6
MI-Access FI	Measurement, Data, and Analysis	8	9
MI-Access FI	Problem Solving	5	6

Table 3-28. Mathematics Structure for SI Grade 4: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT AB0 across 2 forms
MI-Access SI	Number Sense	4	1	0	2
MI-Access SI	Geometry	1	1	1	1
MI-Access SI	Measurement, Data, and Analysis	3	2	3	1
MI-Access SI	Problem Solving	2	3	2	0

Table 3-29. Mathematics Structure for P Grade 4: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR cross 2 forms	Embedded FT AB0 across 2 forms
MI-Access P	Number Sense	2	1	3	1
MI-Access P	Geometry	1	1	1	1
MI-Access P	Measurement, Data, and Analysis	2	1	1	1
MI-Access P	Problem Solving	1	1	1	1

Table 3-30. Mathematics Structure for FI Grade 5: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC per form	Embedded FT MC across 3 forms
MI-Access FI	Number Sense	12	15
MI-Access FI	Geometry	4	5
MI-Access FI	Measurement, Data, and Analysis	6	7
MI-Access FI	Problem Solving	2	3

Table 3-31. Mathematics Structure for SI Grade 5: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access SI	Number Sense	4	3	3	2
MI-Access SI	Geometry	2	1	1	1
MI-Access SI	Measurement, Data, and Analysis	2	1	1	1
MI-Access SI	Problem Solving	1	1	1	0

Table 3-32. Mathematics Structure for P Grade 5: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access P	Number Sense	3	1	2	2
MI-Access P	Geometry	1	1	1	1
MI-Access P	Measurement, Data, and Analysis	2	1	1	1
MI-Access P	Problem Solving	0	1	2	0

Table 3-33. Mathematics Structure for FI Grade 6: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC per form	Embedded FT MC across 3 forms
MI-Access FI	Number Sense	11	12
MI-Access FI	Geometry	4	6
MI-Access FI	Measurement, Data, and Analysis	4	6
MI-Access FI	Problem Solving	5	62

Table 3-34. Mathematics Structure for SI Grade 6: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access SI	Number Sense	4	2	3	1
MI-Access SI	Geometry	1	2	0	2
MI-Access SI	Measurement, Data, and Analysis	3	0	2	0
MI-Access SI	Problem Solving	1	2	1	1

Table 3-35. Mathematics Structure for P Grade 6: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR per form	Embedded FT ABO per form
MI-Access P	Number Sense	2	2	3	1
MI-Access P	Geometry	2	0	1	1
MI-Access P	Measurement, Data, and Analysis	0	2	1	1
MI-Access P	Problem Solving	2	0	1	1

Table 3-36. Mathematics Structure for FI Grade 7: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC across 3 forms	Embedded FT MC across 3 forms
MI-Access FI	Number Sense	10	12
MI-Access FI	Geometry	8	12
MI-Access FI	Measurement, Data, and Analysis	3	3
MI-Access FI	Problem Solving	3	31

Table 3-37. Mathematics Structure for SI Grade 7: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access SI	Number Sense	4	2	1	2
MI-Access SI	Geometry	3	2	2	2
MI-Access SI	Measurement, Data, and Analysis	1	1	1	0
MI-Access SI	Problem Solving	1	1	2	0

Table 3-38. Mathematics Structure for P Grade 7: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access P	Number Sense	3	0	2	2
MI-Access P	Geometry	1	2	2	0
MI-Access P	Measurement, Data, and Analysis	1	1	1	1
MI-Access P	Problem Solving	1	1	1	1

Table 3-39. Mathematics Structure for FI Grade 8: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC per form	Embedded FT MC across 3 forms
MI-Access FI	Number Sense	6	6
MI-Access FI	Geometry	8	11
MI-Access FI	Measurement, Data, and Analysis	2	24
MI-Access FI	Problem Solving	8	9

Table 3-40. Mathematics Structure for SI Grade 8: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access SI	Number Sense	3	1	2	1
MI-Access SI	Geometry	3	2	1	2
MI-Access SI	Measurement, Data, and Analysis	1	1	1	0
MI-Access SI	Problem Solving	2	2	2	1

Table 3-41. Mathematics Structure for P Grade 8: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT AB0 across 2 forms
MI-Access P	Number Sense	2	1	1	1
MI-Access P	Geometry	2	1	3	1
MI-Access P	Measurement, Data, and Analysis	2	0	1	1
MI-Access P	Problem Solving	0	2	1	1

Table 3-42. Mathematics Structure for FI Grade 11: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational MC per form	Embedded FT MC across 3 forms
MI-Access FI	Number Sense	3	6
MI-Access FI	Geometry	3	3
MI-Access FI	Measurement, Data, and Analysis	7	9
MI-Access FI	Problem Solving	11	12

Table 3-43. Mathematics Structure for SI Grade 11: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT AB0 across 2 forms
MI-Access SI	Number Sense	2	1	1	1
MI-Access SI	Geometry	1	2	1	1
MI-Access SI	Measurement, Data, and Analysis	2	1	2	1
MI-Access SI	Problem Solving	4	2	2	1

Table 3-44. Mathematics Structure for P Grade 11: Number of Items by Claim and Item Type

Assessment Name	Claim/Score Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT AB0 across 2 forms
MI-Access P	Number Sense	1	1	1	1
MI-Access P	Geometry	1	1	2	0
MI-Access P	Measurement, Data, and Analysis	1	1	1	1
MI-Access P	Problem Solving	3	1	2	2

3.3.3 Social Studies

MI-Access social studies assessments are based on Michigan's alternate content expectations for social studies. This assessment is administered in grades 5, 8, and 11. Currently, the social studies alternate content expectations and assessment are offered only at the FI level. Most students participating in the SI and P levels of MI-Access engage in social studies topics that are specific to their immediate world (home, school, and community); therefore, assessments for these levels are customized at the local level.

- The MI-Access social studies assessment for FI grade 5 consists of four disciplines (32 operational items and 8 embedded field-test items):
 - United States History and Geography (USHG): Beginnings to 1620
 - USHG: Colonization/Settlement
 - USHG: Revolution/New Nation
 - Public Discourse/Citizenship
- The MI-Access social studies assessment for grade 8 consists of four disciplines (33 operational items and 9 embedded field-test items):
 - USHG: Revolution/New Nation
 - USHG: Expansion/Reform
 - o USHG: Civil War, Reconstruction, and Development of the United States
 - Public Discourse/Citizenship
- The MI-Access social studies assessment for grade 11 consists of four disciplines (41 operational items and 11 embedded field-test items):
 - USHG
 - World History and Geography
 - Civics
 - Economics

The social studies assessment structure is summarized in Table 3-45.

Table 3-45. Social Studies Structure for Grades 5, 8, and 11

Grade	Discipline	Number of Operational Items per form	Number of Embedded Field Test items across 3 forms
5	USHG: Beginnings to 1620	8	3
5	USHG: Colonization/Settlement	9	7
5	USHG: Revolution/New Nation	10	11
5	Public Discourse/Citizenship	5	3
8	USHG: Revolution/New Nation	7	11
8	USHG: Expansion/Reform	11	4
8	USHG: Civil War, Reconstruction and Development of the United States	10	5
8	Public Discourse/Citizenship	5	7
11	World History and Geography	10	3
11	USHG	13	13
11	Civics	13	6
11	Economics	5	11

3.3.4 Science

MI-Access science assessments are based on Michigan's science extended benchmarks. The assessment is administered in grades 4, 7, and 11. The MI-Access science assessment in all three grades consists of five strands:

- Constructing New Scientific Knowledge
- Reflecting on New Scientific Knowledge
- Using Life Science
- Using Physical Science
- Using Earth Science

The science assessment structure is summarized in Tables 3-46 through 3-55.

Table 3-46. Science Overall Structure: Number of Items

Assessment Name	Operational Items per form	Embedded FT per form	Total Items per form
MI-Access FI – Grade 4	35	8	43
MI-Access SI – Grade 4	17	5	22
MI-Access P – Grade 4	15	5	20
MI-Access FI – Grade 7	40	10	50
MI-Access SI – Grade 7	17	5	22
MI-Access P – Grade 7	15	5	20
MI-Access FI – Grade 11	45	10	55
MI-Access SI – Grade 11	17	5	22
MI-Access P – Grade 11	15	5	20

Blueprint specifications by strand/reporting category are provided in the next section. Embedded field-test items vary from strand to strand, year to year, based on inventory needs. The tables on the following pages report what was field tested in 2021.

Table 3-47. Science Structure for FI Grade 4: Number of Items by Strand /Reporting Category and Item Type

Assessment Name	Strand/ Reporting Category	Operational MC per form	Embedded FT MC across 2 forms
MI-Access FI	Constructing New Scientific Knowledge	2	1
MI-Access FI	Reflecting on New Scientific Knowledge	2	1
MI-Access FI	Using Life Science	13	6
MI-Access FI	Using Physical Science	12	4
MI-Access FI	Using Earth Science	6	4

Table 3-48. Science Structure for SI Grade 4: Number of Items by Strand/Reporting Category and Item Type

Assessment Name	Strand/ Reporting Category	Operational SR per form	Embedded FT SR across 2 forms
MI-Access SI	Constructing New Scientific Knowledge	1	1
MI-Access SI	Reflecting on New Scientific Knowledge	1	1
MI-Access SI	Using Life Science	7	2
MI-Access SI	Using Physical Science	3	2
MI-Access SI	Using Earth Science	5	4

Table 3-49. Science Structure for P Grade 4: Number of Items by Strand/Reporting Category and Item Type

Assessment Name	Strand/Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT AB0 across 2 forms
MI-Access P	Constructing New Scientific Knowledge	0	1	0	1
MI-Access P	Reflecting on New Scientific Knowledge	1	0	0	0
MI-Access P	Using Life Science	4	1	2	1
MI-Access P	Using Physical Science	3	2	2	1
MI-Access P	Using Earth Science	1	2	2	1

Table 3-50. Science Structure for FI Grade 7: Number of Items by Strand/Reporting Category and Item Type

Assessment Name	Strand/ Reporting Category	Operational MC per form	Embedded FT MC across 2 forms
MI-Access FI	Constructing New Scientific Knowledge	2	1
MI-Access FI	Reflecting on New Scientific Knowledge	2	1
MI-Access FI	Using Life Science	14	6
MI-Access FI	Using Physical Science	14	6
MI-Access FI	Using Earth Science	8	6

Table 3-51. Science Structure for SI Grade 7: Number of Items by Strand/Reporting Category and Item Type

Assessment Name	Strand/ Reporting Category	Operational SR per form	Embedded FT SR across 2 forms
MI-Access SI	Constructing New Scientific Knowledge	1	1
MI-Access SI	Reflecting on New Scientific Knowledge	1	1
MI-Access SI	Using Life Science	7	2
MI-Access SI	Using Physical Science	3	2
MI-Access SI	Using Earth Science	5	4

Table 3-52. Science Structure for P Grade 7: Number of Items by Strand/Reporting Category and Item Type

Assessment Name	Strand/Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT ABO across 2 forms
MI-Access P	Constructing New Scientific Knowledge	1	0	1	1
MI-Access P	Reflecting on New Scientific Knowledge	0	1	0	0
MI-Access P	Using Life Science	4	1	2	2
MI-Access P	Using Physical Science	2	3	2	0
MI-Access P	Using Earth Science	2	1	1	1

Table 3-53. Science Structure for FI Grade 11: Number of Items by Strand/Reporting Category and Item Type

Assessment Name	Strand/ Reporting Category	Operational MC per form	Embedded FT MC across 2 forms
MI-Access FI	Constructing New Scientific Knowledge	2	1
MI-Access FI	Reflecting on New Scientific Knowledge	2	1
MI-Access FI	Using Life Science	14	6
MI-Access FI	Using Physical Science	15	6
MI-Access FI	Using Earth Science	12	6

Table 3-54. Science Structure for SI Grade 11: Number of Items by Strand/Reporting Category and Item Type

Assessment Name	Strand/ Reporting Category	Operational SR per form	Embedded FT SR across 2 forms
MI-Access SI	Constructing New Scientific Knowledge	1	1
MI-Access SI	Reflecting on New Scientific Knowledge	1	0
MI-Access SI	Using Life Science	7	3
MI-Access SI	Using Physical Science	3	2
MI-Access SI	Using Earth Science	5	4

Table 3-55. Science Structure for P Grade 11: Number of Items by Strand/Reporting Category and Item Type

Assessment Name	Strand/Reporting Category	Operational SR per form	Operational ABO per form	Embedded FT SR across 2 forms	Embedded FT AB0 across 2 forms
MI-Access P	Constructing New Scientific Knowledge	0	1	1	0
MI-Access P	Reflecting on New Scientific Knowledge	1	0	0	1
MI-Access P	Using Life Science	4	2	3	1
MI-Access P	Using Physical Science	3	2	1	1
MI-Access P	Using Earth Science	1	1	1	1

3.3.5 Accommodations

Michigan is committed to ensuring all students, including English Learners and students with disabilities, have access to a wide array of tools across MI-Access. Sections 4.1 through 4.3 of this report detail the universal tools, designated supports, and accommodations Michigan provides. Paper/pencil accommodated versions of the tests are available in unified English braille, contracted braille, and enlarged print. MI-Access accommodated assessments are administered during the same testing window as standard operational tests.

3.4 Sources of Items and Metadata

3.4.1 ELA, Mathematics, Science, and Social Studies

The item development process for MI-Access utilizes the Michigan IBS as its main resource. The IBS contains items that have been developed and reviewed by Michigan teachers using processes described earlier in the chapter. The Michigan IBS is a secure, web-based application that allows users to create contexts and test items. It leads users through all the steps of the item development process, including context review, item review, and data review.

3.5 Import into DRC INSIGHT Test Engine

MI-Access FI is administered through the DRC INSIGHT test engine. The test items must be imported into INSIGHT from the IBS. Once the items are loaded into INSIGHT, they can be rendered for review in the identical formatting structure in which a student would see the item on a test. After the items have been formatted and rendered, they can be assembled into online test forms based on the sequence and information provided in the test maps.

3.6 Psychometric Review during Assessment Construction

Content specialists and psychometricians from MDE followed psychometric guidelines and targets for operational forms construction. The foremost guideline was for item content to match the test blueprint. Item flagging criteria (discussed below) were used to guide the assessment construction. Items with flags were avoided when possible.

Details for psychometric reviews are described below.

3.6.1 MI-Access Item Statistics Flagging Criteria

The psychometric review of the items on the fixed form was conducted by the MDE psychometrics team. MDE flagged items based on the following content criteria:

- The following items were flagged based on item difficulty and score distribution:
 - items with a low average item score or a low proportion obtaining the correct choice (i.e., adjusted p-value less than 0.33 for MC items, or adjusted p-value less than 0.10 for constructed-response (CR) and/or multi-point items)
 - items with a high average item score or a high proportion obtaining the correct choice (i.e., adjusted *p*-value greater than 0.90)
- The following items were flagged based on item discrimination:
 - items with a low item-total correlation (less than 0.20)
 - items with a higher mean criterion score for students in a lower score-point category
- The following MC items were flagged:
 - items where higher-ability students (those in the top 20% of the overall score) selected a distractor more often than they selected the key
 - items with a higher criterion score mean for students choosing a distractor than the mean for those choosing the key
 - o items with a positive correlation between a distractor and the total score

Items were also classified into three Differential Item Functioning (DIF) (for corresponding details, see Chapter 10) categories. These were A, B, or C for MC items and AA, BB, or CC for CR items. As shown in the Chapter 10 DIF analysis result tables, the focus group was indicated by a positive value (such as C+ or CC+) and the reference group was noted with a negative value (such as C- or CC-). DIF comparison was not done if the sample size for either group was less than 30 students. For MI-Access FI assessments, items in the B or BB categories were flagged for moderate DIF and items categorized as C or CC were flagged for significant DIF.

DIF was evaluated for the following subgroup comparisons (focal – reference) for FI tests:

• Gender: Female – Male

Race/Ethnicity: Black – White

• Economically Disadvantaged: Yes - No

Accommodation: Yes – No

For MI-Access, all field-test items were reviewed by the data review panels regardless of whether an item was flagged. Items that were not flagged for content or bias statistical issues were eligible for use in the operational pools. Flagged items became eligible for the operational item pools if they were approved by the data review panel and the final review of the MI-Access content leads.

3.6.2 MI-Access Test Map Psychometric Review

For MI-Access test map development, the following analyses were carried out for psychometric review (note that the listed analyses are routine annual procedures):

- 1. Content expectation distribution check: This check is to ensure that operational items on each form have the desired content coverage (i.e., the reporting categories are the same as depicted in the test blueprint), and within each reporting category, the content standards have as much variety as possible. Moreover, across years, the distribution of content expectations or content strands is the same.
- 2. Item position check: For FI tests, equating items and common items (non-equating items that appear on multiple forms or across years) must appear in the same test positions across forms. Moreover, to control for possible position effect on item parameter estimation, equating items are checked to make sure they are within ±2 positions from the previous year's positions; for non-equating common operational items, differences in position across years are within ±5.
- 3. Across-year comparability check: For this check, distributions of item difficulty and item discrimination (*p*-values and adjusted item-total correlations) (see Chapter 7 for details) are checked across adjacent years for unique items to make sure they are comparable.
- 4. Across-mode comparability check for FI: Comparability of equating items and other operational items, including repeated operational items and unique operational items across mode (paper/pencil versus online), is checked using the same approaches as mentioned above in the across-year comparability check. Specifically, the MDE psychometrics team conducted the following:
 - a. a content coverage homogeneity test (to make sure that equating items and other operational items have comparable content coverage)
 - a comparability check of distributions of item difficulty and adjusted item-total correlation

These analyses are conducted to make sure that the equating items function as a miniature test if possible—that is, they represent both the content and the statistics of the overall test.

5. Item key distribution check: This check involves all items on the test (operational and field-test items). Only MC items for FI and SR items for SI and P are involved in this check. For this check, the desired result is for all three key options to appear relatively equally on each test map, with no same-key option appearing three times consecutively. Although it is desirable to have unique field-test items on each form, if a field-test item must be repeated on multiple forms, a check is carried out to ensure that it appears in the same test position across forms and modes.

6. Overall operational item set quality check: This check ensures that no operational items have problematic flags. Specifically, DIF results are checked to make sure that, if possible, no equating operational items have "B" or "C" DIF flags. All operational items that appear on the final form are scrutinized to make sure that there are no bias or sensitivity issues involved. Moreover, adjusted item-total correlations, item statistics flags, and IRT item parameters for FI are also checked to determine whether items are free of concerns. Items are flagged if any of the following conditions is met: the key option-total correlation is negative, distractor option-total correlation is positive, omittotal correlation is positive, or key option percentage is not the highest. Item statistics are checked to ensure that the adjusted p-value should be within the normal range of >0.3 and <0.9; adjusted item-total correlation should be >=0.2; and there are no item statistics flags for equating items for FI.

The above test map review procedures occur throughout the entire process of test map development. At the very earliest stage—usually after MDE has finished the previous school year's statistics analysis and the IBS statistics are ready for use for the current year's tests—the lead psychometrician provides the content leads with the current year's test map statistical targets for each content area by grade level. These targets include the mean adjusted *p*-value and mean adjusted item total correlation for equating items, non-equating common items, and all operational items combined for FI. These targets also include the mean adjusted *p*-value and mean adjusted item total correlation for operational items for SI and P. Next, the content leads select the equating items for FI (this step is skipped for P and SI), and the lead psychometrician reviews the statistical targets and the proposed equating items based on the procedures described above in procedures 1–6). After the MDE content leads finish the test map in the IBS and the lead psychometrician is notified to review the test map, the above procedures are implemented.

If any issues are found, the identified problems are documented and communicated to the content leads. Content leads then revise and resubmit the test map for another round of review. This iterative process continues until all issues have been resolved or the imperfect items are proven to be the best selections given various constraints, such as content coverage considerations and the need to avoid possible clueing.

3.7 Item Types Included

MI-Access FI uses traditional MC items on all test forms and CR items in ELA Expressing Ideas. MI-Access SI and P use "selected response" MC items with three options for SI and two options for P, along with activity-based observation items. Technology-enhanced items were not used for this assessment in 2021.

3.8 Field-Test Selection and Administration

3.8.1 Field-Test Item Selection

The OEAA content leads are tasked with selecting field-test items. The blueprints specify the number of field-test items by grade level and content area. The content leads work within Michigan's IBS to monitor the number of operational items available for each content expectation. Where there are gaps in the numbers available, content leads may decide to field-test items assessing that content expectation. The content leads also monitor the number of items that may be overexposed and need replacement as one way to select field-test items.

Responses on field-test items do not contribute to a student's score on the operational tests. The specific locations of the embedded items in the assessment are not disclosed. These data are free from the effects of differential student motivation that might characterize stand-alone field-test designs since the items are answered by students taking operational tests under standardized test administration procedures.

3.8.2 Field-Test Administration

MI-Access assessments consist entirely of MDE-developed operational and embedded field-test items for all grade levels and content areas.

The operational item set is the same across all online forms in a grade level, appearing in the same test positions. The remaining form positions are used for field test items, which are unique to each form. The online forms in each grade are randomly administered to the student population.

For all content areas, the paper/pencil forms share the equating items with the online forms. Details on constructing forms are found in sections 3.9 and 3.10.

3.9 Online Form Building and Rendering Process

3.9.1 Overview of Rendering Process

MDE and DRC follow a very rigorous rendering process for all items on the 2021 MI-Access assessments. Using the web-based application LeanKit, MDE and DRC monitor the progress of each grade and content batch. The process begins right after the import of items from Michigan's IBS. All parts of the rendering process are completed at least one month prior to the start of testing to ensure time for User Acceptance Testing (UAT) of all grades and content areas. Figure 3-1 below shows the entire process for MI-Access FI items that are imported from the Michigan IBS.

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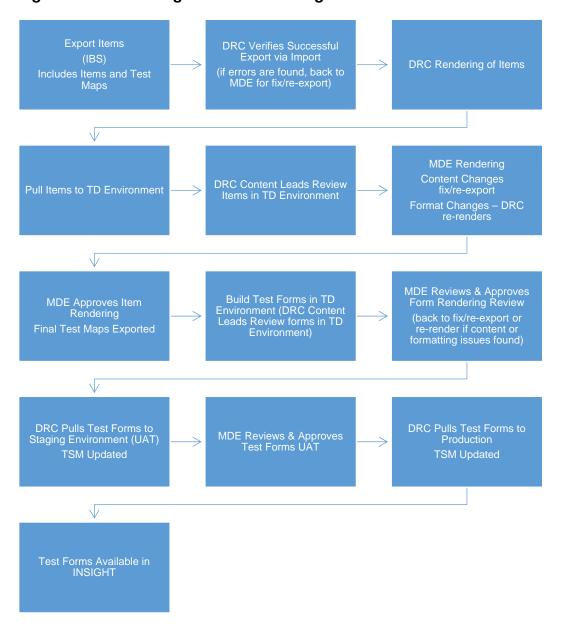


Figure 3-1. Rendering Process of Michigan-Built Items

Requirements are established and reviewed with MDE prior to importing. The requirements include the QTI 2.2 import specs between the IBS and DRC's IDEAS system and the specific rules when importing each item. Detailed rendering requirements are also documented and reviewed.

3.9.2 Form Preparation and Rendering in INSIGHT

For all fixed forms, after the individual items are formatted and rendered, online test forms are assembled in the INSIGHT test engine based on the sequence and information provided in the test maps created by MDE. The test maps provide test-form data, item-form sequence location, and metadata (content standard, depth of knowledge, item position, p-value, item response theory parameters, answer key, and points possible) for each test form for each test type (program, content area, and grade level). DRC applies the appropriate styles and formatting to the fixed forms based on the previously set style and formatting guidelines.

The assembled fixed forms are then reviewed by content leads at DRC and MDE in a UAT setting to ensure that the forms match the exact design and data displayed in the test maps and that the forms, features, and functionality of INSIGHT appear and operate correctly. The UAT is conducted using the same INSIGHT test delivery system as the students use so the forms appear and function just as the students see them. The forms include features such as the online tools provided for each item, test directions, help files, calculators, and reference materials. Detailed information on student tools can be found in Chapter 4 of this report. UAT is an end-to-end process that validates every step, from student test registration to testing to data transfers to scoring data.

3.10 Paper/Pencil Form Building and Review Process

MI-Access FI testing is administered online 91% of the time, with paper/pencil tests available where they are instructionally appropriate, necessary for accommodations, or technologically necessary. Michigan offers the following accommodations delivered through paper/pencil assessments for students with disabilities and for English Learners: enlarged print, braille, and audio supports, such as audio CDs, human read-aloud, and live translations to a student's native language (for mathematics, science, and social studies). The MI-Access SI and P assessments are administered to students and scored by assessment administrators using SR and ABO item format items. Booklets and student-level picture cards are developed for use by assessment administrators in delivering assessments to students.

The MI-Access assessments are developed by OEAA's content leads using Michigan's IBS. The content leads review each item in the test map to check for text and/or graphic errors, clueing, correct answer keys, and a balance of answer keys. Once the test map is approved by the content lead, the psychometric lead reviews the test map in a similar way as detailed above for online forms but with more focus on comparability of paper/pencil forms to their online counterparts.

Once the test maps are approved by both the content lead and the psychometric lead, the composition unit creates one item per page (a "one-per") for review by both the OEAA content lead and the OEAA editor. A one-per is created for each item on the test map, showing how each item will appear in a test booklet. Content leads ensure the one-per matches the item in the IBS, which is the source of truth for each item. The item as it appears on the one-per must also follow OEAA's style guide and be free of errors.

After the content lead approves the one-pers, they are reviewed by OEAA's editor. Once the editor approves the one-pers, the OEAA's composition unit assembles the test booklets. There are several rounds of reviews conducted by OEAA content leads, OEAA assessment specialists, and OEAA's editor. Once the initial test booklets are approved, they are posted for printing by Measurement Incorporated. The paper/pencil test maps are provided to Measurement Incorporated for use in creating braille and enlarged print forms, a function subcontracted through the American Printing House for the Blind.

3.11 Summary

In summary, this chapter explicates the procedures used in the development of the MI-Access assessments. The efforts by MDE and its vendors address multiple best practices of the test industry. They are related to the following AERA, APA, and NCME (2014) *Standards*:

- Standard 3.1—Those responsible for test development, revision, and administration should design all steps of the testing process to promote valid score interpretations for intended score uses for the widest possible range of individuals and relevant subgroups in the intended population.
- Standard 3.2—Test developers are responsible for developing tests that measure the intended construct and for minimizing the potential for tests' being affected by construct-irrelevant characteristics, such as linguistic, communicative, cognitive, cultural, physical, or other characteristics.
- Standard 4.0—Tests and testing programs should be designed and developed in a way that supports the validity of interpretations of the test scores for their intended uses. Test developers and publishers should document steps taken during the design and development process to provide evidence of fairness, reliability, and validity for intended uses for individuals in the intended examinee population.
- Standard 4.1—Test specifications should describe the purpose(s) of the test, the definition of the construct or domain measured, the intended examinee population, and interpretations for intended uses. The specifications should include a rationale supporting the interpretations and uses of test results for the intended purpose(s).
- Standard 4.7—The procedures used to develop, review, and try out items and to select items from the item pool should be documented.
- Standard 4.12—Test developers should document the extent to which the content domain of a test represents the domain defined in the test specifications.

Chapter 4: Test Administration Plan

Chapter 4 reviews the test administration process for both the online and paper/pencil administrations of the MI-Access assessments. In 2021, MI-Access Functional Independence (FI) was administered online 93% of the time and on paper/pencil 7% of the time. MI-Access Supported Independence (SI) and Participation (P) are administered using paper/pencil versions of the test, and the student responses are entered using a DRC online answer document portal. Detailed information on supports, accommodations, test materials, and training and test security practices can be found throughout this chapter.

According to the AERA, APA, & NCME Standards (2014), "[t]he usefulness and interpretability of test scores require that a test be administered and scored according to the developer's instructions" (p. 111). Chapter 4 of this report examines how test administration procedures implemented for MI-Access strengthen and support the intended score interpretations and reduce construct-irrelevant variance that could threaten the validity of score interpretations.

The online platform components of INSIGHT Portal and INSIGHT, which were necessary for all online test administrations, are discussed in section 4.4. The web-based application known as INSIGHT Portal was used for all test preparation and test monitoring, while INSIGHT was the online test delivery system used by students when taking online assessments.

4.1 Universal Tools, Designated Supports, and Accommodations

To allow all students the ability to fully demonstrate their knowledge and skills on the statewide assessments, a variety of tools are made available across all grades, content areas, and modes of testing. The variety of tools offered attempts to ensure that a student's opportunity to demonstrate knowledge on a test is not negatively impacted by the student's disability or English language proficiency.

The Michigan Department of Education (MDE) categorizes tools into three levels: Universal Tools, Designated Supports, and Accommodations.

- 1. Universal Tools can be used by students at their own discretion.
- Use of a Designated Support requires an educator to identify that support type for a student because of an instructional need.
- 3. Tools listed as Accommodations require that a student has an Individualized Education Program (IEP) or 504 Plan and that the need to use that support is identified within that document.

Regardless of the level of the tool type, MDE requires educators to make decisions about use on an individual basis. The decision for use should be based on the individual student's instructional needs for each content area. Some tools may be classified as nonstandard, as described in the Supports and Accommodations documentation, in which case the use of those tools by students may result in invalid test scores. School districts may contact MDE if an IEP or 504 team wants to use a Universal Tool, Designated Support, or Accommodation that is not

on the approved list. MDE will consider allowing that support for the current administration and in future administrations pending literature and research reviews and discussions with MDE's assessment content leads.

MDE's policies related to the use of accommodations are in compliance with AERA, APA, and NCME (2014) Standard 6.2, which states the following:

When formal procedures have been established for requesting and receiving accommodations, test takers should be informed of these procedures in advance of testing. (p. 115)

Additional information about Michigan's accommodations framework and a list of which accommodations are considered allowable and valid for students to use can be found in the Supports and Accommodations Guidance Document.¹

4.1.1 Educator Guidelines

Many of the allowable Designated Supports and Accommodations require educators to perform an action for the student or on behalf of the student. For example, a student needing a scribe may be provided one as long as the scribe is using the guidelines for scribing outlined in MDE's Supports and Accommodations Guidance Document. Additional policies exist to ensure educators are providing these supports and accommodations in a consistent and reliable manner and can be found in the Supports and Accommodations Guidance Document.

4.1.2 Accommodations Use Monitoring

MDE monitors Designated Supports and Accommodations used by students to ensure high reliability and validity of test results. Data audits include verification that students receiving Accommodations on the assessment had an Individualized Education Program or 504 plan. In the event that students received accommodations without an IEP or 504 plan, schools are contacted and asked to verify the use of Accommodations and make a plan to improve their process for future student use of Designated Supports and Accommodations. Starting with the next operational assessment, interviews will be conducted with schools after assessment monitoring to verify the decision-making processes used in providing Designated Supports and Accommodations to students for use on the assessment.

https://www.michigan.gov/documents/mde/Michigan Accommodations Manual.final 480016 7.pdf

4.2 Online Accommodations

Appropriate Universal Tools, Designated Supports, and Accommodations were available for students to use while taking the 2021 MI-Access FI assessment online. These Designated Supports and Accommodations were required to be documented in the student's IEP, while Universal Tools were available to all students in the INSIGHT online test engine.

There were no embedded online Accommodations used for the Spring 2021 MI-Access. An embedded online Accommodation is one that is built into the test engine. There were Accommodations available for online testing outside the test engine as follows.

- Directions provided by test administrator using American Sign Language (ASL) or Signed Exact English (SEE)
- Signing of test content in ASL or SEE—except for text designated as Do Not Read Aloud
- Use of abacuses
- Use of counters, coins, base-ten blocks, or other manipulatives for solving mathematics problems
- Use of an alternative communication device—that is, a computer with alternative
 access for an alternate response mode, such as a switch, alternative keyboard, eyegaze motion sensor, voice recognition software, head or mouth pointer, or specialized
 trackball or mouse—when such tools successfully interacted with the test engine

The one embedded online Designated Support available for the MI-Access FI assessments is masking.

The non-embedded Designated Supports available for the online MI-Access FI assessments are listed below:

- Scribe (for non-writing items, using the scribing protocol in the Supports and Accommodations Guidance Document)
- Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)
- Auditory amplification devices or special sound systems
- Visual aids (e.g., closed-circuit television and magnification devices)
- Non-electronic bilingual word-to-word dictionary
- Augmentative/alternative communication devices (e.g., picture/symbol communication boards and speech-generating devices)

Text-to-speech was available to all students at all grades as a Universal Tool. Students or test administrators could control the volume and speed of this feature at any time. Items were scripted to provide alternate text for graphics, tables, and specific item elements that would violate the item construct if they were read aloud. The table below provides a list of the available embedded universal tools that were provided within the INSIGHT system by grade and content area.

Table 4-1. Available Tools for MI-Access in INSIGHT

Assessment	Grade	Text-to-Speech	Pointer	Highlighter	Magnifier	4-Function Calculator (Item-Level)
ELA	3	х	X	х	х	
ELA	4	Х	X	х	х	
ELA	5	Х	х	х	х	
ELA	6	х	х	х	х	
ELA	7	Х	Х	х	Х	
ELA	8	Х	Χ	х	Х	
ELA	11	Х	х	х	х	
Mathematics	3	х	х	х	х	х
Mathematics	4	Х	Х	х	Х	х
Mathematics	5	Х	х	х	х	Х
Mathematics	6	Х	х	х	х	Х
Mathematics	7	Х	х	х	х	х
Mathematics	8	х	Х	х	Х	х
Mathematics	11	Х	х	х	х	Х
Science	4	Х	х	х	х	
Science	7	Х	Х	х	Х	
Science	11	х	Х	Х	Х	
Social Studies	5	х	Х	Х	Х	
Social Studies	8	Х	Х	Х	Х	
Social Studies	11	х	Х	Х	Х	

Figure 4-1 presents more details for DRC INSIGHT student tools.

Figure 4-1. DRC INSIGHT Student Tools

Some tools are available only on certain fixed forms or in certain content areas.

T00L	DESCRIPTION/FUNCTION				
Navigation	Tools				
Back Next	Back and Next—Move to the next question or a previous question. (Back is only available in CAT within passage and listening sets.)				
Question 2	Go To Question—Jump to any item or passage set on the test by choosing the item from a drop-down list (only available in fixed forms).				
Pause	Pause—Pause the test for a short period of time (e.g., restroom break) and resume upon return.				
Flag 🗡	Flag—Mark a question for review at a later point (only available in fixed forms).				
Test Review	Test Review —Review and change answers by section and indicate whether the test is ready to be scored (only available in fixed forms).				
Standard 1	Fest-Taking Tools (available at all times)				
	Pointer —Select, change, or unselect an answer option; select other user tools; and navigate through the test. When moved over an answer choice, the pointer converts to a pencil image.				
	Highlighter—Highlight a portion of text or a graphic and remove highlights.				
	Magnifier—Magnify/enlarge a portion of the screen (i.e., object, image, or text) by two times for better viewing.				
?	Help —The Help Library provides information on tool usage, test directions, helpful hints, and other topics. Also includes a "What's This?" feature that allows a student to access contextual help for a specific tool or button.				
	Sticky Note —Creates and places a small note in which a student can type a short message for later reference (multiple notes can be created for each item or passage).				
	Calculator —Basic four-function and scientific options are available as required, either individually or together.				
∠ Enlarge	Click to Enlarge—Allows for large graphics by using a thumbnail image of the graphic that can be enlarged for viewing. Student can interact with the test item and other tools simultaneously.				
Accommod	dations Tools (determined at the student level)				
000	Audio/Video tools—Includes a Text-to-Speech Synthesizer that allows all test-related information (e.g., test directions, questions and answers, formula sheets) to be read aloud to the student. VSL fixed forms provide video for sign language administration.				
Options	Display Options —Can be made available for all students or just those with a specific accommodation, such as Color Overlays , that allows a student to change the background color for text, graphics, and response areas.				

4.3 Paper/Pencil Accommodations

Dozens of Universal Tools, Designated Supports, and Accommodations are available for the MI-Access assessments, as listed in the "Supports and Accommodations" table in the *Supports and Accommodations Guidance Document*. The list below shows the Designated Support and Accommodation information that is tracked (bubbled in) on each content area's booklet for MI-Access FI. This is not a full list of allowable Designated Supports and Accommodations; it is a list of only what MDE considers the most frequently used Designated Supports and Accommodations. It does not include Universal Tools available to all students for paper/pencil assessments.

- Contracted braille
- Enlarged print/Use of word processor (Expressing Ideas section only)
- Read aloud
- Audio CD
- Scribe

4.4 Online Test Platform

The secure web-based test engine DRC INSIGHT Online Learning System was loaded on computers that students accessed for all online assessments, including MI-Access FI. Test items and forms could be accessed only by using a valid test ticket. It was suggested that automatic updates be turned to "Enable" so that the software may be updated as needed without manual updates. From the INSIGHT landing page, students had access to the test via the "Test Sign In" link and to the sample item sets via the "Online Tools Training" link.

DRC's client portal, INSIGHT Portal, was used to manage the test setup functions of student assessments and to provide the installable downloads. The custom browser software was downloaded from INSIGHT Portal and installed on student testing devices. The secure browser could be installed on computers individually or downloaded to a central location, copied, and distributed to multiple computers simultaneously using common network distribution tools. Everything needed for testing was found within the secure browser, eliminating the need for districts to coordinate updates to third-party software.

Technology coordinators installed local caching servers (Central Office Services (COS) Service Devices) to manage the content (test content, responses, and audio files) and regulate traffic between testing sites and Data Recognition Corporation's (DRC's) servers. The System Readiness Check helped troubleshoot any issues that might occur during INSIGHT installation or while INSIGHT was running. This application is installed when INSIGHT is installed and performs a series of tests that can be used to diagnose and prevent or correct most errors.

The Load Simulation Tool was also available for sites to use for preplanning purposes. The software was used by technology coordinators to perform load simulation tests that helped estimate the amount of time it would take to download tests and upload responses based on the number of students testing at the same time, the current amount of network traffic, the amount of available bandwidth, and other site-specific factors.

Chapter 4: Test Administration Plan

COS Service Devices feature Load Balancing, which automatically spreads workload across multiple servers and allows districts to quickly add or remove content servers without reconfiguring testing clients or redirecting or reassigning addresses.

Prior to an assessments' operational use, DRC's quality assurance staff performed full system-level tests in an independent test environment that simulated the production configuration. Tests were run on all supported computer platforms and browsers and included a comprehensive review of system functionality, usability, reliability, security, and overall performance. Test content was also validated during this process.

Multiple methods were used to ensure secure data transfer, including encryption technologies and Secure Sockets Layer protocol through Secure Hypertext Transfer Protocol Secure. Test content was encrypted at the host server and remained encrypted throughout all network transmissions; content was decrypted only after the student login was validated. Decrypted test content on a student workstation was stored in memory only during each test session. After the session ended (that is, the test was completed or the student logged out), computer memory was purged to ensure the security of test content.

During testing, responses were sent to a DRC server each time the student navigated away from an item or clicked the Next button to submit an answer. Responses were saved automatically every 45 seconds during testing, when the student navigated away from an item, or when the student answered a selected-response item, whichever came first. If the student took longer than 45 seconds to answer an item, the incomplete response was submitted at 45-second intervals until the student completed the item. When the student returns to the test after a break or interruption, the student is returned to the point at which the student left off to avoid having to navigate through all previously answered questions.

Figure 4-2 illustrates the secure transfer of online test responses between the student and DRC.

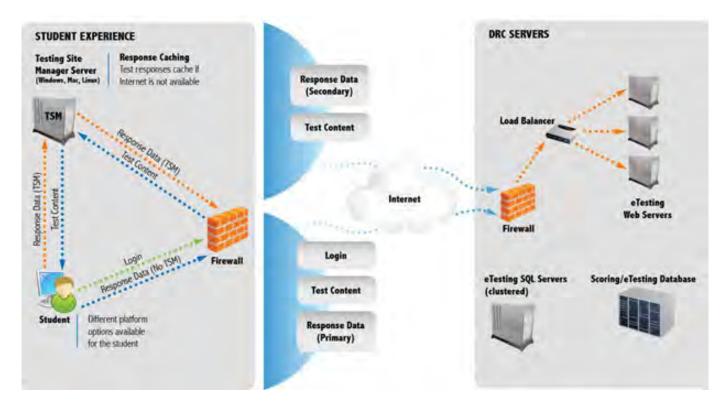


Figure 4-2. Architecture of the Student Testing Experience

4.5 Test Administrator Training

On March 3, 2021, DRC, in conjunction with MDE, held a Zoom training presentation with district and school building coordinators and test administrators. The presentation included pertinent information for all MI-Access online testing. The presentation was recorded and posted to the INSIGHT Portal for Michigan users to reference throughout the testing window.

MDE held a New Assessment Coordinator Preconference Workshop for both paper/pencil and online MI-Access administrations at the 2021 Michigan School Testing Conference on February 16-18, 2021. This presentation provided detailed information for new assessment coordinators administering both the paper/pencil assessment and the online assessment. This training was structured into before-, during-, and after-testing activities and included the following:

- Before Testing
 - Universal Tools, Designated Supports, and Accommodations
 - Pre-identification of students
 - Materials ordering
 - Providing training to test administrators and proctors
 - Scratch paper and calculator policies
 - How to prepare students for testing (MI-Access tutorials, Online Tools Training (OTTs))
 - Off-Site testing requirements and requests
 - INSIGHT Portal training
 - Test security and the Assessment Integrity Guide (AIG)
 - Test materials and handling of secure materials

- Test schedules and test session setup
- How to address a testing irregularity
- During Testing
 - Test directions
 - Testing irregularities
 - Active monitoring during testing
 - Materials allowed/not allowed in a test session
- After Testing
 - Materials return
 - Preliminary reports
 - Data files
 - Final reports

MDE also provided a PowerPoint presentation that discussed what administrators should do before, during, and after MI-Access administration. This presentation was available on the MI-Access web page in the "Assessment Training and Resources" section. MDE also held an "Update on MDE MI-Access Assessments" breakout session specifically for those involved with either coordination or administration of MI-Access.

4.6 Test Security

4.6.1 Overview

The primary goal of test security is to protect the integrity of the assessment and to assure that results are accurate and meaningful. The MDE Office of Educational Assessment and Accountability (OEAA) uses four test security goals to maintain the integrity of the Michigan's assessment system. These goals include the following:

- To provide secure assessments that result in valid and reliable scores
- To adhere to high professional test administration standards
- To maintain consistency across all testing occasions and sites
- To protect the investment of resources, time, and energy

4.6.1.1 Prevention

Prevention of breaches in test security includes standards and best practices for test integrity and security aspects of the design, development, operation, and administration of MI-Access, both paper/pencil and online test administrations, to prevent irregularities from occurring. Operational and administrative security policies and procedures apply to both online and paper/pencil test administrations. Online student-facing testing (MI-Access FI) uses DRC's INSIGHT Online Learning System. This is a secure browser that locks a student into the testing environment, preventing access to other applications or websites. The software must be installed on each device used for testing. Test content is held securely in a TSM, which is an encrypted local cache. The TSM also provides backup response storage in the event of network issues. All students are assigned to test sessions and require an individual test ticket for every online test session. For the SI and P assessments, a test session with test tickets is assigned

only for the entry of scoring information online. Each ticket has a username and a unique password. Access to test tickets is controlled through DRC's INSIGHT Portal site, and INSIGHT Portal access is controlled through locally administered permissions in the OEAA Secure Site.

For the paper/pencil test administration, the OEAA and its vendor, Measurement Incorporated, design forms to assist the district and building assessment coordinators with the successful receipt and return of test materials. These forms provide security and accountability during fulfillment and distribution, test administration, and collection processes. Secure packaging and distribution of materials for MI-Access are provided to ensure prompt, accurate, and secure delivery of test materials to districts and schools. All materials that contain test questions (including other materials such as picture cards) or student responses are considered secure materials and must be handled in a way that maintains their security before, during, and after testing. As part of professional test administration practices, the OEAA provides test security resources for state, district, and school personnel to use in the prevention of testing irregularities. These include the Assessment Integrity Guide (AIG), test administration manuals (TAMs), online and paper/pencil administration directions, test security training modules, and incident reporting procedures.

All school staff members involved in testing are required to be trained in test administration and security prior to the opening of the assessment window. Training resources are available on a statewide basis. Districts and schools can customize trainings by role and location, using state-provided materials and including local plans.

The AIG is intended to be used by districts and schools in the fair and appropriate administration of state assessments. It includes guidelines on the expected professional conduct of educators who administer state assessments to ensure proper test administration and academic integrity.

Four assessment security training modules are available as a supplement to the AIG. The modules are intended to be used as an online training program for district and building assessment coordinators, test administrators, and test proctors. These modules explain why test security is important, describe different staff roles in test administration, and detail how to plan for and handle incidents that compromise test security.

Each assessment has a TAM that helps the staff administering the assessment understand how the administration process works, when specific assessment activities take place, what the roles of school personnel are in the administration process, and how to use available supports and accommodations. Test administrators have online and paper/pencil test directions to follow when administering MI-Access.

District assessment coordinators are required to file an incident report in the case of any testing irregularity. The incident reports are filed on the OEAA Secure Site. The test security specialist and other MDE assessment administrative staff review the incidents and determine what the required remediation will be through the use of internal and independent investigations.

4.6.1.2 Detection

Detection practices include guidelines for assessment monitoring, testing, and reporting of irregularities. Detection resources and practices include the AIG, incident reporting, random/targeted test administration monitoring, administration observation, social media monitoring, data forensic analysis, and monitoring of Universal Tools, Designated Supports and Accommodations.

- Districts are instructed to monitor test sessions for proper test administration and to enforce the policies and guidelines in the AIG to promote fair, approved, and standardized practices.
- OEAA uses random and targeted assessment monitoring to ensure the security and confidentiality of state assessments and to ensure testing personnel adhere to proper procedures. Targeted assessment monitoring is used when schools have had a previous irregularity or show unusual results from previous state assessment data analyses. Random assessment monitoring uses a sample of schools that are randomly selected for quality and integrity checks. Specific requirements of assessment monitoring are described in the Assessment Observation Requirements Document created with Measurement Incorporated. The AIG details the process for monitoring district and school personnel. In-person monitoring was suspended for spring 2021 in expectation of pandemic-related restrictions. OEAA instead conducted desk audits with the selected schools, verifying as many points as possible from the monitoring checklist.
- Internet and media monitoring occurs during testing windows. The goal of this monitoring is to combat breaches and any disclosure of secure assessment materials. These monitoring activities include monitoring comments on the internet for test items captured and shared, either from testing computer screens or from paper/pencil test booklets. Social media sites are also monitored for posts discussing or exposing test material. Requirements for social media monitoring are documented in the Social Media Monitoring Requirements Document created with Measurement Incorporated. The AIG details the process for monitoring the social media sites of district and school personnel.
- During and after online and paper/pencil test administrations, the OEAA conducts multiple analyses on student assessment results. These statistical analyses help in the flagging of potential testing irregularities. The types of data forensic analyses used in Spring 2021 included unusual score gains and losses, online right-to-wrong changes and response time analysis. Most years include analysis of unusual score gains and losses as well as proficiency level gains, but these analyses were not possible with the lack of spring 2020 scores.

4.6.1.3 Investigation and Remediation

District assessment coordinators are required to notify the OEAA as soon as they are made aware of an alleged or suspected violation or misadministration of MI-Access. Testing irregularities are reported to the OEAA via an online incident report form. The MI-Access TAM and AIG provide an incident reporting guide for districts and schools.

The OEAA also has a phone and online "tip line" for reporting of unethical behavior. Reports can be made anonymously. This provides a means for school staff members to report test integrity issues within their chain of command when they do not feel comfortable reporting the issues to their chain of command.

All incident reports and supporting documentation are reviewed by MDE, and a determination is made regarding the disposition of each incident. If the OEAA determines that the irregularity caused no consequences affecting security, validity, or fraud, and that the school took appropriate actions to correct the situation, the OEAA may consider the issue resolved and the case is logged and closed. If the OEAA determines that questions remain regarding the security, validity, or authenticity of the test administration, the OEAA will request either a school self-investigation or, if the problem is considered potentially severe, an independent investigation.

After investigations have taken place, the OEAA will create a summary report of the findings. Determination of the investigation is provided in the report.

Remediation of the incidents reported and investigated differ based on the severity of a confirmed allegation or misadministration. Minor mistakes receive recommendations of best practices. Isolated security incidents or negligence provide good candidates for targeted monitoring the next year. Individual student tests tainted by misadministration are typically invalidated. More serious incidents can lead to invalidating entire classes of tests, required retraining of the testing staff, or barring staff from participating in statewide testing. When possible, remediation happens within the testing window so that students can be retested if appropriate.

4.6.2 Online Test Security Practices

Test security is essential for obtaining reliable and valid scores for accountability purposes. All district assessment coordinators, building assessment coordinators, test administrators, proctors, and other staff who participate in MI-Access or handle secure assessment materials are required to receive the proper training for their role. Security training is provided through the AIG, MI-Access TAMs, and the test security training modules.

Test security training includes proper protocol to be followed before, during, and after test administration. The AIG, TAM, and the test administration directions embedded in the FI TAMs provide necessary information on the distribution, collection, and return of secure testing materials. The AIG provides information on self-monitoring of assessment administration practices, incident reporting, and monitoring conducted by the OEAA.

Each district is required to self-monitor the test administration practices within their district. Incident reporting by district assessment coordinators is required when there is any type of misadministration or problem with test administration. The OEAA monitors all test administrations. Each person involved in test administration is required to sign the OEAA Assessment Security and Confidentiality Agreement. Security training includes the handling and chain of custody for secure materials.

DRC's online test platform, INSIGHT, is a secure web browser that is downloaded to students' machines. Once launched, INSIGHT goes into "lockdown" mode and prevents students from accessing any other programs. The INSIGHT software is only accessible from 7:00 a.m. to 4:00 p.m. EST and is locked during all other times.

MDE has approved some testing sites to have an alternate INSIGHT availability window to test students at atypical hours; these sites are able to test via INSIGHT until 10:00 p.m. EST. On these sites—just like on similar testing sites— all student test tickets, and student test rosters are considered secure materials and must be stored securely by test administrators when not in use.

DRC also provides MDE with online forensic telemetry data via a secure table data load. The table below references the data that are captured and sent to MDE on a weekly basis during the testing windows.

Table 4-2. INSIGHT Forensic Data

Attribute of Forensic Data	Description				
Test Interrupted Stopped Flag	Test was interrupted/stopped				
Test Interrupted Stopped Count	Number of times the test was interrupted/stopped				
Total Item Time	Total time spent on an item				
Item Visit Count	Total number of times the item was visited				
Wrong to Right	Item's response was changed from wrong to right (within or across item visits)				
Wrong to Right Count	Total number of times the item's response was changed from wrong to right (within or across item visits)				
Right to Wrong	Item's response was changed from right to wrong (within or across item visits).				
Right to Wrong Count	Total number of times the item's response was changed from right to wrong (within or across item visits)				
Wrong to Wrong	Item's response was changed from wrong to wrong (within or across item visits).				
Wrong to Wrong Item Count	Total number of times the item's response was changed from wrong to wrong (within or across item visits)				
Total Enters Net Total Exits	Records total enters are greater than or less than total exits.				

4.6.3 Paper/Pencil Test Security Practices

Test security is essential for obtaining reliable and valid scores for accountability purposes. All district assessment coordinators, building assessment coordinators, test administrators, proctors, and other staff who participate in MI-Access or handle secure assessment material are required to receive the proper training for their role. Security training is provided through the AIG, MI-Access TAM, and the test security training modules.

Test security training includes proper protocol to be followed before, during, and after test administration. The AIG and TAM provide necessary information on the distribution, collection, and return of secure testing materials. The AIG provides information on self-monitoring of assessment administration practices, incident reporting, and monitoring conducted by the OEAA.

Each district is required to self-monitor the test administration practices within its district. Incident reporting by district assessment coordinators is required when there is any type of misadministration or problem with test administration. The OEAA monitors all test administrations.

Each person involved in test administration is also required to sign the OEAA Assessment Security and Confidentiality Agreement. Security training includes the handling and chain of custody for secure materials. All materials that contain test questions or student responses are considered secure materials and must be handled in a way that maintains their security before, during, and after testing. Paper/pencil secure materials include the following:

- test booklets (for paper/pencil testing)
- assessment administrator test booklets (for SI and P assessments)
- student picture cards (for SI and P assessments)
- answer documents (for FI paper/pencil testing)
- accommodation materials
- scratch paper

Test materials are delivered about two weeks before the test cycle begins. Packaging lists are used to document orders. Schools are instructed to retain all secure materials in one secure, locked location within the school. During the test administration window, all secure materials must be securely stored unless being used for test administration. Building assessment coordinators are required to carry out the building-level duties related to the distribution, security, and collection of test materials. The test administrator is responsible for distributing and collecting test booklets, answer sheets, assessment administrator booklets, student picture cards, scratch paper, and accommodation materials used during administration and for delivering them to the building coordinator after each test session.

The OEAA provides training and guidance materials for local test administrators who have the duty of ensuring a secure testing environment. Before and during test administration, test administrators arrange the testing environment so that all visual cues are covered or removed.

For MI-Access FI, each student will have a test booklet. Assessment administrators will retain the answer document (which contains an individual barcode containing necessary test and student information) and will transfer the student responses from the test booklet to the answer document. Test administrators must be familiar with the test directions in the MI-Access FI TAM that must be read and followed. The test administrator is required to remain in the testing room at all times. Students are not permitted to access any electronic devices used for communication, capturing images, or data storage. Lists of professional and prohibited test security practices are available in the AIG.

For the MI-Access SI and P assessments, assessment administrators will use the assessment administrator test booklets, picture cards and/or objects, or other materials that are familiar to the student. Primary and shadow assessment administrators will use these materials, along with the scoring documents that correspond to each grade level and content area, to administer and score the assessment.

Schools are required to return all secure materials. The exceptions to this are scratch paper and the scoring documents used by the primary and shadow assessment administrators when observing and scoring the items. Scratch paper is to be destroyed after each testing session. Once the scores are entered online, the scoring documents are kept on file at the school with the security agreements. Schools are provided a return kit for secure materials.

When returned materials arrive at Measurement Incorporated, the boxes are scanned, logged, and checked against the material tracking information for each school or district. Boxes and all their contents are scanned, repackaged, and warehoused. All discrepancies between the secure materials sent and returned are noted and become part of the report to inform schools/districts of any missing materials. Several rounds of contact are attempted to account for every piece of missing secure materials. Schools with excess missing materials may receive targeted monitoring in future years to check local controls.

Measurement Incorporated makes scanned images of documents available to the OEAA and retains warehoused documents for the length of records retention. Paper/pencil documents are reviewed for secure disposal five years after the end of testing, with the written permission of the OEAA director. Electronic files are kept in a highly secure location with off-site backup. Files include, but are not limited to, scanned images, scanned scored files, import and export files, and all student testing data. All electronic files are available to the OEAA, and no student testing data are deleted without written permission from the OEAA director.

4.7 Summary of MI-Access Administration Best Practices

The elements discussed in previous sections not only align with MDE prevention practices that help maintain the integrity of the assessment but also adhere to the testing practices and AERA, APA, & NCME (2014) *Standards* relevant to test administration. The previous sections also demonstrate how information in the MDE trainings and manuals addresses the following standards:

Standard 4.15 The directions for test administration should be presented with sufficient clarity so that it is possible for others to replicate the administration conditions under which the data on reliability, validity, and (where appropriate) norms were obtained. Allowable variations in administration procedures should be clearly described. The process for reviewing requests for additional testing variations should also be documented. (p. 90)

The MI-Access TAM and AIG provide instructions for before-, during-, and after-testing activities, with sufficient detail and clarity to support reliable test administrations by qualified test administrators. To ensure uniform administration conditions throughout the state, instructions in the TAM and AIG describe the following: general rules of online testing; pause rules; scheduling of tests; recommended order of test administration; classroom activity information; assessment duration, timing, and sequencing information; and the materials that the examiner and students need for testing.

Standard 6.1 Test administrators should follow carefully the standardized procedures for administration and scoring specified by the test developer and any instructions from the test user. (p. 114)

To ensure the usefulness and interpretability of test scores and to minimize sources of construct-irrelevant variance, it is essential that the MI-Access is administered according to the prescribed TAM and AIG.

MDE's protocol, discussed in section 4.6 of this report stresses incident reporting and adheres to the following standards:

Standard 6.3 Changes or disruptions to standardized test administration procedures or scoring should be documented and reported to the test user. (p. 115)

Standard 6.6 Reasonable efforts should be made to ensure the integrity of test scores by eliminating opportunities for test takers to attain scores by fraudulent or deceptive means. (p. 116)

Standard 6.7 Test users have the responsibility of protecting the security of test materials at all times. (p. 117)

Throughout the manuals, test coordinators and examiners are reminded of test security requirements and procedures to maintain test security. Specific actions that are direct violations of test security are accordingly noted. Detailed information about test security procedures is presented in section 4.6.

4.8 Test Materials

A list of available test materials can be found below in Table 4-3.

Table 4-3. MI-Access Paper/Pencil Test Materials

Material Description	Product Type
Blank Labels	Ancillary
FedEx Return Air Bills	Ancillary
Instruction for Materials Return	Ancillary
OEAA Security Compliance Form	Ancillary
Outgoing Box Labels	Ancillary
Packing List Enclosed Label	Ancillary
Picture Card Security Reminder Sheet (SI & P)	Ancillary
Pre-ID Labels (FI)	Ancillary
Return Kit Cover Sheet	Ancillary
Special Handling Envelopes	Ancillary
Answer Document, by content area and grade (FI)	Answer Document
Assessment Administrator Booklet for Braille (AABB), by content area and grade (FI)	Braille

Material Description	Product Type
Braille Kit, by content area and grade (Answer Document, Braille Test Book, AABB, and Kit Cover Sheet) (FI)	Braille
CD Kit, by content area and grade (Audio CD, Test Booklet(s), Answer Document(s), Kit Cover Sheet) (FI)	CD
Enlarged Print Kit, by content area and grade (Answer Document, Enlarged Print Test Book, Test Booklet, Kit Cover Sheet) (FI)	Enlarged Print
Accessing Print Listening Script, by grade (FI)	Listening Script
Picture Cards, by grade (SI & P)	Picture Cards
Scoring Documents, by content area and grade (SI & P)	Scoring Document
Assessment Administrator Booklets, by grade (SI & P)	Test Booklet
Test Booklet, by content area and grade (FI)	Test Booklet

4.9 Summary

In summary, the overall purpose of each test administration workshop and the ancillary materials is to keep districts informed about policies and procedures related to testing in general and to the MI-Access program in particular. The information imparted is clearly related to maintaining the integrity of the administration of MI-Access, maintaining the security of the assessment, allowing access to the assessments for special populations by clearly delineating appropriate Designated Supports or Accommodations, and providing guidance on appropriate interpretations of the test results. These communication and training efforts by MDE and its test vendors are in alignment with multiple best practices of the testing industry but are particularly related to the following standards (AERA, APA, & NCME, 2014):

- Standard 4.15—The directions for test administration should be presented with sufficient clarity so that it is possible for others to replicate the administration conditions under which the data on reliability, validity, and (where appropriate) norms were obtained. Allowable variations in administration procedures should be clearly described. The process for reviewing requests for additional testing variations should also be documented.
- Standard 6.1—Test administrators should follow carefully the standardized procedures for administration and scoring specified by the test developer and any instructions from the test user.
- Standard 6.2—When formal procedures have been established for requesting and receiving accommodations, test takers should be informed of these procedures in advance of testing.
- Standard 6.3—Changes or disruptions to standardized test administration procedures or scoring should be documented and reported to the test user.
- Standard 6.6—Reasonable efforts should be made to ensure the integrity of test scores by eliminating opportunities for test takers to attain scores by fraudulent or deceptive means.
- Standard 6.7—Test users have the responsibility of protecting the security of test materials at all times.

Chapter 5: Test Delivery and Administration

5.1 Online Administration Details

In Spring 2021, the Michigan Department of Education (MDE), in conjunction with Data Recognition Corporation (DRC), delivered 93% of MI-Access Functional Independence (FI) assessments online via DRC's online testing platform, INSIGHT. During that testing period, 608 Michigan school districts administered MI-Access FI online assessments in 1,567 Michigan schools.

MI-Access FI English language arts (ELA) (Accessing Print and Using Language), mathematics, science, and social studies were administered as fixed forms, just as they were in Spring 2019 and other recent years.

The Spring 2021 MI-Access FI was administered to enrolled students in grades 3–8 and 11. Table 5-1 presents the content areas tested by grade.

Table 5-1. Content Areas Tested by Grade

Grade Tested	Content Areas Tested
Grade 3	ELA and Mathematics
Grade 4	ELA, Mathematics, and Science
Grade 5	ELA, Mathematics, and Social Studies
Grade 6	ELA and Mathematics
Grade 7	ELA, Mathematics, and Science
Grade 8	ELA, Mathematics, and Social Studies
Grade 11	ELA, Mathematics, Science, and Social Studies

The number of students tested online for the Spring 2021 MI-Access FI can be found in Table 5-2 below.

Table 5-2. Number of Students Tested Online, MI-Access Functional Independence

Grade	Content	Online Students Tested
3	ELA (Accessing Print and Using Language)	437
4	ELA (Accessing Print and Using Language)	539
5	ELA (Accessing Print and Using Language)	593
6	ELA (Accessing Print and Using Language)	621
7	ELA (Accessing Print and Using Language)	640
8	ELA (Accessing Print and Using Language)	714
11	ELA (Accessing Print and Using Language)	706

Grade	Content	Online Students Tested
3	Mathematics	474
4	Mathematics	583
5	Mathematics	658
6	Mathematics	679
7	Mathematics	702
8	Mathematics	756
11	Mathematics	772
4	Science	537
7	Science	659
11	Science	780
5	Social Studies	614
8	Social Studies	732
11	Social Studies	779

5.1.1 Online Administration Reports

Prior to administering the 2021 assessments, DRC and MDE outlined requirements for all online administration reporting. Administration reports were delivered to MDE daily or weekly based on the established requirements. Table 5-3 shows the types of administration reports that were delivered to MDE during the 2021 MI-Access FI testing window.

Table 5-3. Online Administration Reports

Report Name	Delivery Frequency	Description of Report
Accommodations-Supports Report	Daily throughout the testing window	Shows assigned accommodations and supports at the student level
Form Distribution Report	Weekly throughout the testing window	Shows fixed-form assignments for monitoring equal distribution of fixed forms per grade and content area
Testing Times Report	Daily throughout the testing window	Daily summary of testing times to allow MDE to monitor how long students take to complete tests
Cumulative Student Status	Daily throughout the testing window	Status of student testing by site; allows MDE to monitor how students are progressing with testing by grade and content area

5.1.2 Online User Manuals and Reference Documents

To help assist with the administration of the online MI-Access FI assessments, DRC and MDE created numerous manuals and documents. These include the test administration manuals (which includes test directions by grade), the *Technology User Guide*, and many additional reference documents.

5.2 Paper/Pencil Administration Details

MDE delivered MI-Access Supported Independence (SI) and Participation (P) entirely as paper/pencil assessments, with an online answer portal for schools to submit student responses. MDE delivered MI-Access FI as paper/pencil tests for students in school that applied and were approved for a waiver of online testing and for individual students at the school's discretion.

Online testing waivers were available for the following reasons:

- Buildings were not technologically ready.
- Buildings were under construction or had otherwise disrupted technological environment.
- Locations were testing in a center-based program.
- Locations were testing in a juvenile justice facility.
- Buildings had other instructional reasons.

Individual students with accommodations that required a paper/pencil assessment were also administered the paper/pencil test, as well as any student for whom the instructional team considered paper/pencil testing more appropriate.

Beyond the usual online testing waiver process, additional paper materials were printed and made available in spring 2021 for districts expecting technology issues arising from remote and hybrid testing during the first SARS-CoV-19 pandemic. Many schools had disassembled or altered their usual technology setups to support more remote instruction, and there was greater demand for paper alternatives and backups as some testing devices may not have been in school buildings in the months leading up to testing. Additional paper testing materials were ordered, but there was not an increase in the amount of paper testing completed.

The paper/pencil test was available in enlarged print and in both contracted and uncontracted braille versions. The paper/pencil test also included support options such as live translation and read aloud, as described in Chapter 4 of this report.

There were three forms for each FI test, including the braille form. These forms are listed in the table below. For MI-Access SI and P, there were two forms, with each form serving as an emergency form for the other.

Table 5-4. Paper/Pencil Test Forms by Content Area

Content Area	Paper/Pencil Forms Available
ELA	Form 1 – administered to all students testing paper/pencil
	Form 2 of online test – Emergency form
	Braille form (Fl only)
Mathematics	Form 1 – administered to all students testing paper/pencil
	Form 2 of online test – Emergency form
	Braille form (Fl only)
Science	Form 1 – administered to all students testing paper/pencil
	Form 2 of online test – Emergency form
	Braille form (Fl only)
Social Studies (FI only)	Form 1 – administered to all students testing paper/pencil
	Form 2 of online test – Emergency form
	Braille form

The MI-Access FI paper/pencil test was provided for the same grades and content areas that had online counterparts (see Table 5-1). All tests for MI-Access SI and P were paper/pencil test formats, composed of selected response items (using picture cards) and activity-based observations. The grade levels and content areas match Table 5-1 for these levels with the exception of social studies, for which students were administered a locally determined assessment.

The number of students tested using paper/pencil MI-Access assessments can be found in the table below. All MI-Access FI students took the Expressing Ideas portion of the ELA assessment on paper; the FI ELA counts in Table 5-5 represent the students who took the entire ELA assessment, not just the Expressing Ideas portion, on paper.

Table 5-5. Numbers of MI-Access Students Tested with Paper/Pencil

Grade	Content Area	Number of Students Tested with Paper/Pencil Fl	Number of Students Tested with Paper/Pencil SI	Number of Students Tested with Paper/Pencil P
3	ELA	55	311	316
4	ELA	46	296	288
5	ELA	67	297	254
6	ELA	38	259	217
7	ELA	38	258	205
8	ELA	37	293	209
11	ELA	50	291	203
3	Mathematics	54	311	313
4	Mathematics	43	291	285
5	Mathematics	61	292	250

Grade	Content Area	Number of Students Tested with Paper/Pencil Fl	Number of Students Tested with Paper/Pencil SI	Number of Students Tested with Paper/Pencil P
6	Mathematics	39	258	217
7	Mathematics	38	261	203
8	Mathematics	44	293	207
11	Mathematics	50	289	202
4	Science	35	290	287
7	Science	36	263	204
11	Science	49	287	203
5	Social Studies	67	NA	NA
8	Social Studies	44	NA	NA
11	Social Studies	50	NA	NA

5.3 INSIGHT Portal

5.3.1 Michigan Users

DRC uses the MDE Secure Site to pull and load Michigan users to the INSIGHT Portal, based on Secure Site Test Cycle IDs. For the 2020–21 school year, the MI-Access FI Test Cycle ID was 214. Users are identified by their Security Role IDs and pulled into INSIGHT Portal according to the established requirements. The mapping of users from the Secure Site to INSIGHT Portal can be found below in Table 5-6.

Table 5-6. Mapping of Building Users from Secure Site to INSIGHT Portal

Security Role ID	INSIGHT Portal Role and Permission Set
17 – Public School Administrator	School
20 – District Administrator	School
40 – Public Online Test Administrator	School
31 – Nonpublic School Administrator	School
41 – Private School Online Test Administrator	School
42 – District Test Administrator	School
45 – State	State
38 – District Technology Coordinator	District Technology Coordinator
39 – School Technology	District Technology Coordinator
43 – Public School Technology	District Technology Coordinator
44 – Private School Technology	District Technology Coordinator

All users are identified by the site code(s) they have access to within the INSIGHT Portal. Users are only able to access student and test information by using their site permissions in the MDE Secure Site.

5.3.2 Administrative Functions

Online administration is managed through the DRC INSIGHT Portal, which provides tiered, secure access to all required administrative functions. Within INSIGHT Portal, users manage student information and create test sessions.

Student information for MI-Access FI is imported into the DRC INSIGHT Portal via automatic loading of data. DRC utilizes the MDE Secure Site to pull new and updated student records for import into the DRC INSIGHT Portal. Student data is pulled three times a day so that any new student records or updated student records are loaded in a timely manner. Building users can view all the demographic information associated with the students from the Secure Site before placing them in test sessions for test tickets.

Once the student data is loaded into the Test Setup application within the DRC INSIGHT Portal, users organize students into test sessions. Test sessions can be created by content area, class, grade, or school. Through Test Setup, users can also update student accommodation information, print test tickets, and monitor student testing status.

The student login ticket contains unique login credentials used by the student to access the testing software. For a selected test session, users can download and print a PDF document containing instructions, a roster of student tickets, and the actual test tickets. Student test tickets are considered secure materials, and test administrators are required to keep printed tickets in a predetermined, locked, secure storage area.

5.3.3 Online Testing Resources

The DRC INSIGHT Portal houses an assortment of testing resources available to the district and school users and to the technology coordinators. The INSIGHT installables and requirements are maintained on INSIGHT Portal, as are all technology guides and information necessary for setting up schools' computers and servers.

Video tutorials containing mini chapters on how to use DRC INSIGHT Portal applications are available to help users familiarize themselves with the different administrative applications within the DRC INSIGHT Portal. A DRC INSIGHT Portal user guide is also available for reference.

For more information on MDE-specific online testing resources, visit the MI-Access website.¹

5.4 MDE Secure Site

The MDE Secure Site is a web-based application used for state assessments and accountability. The primary functions of the Secure Site include pre-identification of students for both paper/pencil and online assessments; ordering paper/pencil tests, including accommodated versions of the assessments; incident reporting; review of accountable students and test verification; and retrieval of data score files and score reports. The Secure Site also supports requests for online testing waivers for schools unable to administer that mode of testing and requests for students testing off-site.

http://www.michigan.gov/mi-access

The Secure Site is available only to authorized district and school personnel with sign-on credentials. The MDE Secure Site training page² includes a complete list of Secure Site functions and how to use them.

5.5 Return Material Processing

Each box of materials shipped to schools contains a box list, showing each item in the box. Each order contains a packing list, which shows a complete list of items, quantities, and box location for the entire order. When an order contains secure materials, a security list is also included, which shows a complete list of secure items and the associated shrink-wrapped pack barcodes.

At the end of testing, all MI-Access scorable and non-scorable testing materials are to be returned to Measurement Incorporated for processing, via FedEx Express Saver.

When boxes of returned materials arrive at Measurement Incorporated, the warehouse team scans the boxes into the Measurement Incorporated tracking system database, where they are checked against the tracking numbers that are assigned to each school. FedEx also scan each of its tracking barcodes to record each box as it was delivered to Measurement Incorporated. This provides immediate information on the number of boxes received and points of origin of the boxes. Once this procedure is completed, the boxes are opened, and all materials are sorted.

Scorable and non-scorable materials are securely scanned in using Measurement Incorporated's Security Barcode Check-In Application. This application allows Measurement Incorporated IT Operations to scan the security identifier on individual secure materials or the security identifier located on the outside of an intact pack of shrink-wrapped documents, using Measurement Incorporated's automated security scanning process. Scanning the security identifier on the shrink-wrapped pack is equivalent to scanning all the individual security identifiers included in the pack and is more efficient than scanning each individual test booklet in the shrink-wrapped pack.

As each security identifier is securely scanned, it is checked against the original list of identifiers that were entered into the Measurement Incorporated database. Any discrepancies are noted, and a security report is generated for MDE.

For scorable answer documents, the same scanning process that captured the security identifier information also captures information from the student pre-ID label, the bubbled demographic information on the answer document cover, the bubbled student responses, and images of constructed responses to be sent on to handscoring.

All loose (individual) test booklets are securely scanned into the Measurement Incorporated database by Measurement Incorporated IT Operations using Measurement Incorporated's automated security scanners.

² https://www.michigan.gov/securesitetraining

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Warehouse personnel securely scan all returned accommodated materials, using a humanoperated computer station equipped with a barcode reader; these materials are entered into the ObjectTracker database.

The accommodated materials include CDs, braille test booklets, assessment administrator braille booklets, and enlarged print test booklets. Although they are not accommodated materials, ELA Listening Scripts for MI-Access FI and picture cards for SI and P are also scanned.

After all returned secure materials are checked in, Measurement Incorporated's IT team prepares the initial security report data by comparing the security barcodes of checked-in materials with the barcodes of all secure materials.

The initial missing materials and security report data are provided to MDE in a spreadsheet. All schools that were sent materials by Measurement Incorporated are included in the summary, regardless of whether the schools are active or inactive entities.

For public school districts that are missing secure materials, security reports are shipped to district coordinators to be further distributed to building coordinators.

For public school academies and nonpublic schools that are missing secure materials, a security report is shipped to each building coordinator.

Missing materials reported as destroyed or never received are not included on the security report sent to the district or school. Missing materials reported as lost remain on the security report, and the comment "Reported Lost" is added to the comment section of the security report.

FedEx Ground Package Returns Program labels are provided in case any secure materials need to be returned. Schools that find no additional secure materials are directed to return the summaries of missing secure materials and any additional information.

The Measurement Incorporated IT team updates the security report data using the spreadsheet of issues reported to the call center, which includes materials that were lost, destroyed, or never received. This spreadsheet is maintained by the Measurement Incorporated management team. MDE staff forwards to the Measurement Incorporated management team any information collected via phone calls or incident reports regarding materials that were lost, destroyed, or never received.

If a summary of missing secure materials is accompanied by a corresponding explanation letter, the two are stapled together. All summaries of missing secure materials are checked in using the district/building code barcode and are filed in order by assessment, district code, and building code. Any returned secure materials are checked in by security barcode and are stored with the other secure materials.

After the initial response window ends and the returned letters and secure materials are processed, the IT team refreshes the security report data for each assessment, indicating schools that responded with newly returned secure materials and/or letters and schools that did not respond. Follow-up security reports are generated.

A second round of cover letters and security reports is sent to districts and schools that still have outstanding missing materials and have not returned a letter or a security report with comments. This procedure is the same as used for the first round of security reports. Schools that return a letter, materials, or both in the first round are not included in the second round.

Measurement Incorporated checks in and files any returned summaries of missing secure materials, secure materials, and additional information received. When MDE determines that schools have had sufficient time to respond, Measurement Incorporated generates and provides to MDE a final missing materials report.

The final security report spreadsheet sent from Measurement Incorporated to MDE includes all schools and districts that were tested. The Excel filter feature is used to list schools that still have outstanding missing materials. The "Returned Letter or Additional Items or Both" column reflects letters and items returned in response to both the initial round and the second round of security reports.

Tables 5-7 through 5-10 show MI-Access material information. The numbers in the Table 5-7 are (and are expected to be) higher than the number of students testing on paper/pencil. Each student needs at least two secure materials for testing; additionally, some secure accommodated materials are needed for students testing online. "ELA" on Table 5-7 includes materials for both Expressing Ideas, which all MI-Access FI test-takers take on paper, and Accessing Print and Using Ideas, which sees paper usage rates somewhat less than other content areas. The numbers of SI and P materials are shown in one table (Table 5-10) because test booklets cover all content areas in each grade.

Table 5-7. Number of Secure MI-Access FI Materials Shipped

Grade	ELA	Mathematics	Science	Social Studies
FI 3	2,065	299	NA	NA
FI 4	2,335	321	282	NA
FI 5	2,728	379	NA	391
FI 6	2,420	303	NA	NA
FI 7	2,374	282	265	NA
FI 8	2,603	307	NA	307
FI 11	2,898	386	384	395

Table 5-8. Number of Secure MI-Access FI Materials Returned

Grade	ELA	Mathematics	Science	Social Studies
FI 3	1,960	282	NA	NA
FI 4	2,264	315	272	NA
FI 5	2,635	373	NA	385
FI 6	2,303	287	NA	NA
FI 7	2,273	269	258	NA
FI 8	2,487	292	NA	294
FI 11	2,778	375	373	384

Table 5-9. Number of Secure MI-Access FI Materials Not Returned

Grade	ELA	Mathematics	Science	Social Studies
FI 3	105	17	NA	NA
FI 4	71	6	10	NA
FI 5	93	6	NA	6
FI 6	117	16	NA	NA
FI 7	101	13	7	NA
FI 8	116	15	NA	13
FI 11	120	11	11	11

Table 5-10. Number of Secure MI-Access SI and P Materials

Grade	Shipped	Returned	Not Returned
SI 3	830	807	23
SI 4	816	794	22
SI 5	801	769	32
SI 6	651	632	19
SI 7	702	681	21
SI 8	738	728	10
SI 11	703	676	27
P 3	888	853	35
P 4	780	761	19
P 5	647	632	15
P 6	596	585	11
P 7	585	566	19
P 8	567	556	11
P 11	666	659	7

5.6 Testing Window and Length of Assessment

The testing window for the 2021 operational MI-Access assessments began Monday, April 11, 2021, and was scheduled through Friday, June 4, 2021. To accommodate school needs for flexibility while observing local health guidelines during the first SARS-CoV-19 pandemic, an additional week was added to the testing window, beyond the usual seven weeks. All online and paper/pencil assessments were administered in this time frame. MI-Access assessments do not have separate primary and makeup testing windows.

The Spring 2021 MI-Access assessments were not timed and were paced by students. Schools scheduled test sessions and determined the appropriate amount of time for students to spend testing in a single session. Any students needing more time were able to complete the test in a later test session during the seven-week testing window.

Chapter 6: Scoring

Chapter 6 shows how MI-Access scoring adhered to the AERA, APA, & NCME standards. Standard 4.18 provides some general guidance for Chapter 6:

Procedures for scoring and, if relevant, scoring criteria, should be presented by the test developer with sufficient detail and clarity to maximize the accuracy of scoring. Instructions for using rating scales or for deriving scores obtained by coding, scaling, or classifying constructed responses should be clear. This is especially critical for extended-response items such as performance tasks, portfolios, and essays. (p. 91)

Chapter 6 explains the procedures used for scoring multiple-choice (MC), selected-response (SR), and activity-based observation (ABO) items, as well as handscoring constructed-response (CR) items. To preserve the integrity of the items for future use, the scoring criteria used for each item are not presented in this chapter.

6.1 Online Scoring

The online scoring process for MI-Access FI includes the scoring of MC items, in which students choose only one correct answer from choices A–C. The items are scored against a scoring key that was prepared and validated before the start of each testing window. Responses to MC items were captured during the online test administration, and items were scored as "right," "wrong," or "blank" (not answered). Additional answer key checks were conducted during the testing windows to ensure that the items were scored based on the provided key.

6.2 Handscoring

Measurement Incorporated performed all required scoring of paper/pencil constructed-response items. For the MI-Access Functional Independence (FI) English language arts (ELA) Expressing Ideas portion, these items included written text and/or drawn response items for grades 3–8 and 11. MI-Access FI items were scored by readers working remotely through MIRA, an application that allows users to access Measurement Incorporated's Virtual Scoring Center (VSC Score) (i.e., distributive scoring). In a non-pandemic year, readers work primarily in-person at the Measurement Incorporated scoring center in Taylor, Michigan.

AERA, APA, & NCME (2014) Standard 4.20 specifies the following:

The process for selecting, training, qualifying, and monitoring scorers should be specified by the test developer. The training materials, such as the scoring rubrics and examples of test takers' responses that illustrate the levels on the rubric score scale, and the procedures for training scorers should result in a degree of accuracy and agreement among scorers that allows the scores to be interpreted as originally intended by the test developer. Specifications should also describe processes for assessing scorer consistency and potential drift over time in raters' scoring. (p. 92)

Sections 6.2.1 through 6.2.5 explain how scorers are selected and trained for the MI-Access FI handscoring process. Sections 6.2.6 and 6.2.7 describe how the scorers are monitored throughout the MI-Access FI handscoring process.

6.2.1 Security

All Measurement Incorporated scoring rooms, when applicable, are designated secure areas with stringent security regulations that are vigorously enforced. Measurement Incorporated routinely implements several measures to help safeguard the security of student responses while they are in Measurement Incorporated's possession and to maintain the confidentiality of student identity.

All buildings that house student responses—including Measurement Incorporated headquarters, scoring centers, and warehouses—utilize an electronic security system during nonbusiness hours.

All readers scoring remotely are required to work from a private, password-protected environment. No free or public Wi-Fi can be used. Readers can access a project website only from a secure, password-protected network. Readers are prohibited from accessing VSC Score from a public computer or a public network, such as a wireless network at a hotel or restaurant. While in VSC Score, readers are prohibited from taking screenshots. Maintaining a secure workstation is a condition for employment for all remote employees.

Before receiving any training materials, all scoring project staff are required to sign a confidentiality and proprietary agreement; the agreement indicates that no participant in training and/or scoring may reveal any specific information about the test or about the criteria and methods for scoring to any person as part of the contractual obligation to score student responses.

At scoring centers, all training materials remain on the premises during a project and are collected at the end of each workday to be secured. All materials are collected and accounted for at the end of the scoring project.

Readers who score remotely access training materials from an online resource library. The software does not allow readers to print or download data.

No identifying student information is provided on the images sent to readers via VSC Score software.

Readers are prohibited from accessing training materials or student responses unless they and their team leader are logged on to the system.

Violation of any portion of the Measurement Incorporated security policy results in termination.

6.2.2 Measurement Incorporated Reader and Team Leader Hiring

Measurement Incorporated recruits, interviews, and hires a pool of readers to ensure ample staff for scoring projects.

All readers must have a minimum of a bachelor's degree. The names, demographics, educational backgrounds, and experience (including scoring experience) of all readers can be provided to MDE by Measurement Incorporated. Reader degrees are verified before the applicants are interviewed. Applicants must provide either an official transcript with a seal (no copies accepted), an official letter from a registrar's office (which would be mailed to the site manager), or access to a third-party company such as Parchment or Student Clearing House. Reader applicants can also bring their original diploma with a seal when they come for an interview.

Team leaders are selected and recruited from Measurement Incorporated's experienced reader staff. Each team leader supervises a group of 10–12 readers during live scoring.

6.2.3 Preparation of Training Materials for MI-Access FI

Three sets of student responses were used in training readers and team leaders:

- Anchor sets consisted of typical student responses at each score point, with examples
 of a response that would barely earn that point, a median response for that point, and a
 high response within that point without quite reaching the next point. These sets were
 used to show readers and team leaders how the rubric was applied to each response.
- Training sets consisted of atypical student responses and were used to further demonstrate application of the rubric to actual student responses.
- Qualifying sets consisted of student responses similar to those in the anchor and training sets. These sets were used for readers to demonstrate their understanding of the application of the rubric to student responses.
- Measurement Incorporated scoring directors used MDE-approved training materials.
 Anchor sets consisted of three responses at each score point. Each response was annotated to explain how the rubric criteria were applied. Training sets contained 5–10 papers. There was a training set for each trait for analytic scoring and a training set that combined the traits. The responses in each of these sets were arranged in random score-point order, and all score points were represented.

6.2.4 Training and Qualifying Reader and Team Leader

AERA, APA, & NCME (2014) Standard 6.9 specifies the following:

Those responsible for test scoring should establish and document quality control processes and criteria. Adequate training should be provided. The quality of scoring should be monitored and documented. Any systematic source of scoring errors should be documented and corrected. (p. 118)

Readers and team leaders were trained by the scoring director on the scoring criteria approved by MDE and were required to achieve qualifying standards set by MDE. Readers were divided into teams consisting of one team leader and 10–15 readers.

The scoring director presented the items and anchor sets and then discussed each score point as readers and team leaders took notes. Following the presentation of these anchor sets, readers and team leaders scored a training set and then one or two qualifying sets.

Readers logged into VSC Training with their secure credentials to access VSC Training Lessons for each item that they were assigned. The training set consisted of an anchor set, practice sets, and qualifying sets. Following the video presentation of the anchor sets, readers and team leaders scored a training set and then one or two qualifying sets.

Readers and team leaders were required to refer to the anchor sets when taking training sets and qualifying sets.

Readers and team leaders scored the qualifying set and submitted their scores. The percentage of correct scores was recorded. After the set was completed, the readers and team leaders reviewed an explanation of the qualifying set that provided additional instruction on how to score the item.

If a particular response or type of response generated numerous questions across teams, the scoring director posted a note to chat to ensure that everyone was provided the same explanation.

Once the group had finished discussing the first qualifying set, the readers and team leaders scored the next set. Training continued until all training sets and qualifying sets were scored and reviewed.

Readers were required to demonstrate their ability to score accurately by attaining the qualifying agreement percentage approved by MDE before they gained access to actual student responses.

Any reader or team leader unable to meet the qualifying standards set by MDE was released. Tables 6-1 and 6-2 provide the number of qualifying sets per item and the qualifying standard.

Table 6-1. Qualifying Sets

Content	Number of Qualifying Sets per Item			
FI Expressing Ideas	2			

Table 6-2. Qualifying Standards

Score-Point Range	Qualifying Standard (Exact Agreement)			
0–4	70%; no non-adjacent scores			

6.2.5 Virtual Scoring Center

Measurement Incorporated used its VSC Score system for the image-based scoring of paper/pencil responses and for the scoring of online responses transferred to Measurement Incorporated from Data Recognition Corporation.

Readers and team leaders accessed the VSC Score system through a secure web-based interface with the use of a unique user ID and password. Each team leader and reader was assigned a unique number for easy identification of his or her scoring work throughout the scoring session. VSC Score enabled readers and team leaders to score only those items that they were trained and qualified to score.

Each CR item was randomly assigned to be read by one reader. A random sample (10%) of all student responses was then randomly assigned to a second reader. VSC Score managed readers' individual workloads and allowed readers to review and submit their scores.

Readers were trained on how to use the VSC Score performance assessment scoring system—how to assign scores; how to adjust the image for legibility; and how to "flag" responses that were atypical from the anchor sets, training sets, and qualifying sets for review by the team lead and scoring director.

Readers logged in and checked out a scoring set of student responses. This scoring set was generated by randomly selecting student responses from the pool of unscored student responses. A reader evaluated the first response, entered the score by clicking the appropriate value on the scoring toolbar, and clicked the "submit" button. The next response in the scoring set then appeared for the reader to score and submit. This process continued until all responses in the set had been scored. After scoring all responses in a set, the reader had the option to review any of the responses and modify the scores before submitting them to the system.

Once the scores were submitted, the set was checked in and responses were routed to other qualified readers as necessary. The requirements for subsequent readings were defined in the system during setup, and a student response was not marked as complete until the requisite number of independent readers had scored the response.

When a reader had a question about a response, he or she could transfer the image (along with the question and/or comments) from the current scoring set to a review set, which was assigned to a team leader. The team leader could forward the question to the scoring director, submit the appropriate score, or return the response to the reader with comments. This procedure was used whenever a reader had scoring concerns or encountered apparent non-scorable responses. Readers could mark completely blank responses as non-scorable, but otherwise only scoring directors or the project director could assign a non-scorable condition code to a student response.

6.2.6 Quality Control and Reliability of Scoring

AERA, APA, & NCME (2014) Standard 6.8 states the following:

Those responsible for test scoring should establish scoring protocols. Test scoring that involves human judgment should include rubrics, procedures, and criteria for scoring. When scoring of complex responses is done by computer, the accuracy of the algorithm and processes should be documented. (p. 118)

Section 6.2.6 explains the monitoring procedures that Measurement Incorporated uses to ensure that handscoring evaluators follow established scoring criteria while items are being scored. Detailed scoring rubrics are available for all CR items and specify the criteria for scoring these items. These rubrics will not be presented in this report in order to preserve the integrity of the items for use in future test forms.

MDE reader production and reliability statistics, including reader training results, were available to MDE via a suite of VSC reports, which could be accessed online using secure credentials supplied to MDE staff.

Detailed Reader Status Reports were generated for each scoring project, utilizing a comprehensive system for collecting and analyzing score data. Daily analyses of the Reader Status Reports alerted management personnel to individual or group retraining needs.

After the readers' scores were submitted in the VSC Score system, the data was uploaded into the primary Scoring Resource Center servers. The scores were then validated and processed.

Updated real-time reports that showed both daily and cumulative data (project-to-date data) were available 24 hours a day via a secure website. The reports included data on the number of responses scored by each reader, the percentage of responses scored that day in exact agreement or adjacent agreement with a second reader, and the total number of responses scored at each score point.

For MI-Access FI CR scoring, a random sample of 10% of all student responses were scored a second time to generate agreement data.

Readers were required to consistently demonstrate the ability to assign scores according to the rubric and anchor papers that were introduced during training. Their scoring accuracy was under scrutiny using validity responses that were included daily with the actual student responses (for details, see section 6.2.7).

If questionable reader reliability indications were found, the affected responses were scored again.

The monitoring and retraining process was sustained throughout the project to promote strict adherence to MDE-approved scoring criteria and consistency throughout the scoring effort.

Scoring directors and team leaders provided consistent monitoring of the scoring patterns of each reader throughout the project, responded to questions, spot-checked (read behind) reader scoring, provided feedback, and counseled readers who were having difficulty with the criteria.

Chapter 6: Scoring

Scoring directors continued to look for atypical types of responses that were not covered in the initial training and presented further instruction about handling these types of responses when necessary.

6.2.7 Validity

Measurement Incorporated used validity responses, similar to the student responses found in the qualifying sets, during live scoring to monitor readers' accuracy in scoring. Preselected validity responses were approved by MDE. Scoring directors also had the ability to select live responses as validity responses, which were also subject to MDE approval. The true scores for these responses were entered into a validity database.

Validity responses were randomly incorporated into readers' sets each day of the project. Team leaders reviewed the validity results and provided feedback to the readers.

A validity report was generated, which included the response identification number, the scores assigned by the readers, and the "true" scores. Measurement Incorporated provided MDE with daily and project-to-date summaries of what percentages of papers scored by readers matched the validity checks or were high or low at each score point. Of the responses that a reader scored, 5% were validity papers. These responses appeared to the reader daily throughout the entire scoring project. The validity standards can be found in Table 6-3.

Table 6-3. Validity Standards

Score-Point Range	Validity Standard (Exact Agreement)
0–1	90%
0–2	80%
0–3	80%
0–4	70%

6.2.8 Alerts

Measurement Incorporated implemented a formal process for notifying MDE when student responses reflected a possibly dangerous situation for the student. Such situations could include responses indicating endangerment, abuse, or psychological and/or emotional difficulties.

Measurement Incorporated also alerted MDE if there appeared to be possible instances of teacher or proctor interference or student collusion with other students.

Measurement Incorporated took immediate action following a scoring alert.

6.3 Observation-Based Scoring

The MI-Access Supported Independence (SI) and Participation (P) assessments were scored by a primary and a shadow assessment administrator. The administrators observed a student's response to either an SR prompt, for which the student chooses between pictures or objects, or an ABO item, for which the student responds to an assessment prompt within a routine or instructional activity. MDE offered detailed online training on the administration and scoring of the SI and P assessments, available year-round on the MI-Access web page (https://www.michigan.gov/mi-access).

The primary assessment administrator (PAA) started the testing with an administrator assessment booklet and picture cards for each student being tested. The PAA and the shadow assessment administrator (SAA) used scoring documents provided in the assessment materials. The scoring documents were used to tally the student responses during administration; the responses were then transferred to the online answer document after testing was complete. Each scoring document contained the rubric in the header of the sheet. This was designed for easy reference during the observations.

6.3.1 SI/P Selected Response Items

SR items have three components:

- the item stem (or question)
- the scoring focus (a short statement that links the item to the Extended Grade Level Content Expectation, Extended High School Context Expectation, or Extended Benchmark being measured)
- picture answer choices

The P items had two picture answer choices, and the SI items had three picture answer choices. The assessment administrator test booklet and the P/SI test administration manual (TAM) gave specific instructions on how this type of item was to be administered. In some cases, based on item construct, parts of an item were prohibited from being read. The do-not-read guidance was outlined on the inside front cover of the assessment administrator test booklet.

Picture cards followed specific presentation styles. On the P assessments, there were two answer choices. Both picture cards were presented at the same time in one order, then immediately presented to the student again with the positions of the cards reversed. The student needed to respond correctly according to the rubric (see section 6.3.3) both times to receive full points for the item. Varying options for presenting the item were outlined in the P/SI TAM to account for varying student abilities and limitations.

6.3.2 SI/P Activity-Based Observation Items

ABO items, which were used on portions of the P/SI ELA and mathematics assessments and on portions of the P science assessments, were designed to reflect activities that typically take place in the classroom and with which students are most likely to be familiar.

For example, if an ELA word recognition item required a student to identify one or two words associated with a lunchtime routine, the item was observed as the student helped prepare a meal. If a mathematics item required the student to identify a missing object, the item was observed as the student took part in a table-setting routine with a necessary utensil missing. In this way, the assessment item was integrated into—or became part of—the normal instructional routine. With ABOs, assessment administrators were asked to present items the same way they would during a routine instructional activity for the students.

6.3.3 Scoring Selected-Response and Activity-Based Observation Items

Both item formats—SR and ABO—were scored using a standardized scoring rubric. During the assessment, the PAA recorded his or her scores or condition codes on the MI-Access PAA scoring document, while the SAA simultaneously and independently recorded his or her scores or condition codes on the MI-Access SAA Scoring Document. Once all the items had been administered, the PAA recorded the PAA and SAA score points and/or condition codes on the online student answer document.

6.3.3.1 Participation Scoring Rubric (3-Point Rubric)

The scoring rubric for the P assessments has three score points and three condition codes. The rubric is based on a student responding correctly and takes into consideration the amount of assistance the student requires to engage in the item. This is done to allow the regular instructional activity to continue and to avoid administering the item outside the context of a routine or instructional activity. Figure 6-1 below details the P score points and condition codes. Additionally, Figure 6-2 shows how to apply the rubric during assessment administration. The student's score for an item is the sum of the score given by the PAA and SAA.

6.3.3.2 Supported Independence Scoring Rubric (2-Point Rubric)

The scoring rubric for MI-Access SI is similar to the P scoring rubric except it has only two score points with the same three condition codes. The SI rubric is based on the student responding correctly and takes into consideration the amount of assistance the student requires to engage in the item. Again, this is done to allow the regular instructional activity to continue and to avoid administering the item outside the context of a routine or instructional activity. Figure 6-1 shows the SI score points and condition codes. Additionally, Figure 6-3 shows how the rubric is applied during assessment administration. Both the PAA and the SAA observe and score the student independently and simultaneously.

Figure 6-1. MI-Access P/SI Scoring Rubrics

Participation Score Point/Condition Code	Supported Independence Score Point/Condition Code	Response
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
Α	Α	Incorrect response
В	В	Resists/Refuses
С	С	Assessment administrator provides step-by-step directions and/or hand-over-hand assistance

Figure 6-2. Participation Scoring Rubric Flowchart

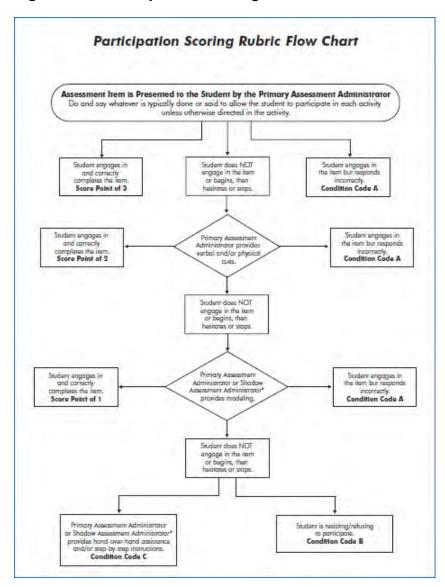
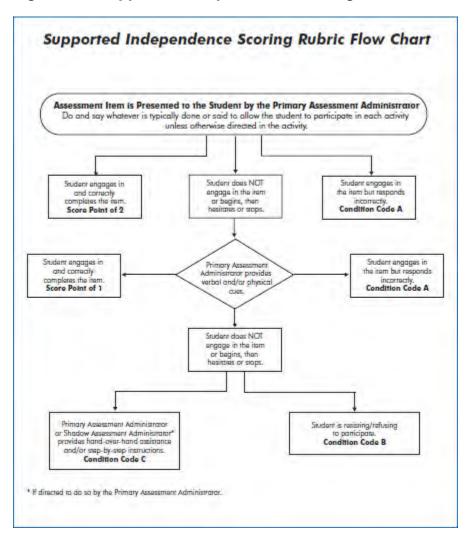


Figure 6-3. Supported Independence Scoring Rubric Flow Chart



6.4 Summary

The information presented in this chapter summarizes the scoring procedures for different types of items and the steps taken by DRC and Measurement Incorporated to ensure accuracy in scoring each item type for MI-Access. The reliability statistics presented in sections 6.2.7 and 6.3 demonstrate that the items were scored reliably. These efforts follow multiple best practices of the testing industry and are particularly related to AERA, APA, & NCME (2014) *Standards* 4.18 4.20, 6.8, and 6.9:

- Standard 4.18—Procedures for scoring and, if relevant, scoring criteria, should be
 presented by the test developer with sufficient detail and clarity to maximize the
 accuracy of scoring. Instructions for using rating scales or for deriving scores obtained
 by coding, scaling, or classifying constructed responses should be clear. This is
 especially critical for extended-response items such as performance tasks, portfolios,
 and essays.
- Standard 4.20—The process for selecting, training, qualifying, and monitoring scorers should be specified by the test developer. The training materials, such as the scoring rubrics and examples of test takers' responses that illustrate the levels on the rubric score scale, and the procedures for training scorers should result in a degree of accuracy and agreement among scorers that allows the scores to be interpreted as originally intended by the test developer. Specifications should also describe processes for assessing scorer consistency and potential drift over time in raters' scoring.
- Standard 6.8—Those responsible for test scoring should establish scoring protocols.
 Test scoring that involves human judgment should include rubrics, procedures, and
 criteria for scoring. When scoring of complex responses is done by computer, the
 accuracy of the algorithm and processes should be documented.
- Standard 6.9—Those responsible for test scoring should establish and document quality control processes and criteria. Adequate training should be provided. The quality of scoring should be monitored and documented. Any systematic source of scoring errors should be documented and corrected.

Chapter 7: Operational Data Analyses

This chapter describes the analyses conducted with the operational (OP) data. Item/test analyses from both the Classical Test Theory (CTT) and the item response theory (IRT) frameworks are used (when appropriate) and reported here.

This chapter demonstrates adherence of MI-Access to AERA, APA, & NCME (2014) Standards 1.8, 5.2, 5.13, and 5.15. Each standard will be explicated within the appropriate section of this chapter. Standard 7.2 provides general guidance that is relevant to this chapter:

The population for whom a test is intended and specifications for the test should be documented. (p. 126)

Chapter 3 of this report presents the test specifications. Information regarding reported data is discussed in detail in Chapter 8.

7.1 Operational Analysis of MI-Access

MI-Access is composed of three levels with different ranges of complexity and difficulty: Functional Independence (FI), Supported Independence (SI), and Participation (P). In other words, the three groups of students constitute the population for MI-Access.

Because only FI tests are scaled and scored using an IRT model, this chapter will report the operational analysis of the results based on the IRT model and the results based on the CTT for all FI tests. For MI-Access SI and P, only the CTT-based analysis will be provided. The FI results appear first, followed by SI and P.

7.1.1 Test-Level Analysis

This section presents the test-level summary statistics (e.g., mean, standard deviation), the minimum observed score point (Min), and the maximum possible points (Max). The Max is equivalent to the number of operational items for MI-Access FI mathematics, science, and social studies because all items for these content areas are dichotomously scored. For FI ELA, there is one Expressing Ideas (EI) constructed response (CR) item (with score points ranging from 0 to 4). The total score reflects the summation of thirty Accessing Print and Using Language (APUL) multiple-choice (MC) OP items plus one EI CR OP item.

Since the OP items are the same across the online forms, the statistics for the online mode in Tables 7-1 through 7-4 represent all the students who took any online test form. Due to the extreme low *n*-counts for paper and pencil tests for the 2021 administration, caution should be taken when interpreting the paper and pencil test results and/or drawing any comparison between the two modes.

Table 7-1 provides the FI ELA raw score descriptive statistics by grade level and mode, which include the number (N) of students taking a certain mode of test (either online fixed form or paper/pencil form), the raw score average (Mean), the standard deviation (SD), and the minimum (Min) and maximum (Max) score points earned. For FI ELA APUL, there are three online OP forms and one paper/pencil form. For EI, there are two paper/pencil forms. The FI ELA test

scores combine FI APUL and EI scores (i.e., an online form APUL with a paper/pencil form EI and a paper/pencil form APUL with a paper/pencil form EI). The mean raw score for FI ELA ranged from about 19 to 24 points.

Table 7-1. Test-Level Descriptive Statistics by Mode: FI ELA Raw Score

Grade	N	Mode	Mean	SD	Min	Max
3	437	Online	19.35	6.02	4	33
3	55	Paper	22.76	5.36	11	32
4	539	Online	19.31	6.10	6	33
4	46	Paper	20.87	5.58	9	31
5	593	Online	20.42	5.90	4	32
5	67	Paper	21.24	5.69	10	31
6	621	Online	20.46	5.92	6	34
6	38	Paper	19.58	6.14	9	31
7	640	Online	22.10	6.36	6	33
7	38	Paper	21.68	6.13	10	33
8	714	Online	23.10	6.15	3	34
8	37	Paper	21.76	6.37	10	32
11	706	Online	24.32	6.49	5	34
11	49	Paper	23.63	6.42	7	34

Table 7-2 provides the FI mathematics raw score descriptive statistics by grade level and mode, which include the number (N) of students taking a certain mode of test (either online fixed form or paper/pencil form), the raw score average (Mean), the standard deviation (SD), and the minimum (Min) and maximum (Max) score points earned. For MI-Access FI mathematics, there are three online fixed forms and one paper/pencil form. The mean raw score for FI mathematics ranged from about 13 to 17 points.

Table 7-2. Test-Level Descriptive Statistics by Mode: FI Mathematics Raw Score

Grade	N	Mode	Mean	SD	Min	Max
3	474	Online	13.69	4.64	4	24
3	54	Paper	16.57	4.61	7	24
4	583	Online	12.64	4.36	2	24
4	43	Paper	13.95	4.18	5	20
5	658	Online	13.89	4.80	2	24
5	61	Paper	14.36	4.22	6	23
6	679	Online	13.33	4.62	1	24
6	38	Paper	12.79	4.95	4	23
7	702	Online	14.31	4.34	1	24
7	38	Paper	13.74	4.43	7	23
8	756	Online	13.28	4.89	1	24
8	43	Paper	13.91	5.45	4	23
11	772	Online	13.45	4.44	2	24
11	49	Paper	15.18	4.39	9	24

Table 7-3 provides the FI science raw score descriptive statistics by grade level and mode, which include the number (N) of students taking a certain mode of test (either online fixed form or paper/pencil form), the raw score average (Mean), the standard deviation (SD), and the minimum (Min) and maximum (Max) score points earned. MI-Access FI science was administered to grades 4, 7, and 11, with two online fixed forms and one paper/pencil form. The mean raw score for FI science ranged from about 19 to 28 points.

Table 7-3. Test-Level Descriptive Statistics by Mode: FI Science Raw Score

Grade	N	Mode	Mean	SD	Min	Max
4	537	Online	19.30	6.85	2	35
4	35	Paper	21.51	6.54	9	33
7	659	Online	24.71	7.43	6	39
7	36	Paper	23.56	6.34	12	34
11	780	Online	27.67	8.04	6	45
11	48	Paper	26.96	7.59	11	42

Table 7-4 provides the FI social studies raw score descriptive statistics by grade level and mode, which include the number (N) of students taking a certain mode of test (either online fixed form or paper/pencil form), the raw score average (Mean), the standard deviation (SD), and the minimum (Min) and maximum (Max) score points earned. MI-Access FI social studies was administered to grades 5, 8, and 11, with three online fixed forms and one paper/pencil form. The mean raw score for FI social studies ranged from about 16 to 23 points.

Table 7-4. Test-Level Descriptive Statistics by Mode: FI Social Studies Raw Score

Grade	N	Mode	Mean	SD	Min	Max
5	614	Online	16.30	5.76	1	31
5	67	Paper	17.70	5.38	8	28
8	732	Online	17.39	6.33	2	33
8	43	Paper	17.23	6.61	6	32
11	779	Online	21.88	7.82	4	41
11	49	Paper	22.51	7.85	2	39

Tables 7-5 through 7-8 present the FI scale score descriptive statistics by grade level and mode, which include the mean scale score, standard deviation, and minimum and maximum scale score points earned by content area, grade, and mode. Like Tables 7-1 through 7-4, Tables 7-5 through 7-8 present the statistics for all the students who took any online test form.

As shown in these tables, there are similarities and variability in the mean scale scores across the two modes by content and grade levels. Caution is warranted as the paper and pencil tests have very limited *n*-counts for each content by grade level test.

Table 7-5. Test-Level Descriptive Statistics by Mode: FI ELA Scale Score

Grade	N	Mode	Mean	SD	Min	Max
3	437	Online	2297.44	16.96	2252	2364
3	55	Paper	2307.65	17.45	2276	2349
4	539	Online	2405.89	17.69	2368	2468
4	46	Paper	2409.61	15.47	2378	2446
5	593	Online	2506.07	17.47	2456	2558
5	67	Paper	2508.55	17.30	2478	2548
6	621	Online	2615.81	18.59	2572	2700
6	38	Paper	2612.87	18.33	2583	2657
7	640	Online	2719.23	20.52	2672	2777
7	38	Paper	2718.03	20.62	2685	2777
8	714	Online	2822.13	21.42	2755	2900
8	37	Paper	2817.76	21.07	2784	2864
11	706	Online	3183.93	37.70	3092	3294
11	49	Paper	3180.08	38.19	3104	3294

Table 7-6. Test-Level Descriptive Statistics by Mode: FI Mathematics Scale Score

Grade	N	Mode	Mean	SD	Min	Max
3	474	Online	2304.97	23.98	2257	2397
3	54	Paper	2320.98	28.37	2274	2397
4	583	Online	2409.56	20.77	2352	2500
4	43	Paper	2414.37	18.07	2375	2443
5	658	Online	2511.90	24.76	2446	2600
5	61	Paper	2513.08	19.86	2476	2573
6	679	Online	2606.97	22.35	2529	2698
6	38	Paper	2604.47	23.01	2563	2671
7	702	Online	2704.73	22.82	2618	2795
7	38	Paper	2702.24	23.12	2671	2767
8	756	Online	2808.91	24.29	2732	2896
8	43	Paper	2811.88	25.94	2766	2870
11	772	Online	3162.37	34.85	3063	3300
11	49	Paper	3178.04	41.87	3132	3300

Table 7-7. Test-Level Descriptive Statistics by Mode: FI Science Scale Score

Grade	N	Mode	Mean	SD	Min	Max
4	537	Online	2394.56	18.22	2338	2475
4	35	Paper	2399.94	17.64	2370	2440
7	659	Online	2698.05	17.62	2654	2754
7	36	Paper	2694.64	13.45	2671	2720
11	780	Online	3100.50	18.07	3053	3182
11	48	Paper	3098.58	15.71	3067	3140

Table 7-8. Test-Level Descriptive Statistics by Mode: FI Social Studies Scale Score

Grade	N	Mode	Mean	SD	Min	Max
5	614	Online	2488.18	16.17	2424	2550
5	67	Paper	2491.52	13.95	2466	2523
8	732	Online	2794.25	19.12	2737	2883
8	43	Paper	2793.77	19.61	2761	2859
11	779	Online	3096.25	18.26	3051	3183
11	49	Paper	3097.29	19.07	3037	3147

For MI-Access SI and P tests, which contain selected-response (SR) and activity-based observation (ABO) items, each item has a primary rater's score and a secondary (shadow) rater's score, as described in Chapter 6. For both SI and P, the reported raw scores reflect the summation of the two raters' scores. For SI, the possible raw scores for each item range from 0 to 4. For P, the possible raw scores for each item range from 0 to 6. Tables 7-9 through 7-14 provide the test-level descriptive statistics for both SI and P by content area and grade level. The mean raw scores ranged approximately from 36 to 40 for SI ELA, from 31 to 40 for SI mathematics, and from roughly 45 to 49 for SI science. The mean raw scores ranged approximately from roughly 30 to 35 for P ELA, from roughly 29 to 33 for P mathematics, and from roughly 48 to 52 for P science.

Table 7-9. Test-Level Descriptive Statistics by Grade: SI ELA Raw Score

Grade	N	Mean	SD	Min	Max
3	312	38.12	14.76	0	60
4	296	36.16	14.39	0	60
5	297	37.12	14.57	0	60
6	259	38.07	13.60	0	60
7	258	37.38	14.69	0	60
8	293	40.34	13.97	4	60
11	291	39.51	12.29	0	60

Table 7-10. Test-Level Descriptive Statistics by Grade: SI Mathematics Raw Score

Grade	N	Mean	SD	Min	Max
3	312	34.58	15.13	0	60
4	291	34.34	14.23	0	58
5	292	34.12	12.99	0	60
6	258	30.94	13.75	0	58
7	261	33.04	13.96	0	60
8	293	34.67	12.89	0	60
11	289	40.30	13.29	0	60

Table 7-11. Test-Level Descriptive Statistics by Grade: SI Science Raw Score

Grade	N	Mean	SD	Min	Max
4	290	45.60	17.01	0	68
7	263	44.79	16.45	0	68
11	287	48.74	15.12	0	68

Table 7-12. Test-Level Descriptive Statistics by Grade: P ELA Raw Score

Grade	N	Mean	SD	Min	Max
3	316	33.84	14.69	0	60
4	288	34.88	16.34	0	60
5	254	32.62	15.81	0	60
6	217	32.24	16.80	0	60
7	205	29.88	15.75	0	60
8	209	31.36	14.85	0	60
11	203	32.65	14.98	0	58

Table 7-13. Test-Level Descriptive Statistics by Grade: P Mathematics Raw Score

Grade	N	Mean	SD	Min	Max
3	313	32.35	16.13	0	60
4	285	30.82	16.29	0	60
5	250	30.53	15.78	0	60
6	217	31.20	17.25	0	60
7	203	28.91	15.44	0	60
8	207	33.38	15.75	0	60
11	202	32.72	15.62	0	58

Table 7-14. Test-Level Descriptive Statistics by Grade: P Science Raw Score

Grade	N	Mean	SD	Min	Max
4	287	52.02	25.51	0	90
7	204	47.80	25.44	0	90
11	203	52.07	24.65	0	90

7.2 Item-Level Analysis

This section presents various item-level statistics for all OP items on the Spring 2021 MI-Access. Specifically, item difficulty and adjusted item-total correlations defined by the CTT are reported here.

MI-Access FI mathematics, science, and social studies items on the Spring 2021MI-Access tests were dichotomously scored, and the p-value was computed as an indicator for item difficulty. The p-value equals the proportion of students who answered an item correctly. A high p-value means that an item is easy, and a low p-value means that an item is difficult. For MC items, the p-value and the adjusted p-value are exactly the same, and in order to be consistent across all content areas, the adjusted p-value is used instead of the p-value for reporting the item difficulty indicator here. For FI ELA, because there was one EI CR OP item with scores ranging from 0 to 4, an adjusted p-value is used as an indicator for item difficulty. The adjusted

p-value shows the percentage of points the students obtained. It is calculated by dividing the item mean by the maximum points possible.

The adjusted item-total correlation is an index of the association between students' performance on an item and their performance on the test as a whole; however, the item of interest is excluded from the total raw score. A high adjusted item-total correlation is desired because high correlations indicate that students with high scores on all other test items (i.e., students with high ability) tend to answer the item correctly, while students with low scores on all other test items (i.e., students with low ability) tend to answer the item incorrectly.

The item-level descriptive statistics by content area, grade, and mode for all OP items on the Spring 2021 MI-Access FI appear below in Tables 7-15 through 7-22. As shown in these tables, there are some differences (mostly in the second decimal points) in the average difficulty indicator (adjusted *p*-value or *p*-value) and discrimination indicator (item-total correlation) across modes within a content area by grade level. But caution should be taken as the sample sizes or student *n*-counts for the paper and pencil test are usually very small.

Table 7-15. Item-Level Descriptive Statistics by Mode: FI ELA Adjusted p-Value

Grade	N OP Items	Mode	Mean	SD	Min	Max
3	31	Online	0.60	0.13	0.35	0.82
3	31	Paper	0.69	0.16	0.33	0.95
4	31	Online	0.59	0.11	0.41	0.82
4	31	Paper	0.64	0.15	0.30	0.85
5	31	Online	0.62	0.13	0.38	0.89
5	31	Paper	0.64	0.12	0.44	0.87
6	31	Online	0.62	0.14	0.34	0.91
6	31	Paper	0.59	0.14	0.37	0.82
7	31	Online	0.68	0.12	0.45	0.87
7	31	Paper	0.66	0.13	0.42	0.84
8	31	Online	0.70	0.11	0.43	0.92
8	31	Paper	0.66	0.12	0.35	0.86
11	31	Online	0.73	0.09	0.56	0.89
11	31	Paper	0.70	0.11	0.47	0.92

Table 7-16. Item-Level Descriptive Statistics by Mode: FI Mathematics Adjusted p-Value

Grade	N OP Items	Mode	Mean	SD	Min	Max
3	24	Online	0.57	0.15	0.20	0.78
3	24	Paper	0.69	0.14	0.28	0.87
4	24	Online	0.54	0.11	0.28	0.75
4	24	Paper	0.58	0.14	0.28	0.86
5	24	Online	0.58	0.12	0.37	0.81
5	24	Paper	0.60	0.16	0.31	0.89
6	24	Online	0.56	0.10	0.37	0.76
6	24	Paper	0.53	0.13	0.18	0.76
7	24	Online	0.60	0.15	0.31	0.83
7	24	Paper	0.57	0.15	0.24	0.76
8	24	Online	0.56	0.14	0.28	0.88
8	24	Paper	0.58	0.14	0.40	0.88
11	24	Online	0.57	0.15	0.27	0.86
11	24	Paper	0.63	0.15	0.41	0.94

Note: N refers to total number of operational items within each content by grade level test.

Table 7-17. Item-Level Descriptive Statistics by Mode: FI Science Adjusted p-Value

Grade	N OP Items	Mode	Mean	SD	Min	Max
4	35	Online	0.56	0.09	0.39	0.72
4	35	Paper	0.61	0.14	0.34	0.89
7	40	Online	0.62	0.14	0.34	0.86
7	40	Paper	0.59	0.17	0.25	0.92
11	45	Online	0.62	0.13	0.36	0.87
11	45	Paper	0.60	0.16	0.25	0.92

Note: N refers to total number of operational items within each content by grade level test.

Table 7-18. Item-Level Descriptive Statistics by Mode: FI Social Studies Adjusted p-Value

Grade	N OP Items	Mode	Mean	SD	Min	Max
5	32	Online	0.51	0.08	0.36	0.67
5	32	Paper	0.55	0.14	0.30	0.96
8	33	Online	0.53	0.09	0.30	0.73
8	33	Paper	0.52	0.11	0.28	0.74
11	41	Online	0.54	0.08	0.35	0.75
11	41	Paper	0.55	0.09	0.39	0.73

Table 7-19. Item-Level Descriptive Statistics by Mode: FI ELA Adjusted Item-Total Correlation

Grade	N OP Items	Mode	Mean	SD	Min	Max
3	31	Online	0.33	0.09	0.11	0.50
3	31	Paper	0.31	0.13	0.10	0.56
4	31	Online	0.33	0.10	0.12	0.49
4	31	Paper	0.31	0.16	0.00	0.63
5	31	Online	0.33	0.10	0.06	0.48
5	31	Paper	0.32	0.12	-0.02	0.53
6	31	Online	0.33	0.08	0.19	0.47
6	31	Paper	0.36	0.17	-0.09	0.62
7	31	Online	0.38	0.07	0.20	0.51
7	31	Paper	0.36	0.16	-0.08	0.65
8	31	Online	0.37	0.07	0.20	0.50
8	31	Paper	0.37	0.13	0.02	0.62
11	31	Online	0.40	0.07	0.12	0.53
11	31	Paper	0.38	0.12	0.09	0.63

Note: N refers to total number of operational items within each content by grade level test.

Table 7-20. Item-Level Descriptive Statistics by Mode: FI Mathematics Adjusted Item-Total Correlation

Grade	N OP Items	Mode	Mean	SD	Min	Max
3	24	Online	0.32	0.07	0.13	0.45
3	24	Paper	0.35	0.12	0.11	0.61
4	24	Online	0.26	0.06	0.14	0.39
4	24	Paper	0.26	0.15	-0.19	0.50
5	24	Online	0.33	0.08	0.14	0.44
5	24	Paper	0.27	0.13	0.00	0.51
6	24	Online	0.29	0.09	0.14	0.45
6	24	Paper	0.34	0.12	0.09	0.56
7	24	Online	0.28	0.07	0.12	0.38
7	24	Paper	0.29	0.13	-0.01	0.54
8	24	Online	0.33	0.05	0.21	0.46
8	24	Paper	0.40	0.12	0.06	0.61
11	24	Online	0.28	0.07	0.09	0.40
11	24	Paper	0.30	0.10	0.07	0.51

Table 7-21. Item-Level Descriptive Statistics by Mode: FI Science Adjusted Item-Total Correlation

Grade	N OP Items	Mode	Mean	SD	Min	Max
4	35	Online	0.34	0.09	0.14	0.49
4	35	Paper	0.34	0.16	-0.04	0.63
7	40	Online	0.34	0.10	0.15	0.48
7	40	Paper	0.28	0.19	-0.19	0.64
11	45	Online	0.32	0.09	0.12	0.46
11	45	Paper	0.31	0.18	-0.14	0.63

Note: N refers to total number of operational items within each content by grade level test.

Table 7-22. Item-Level Descriptive Statistics by Mode: FI Social Studies Adjusted Item-Total Correlation

Grade	N OP Items	Mode	Mean	SD	Min	Max
5	32	Online	0.28	0.08	0.13	0.47
5	32	Paper	0.27	0.17	-0.15	0.57
8	33	Online	0.31	0.06	0.17	0.45
8	33	Paper	0.34	0.14	0.04	0.62
11	41	Online	0.33	0.07	0.09	0.43
11	41	Paper	0.33	0.14	-0.15	0.59

Note: N refers to total number of operational items within each content by grade level test.

Tables 7-23 through 7-34 present the item-level descriptive statistics (the mean item difficulty and item discrimination indicator, i.e., the mean adjusted *p*-value and the mean adjusted item total correlation, respectively) by content area and grade level for all OP items on the Spring 2021 MI-Access SI and P tests.

Table 7-23. Item-Level Descriptive Statistics: SI ELA Adjusted P-Value

Grade	N	Mean	SD	Min	Max
3	15	0.64	0.10	0.39	0.85
4	15	0.60	0.09	0.40	0.76
5	15	0.62	0.10	0.48	0.79
6	15	0.63	0.08	0.50	0.81
7	15	0.62	0.11	0.38	0.85
8	15	0.67	0.12	0.47	0.86
11	15	0.66	0.11	0.48	0.86

Table 7-24. Item-Level Descriptive Statistics: SI Mathematics Adjusted P-Value

Grade	N	Mean	SD	Min	Max
3	15	0.58	0.12	0.35	0.75
4	15	0.57	0.13	0.41	0.76
5	15	0.57	0.12	0.34	0.75
6	15	0.52	0.09	0.39	0.67
7	15	0.55	0.15	0.37	0.81
8	15	0.58	0.15	0.37	0.82
11	15	0.67	0.10	0.49	0.79

Table 7-25. Item-Level Descriptive Statistics: SI Science Adjusted P-Value

Grade	N	Mean	SD	Min	Max
4	17	0.67	0.10	0.52	0.84
7	17	0.66	0.08	0.51	0.84
11	17	0.72	0.10	0.44	0.84

Note: N refers to total number of operational items within each content by grade level test.

Table 7-26. Item-Level Descriptive Statistics: SI ELA Adjusted Item-Total Correlation

Grade	N	Mean	SD	Min	Max
3	15	0.49	0.06	0.40	0.62
4	15	0.46	0.09	0.29	0.62
5	15	0.49	0.07	0.38	0.59
6	15	0.44	0.07	0.26	0.53
7	15	0.49	0.08	0.37	0.60
8	15	0.49	0.09	0.33	0.60
11	15	0.39	0.11	0.17	0.54

Note: N refers to total number of operational items within each content by grade level test.

Table 7-27. Item-Level Descriptive Statistics: SI Mathematics Adjusted Item-Total Correlation

Grade	N	Mean	SD	Min	Max
3	15	0.49	0.10	0.29	0.65
4	15	0.45	0.10	0.20	0.57
5	15	0.39	0.09	0.25	0.58
6	15	0.42	0.09	0.21	0.55
7	15	0.45	0.08	0.27	0.53
8	15	0.40	0.08	0.30	0.55
11	15	0.44	0.09	0.21	0.58

Table 7-28. Item-Level Descriptive Statistics: SI Science Adjusted Item-Total Correlation

Grade	N	Mean	SD	Min	Max
4	17	0.50	0.05	0.39	0.57
7	17	0.48	0.07	0.34	0.59
11	17	0.46	0.06	0.34	0.53

Note: N refers to total number of operational items within each content by grade level test.

Table 7-29. Item-Level Descriptive Statistics: P ELA Adjusted P-Value

Grade	N	Mean	SD	Min	Max
3	10	0.56	0.08	0.44	0.69
4	10	0.58	0.08	0.47	0.73
5	10	0.54	0.07	0.45	0.70
6	10	0.54	0.03	0.48	0.58
7	10	0.50	0.09	0.34	0.64
8	10	0.52	0.04	0.47	0.59
11	10	0.54	0.06	0.46	0.64

Note: N refers to total number of operational items within each content by grade level test.

Table 7-30. Item-Level Descriptive Statistics: P Mathematics Adjusted P-Value

Grade	N	Mean	SD	Min	Max
3	10	0.54	0.10	0.38	0.67
4	10	0.51	0.08	0.37	0.61
5	10	0.51	0.04	0.41	0.56
6	10	0.52	0.04	0.45	0.59
7	10	0.48	0.07	0.38	0.58
8	10	0.56	0.05	0.47	0.63
11	10	0.55	0.08	0.37	0.62

Table 7-31. Item-Level Descriptive Statistics: P Science Adjusted P-Value

Grade	N	Mean	SD	Min	Max
4	15	0.58	0.05	0.48	0.66
7	15	0.53	0.07	0.41	0.65
11	15	0.58	0.08	0.45	0.72

Note: N refers to total number of operational items within each content by grade level test.

Table 7-32. Item-Level Descriptive Statistics: P ELA Adjusted Item-Total Correlation

Grade	N	Mean	SD	Min	Max
3	10	0.42	0.07	0.32	0.54
4	10	0.50	0.07	0.43	0.61
5	10	0.45	0.07	0.32	0.56
6	10	0.51	0.10	0.39	0.66
7	10	0.47	0.08	0.35	0.60
8	10	0.42	0.10	0.29	0.58
11	10	0.42	0.05	0.31	0.49

Note: N refers to total number of operational items within each content by grade level test.

Table 7-33. Item-Level Descriptive Statistics: P Mathematics Adjusted Item-Total Correlation

Grade	N	Mean	SD	Min	Max
3	10	0.49	0.05	0.39	0.56
4	10	0.47	0.04	0.43	0.54
5	10	0.43	0.07	0.26	0.48
6	10	0.51	0.07	0.41	0.58
7	10	0.44	0.08	0.31	0.61
8	10	0.47	0.09	0.30	0.64
11	10	0.46	0.10	0.25	0.62
8	0.21	0.58	0.06	0.55	0.68
11	15	0.49	0.09	0.29	0.60

Table 7-34. Item-Level Descriptive Statistics: P Science Adjusted Item-Total Correlation

Grade	N	Mean	SD	Min	Max
4	15	0.55	0.07	0.43	0.64
7	15	0.56	0.07	0.41	0.66
11	15	0.54	0.05	0.41	0.61

Note: N refers to total number of operational items within each content by grade level test.

7.2.1 IRT Statistics for MI-Access FI ELA, Mathematics, Science, and Social Studies

The Rasch partial credit model (RPCM) (Wright and Masters, 1982) was used to calibrate MI-Access FI ELA, mathematics, science, and social studies items and to derive the scale scores. This model was used because of the flexibility of the RPCM to accommodate both MC and CR items. The RPCM extends the Rasch model (Rasch, 1960) for dichotomous (0, 1) items so that it accommodates the polytomously scored item data. Under the RPCM, for a given item i with mi score categories, the probability of person n scoring x (x = 0, 1, 2, ... m) is given by

$$P_{ni}(X = x) = \frac{\exp \sum_{j=0}^{x} (\theta_n - D_{ij})}{\sum_{k=0}^{m_i} \exp \sum_{j=0}^{k} (\theta_n - D_{ij})},$$
(7-1)

where θ_n represents a student's proficiency (ability) level and D_{ij} is the step difficulty of the j^{th} step on item i.

For dichotomous MC items, the RPCM reduces to the standard Rasch model and the single step difficulty is referred to as the item's difficulty.

The Rasch model predicts the probability of person n getting item i correct and is mathematically expressed as follows:

$$P_{ni}(X=1) = \frac{\exp(\theta_n - D_{ij})}{1 + \exp(\theta_n - D_{ii})}.$$
 (7-2)

7.2.2 Item Calibration for MI-Access FI ELA, Mathematics, Science, and Social Studies

For the spring 2021 administration, due to the first SARS-CoV-2 pandemic and in view of the abnormal participation rate (that is, very low *n*-count), it was decided to use a pre-equating method to produce the raw-to-scale-score conversion tables. Specifically, the fixed parameter calibration was used (i.e., fixing all the operational item parameters to the corresponding item bank values) to obtain the raw-to-theta tables. The IRT software used was WINSTEPS version 3.92.1 (Linacre, 2015). The following is an overview of the pre-equating calibration and scaling procedures for FI assessments:

- A WINSTEPS fixed parameter calibration was conducted using the spring 2019 online OP item data for each content area and grade combination as the dummy input data for WINSTEPS calibration. For FI ELA, the data from the spring 2019 online APUL and paper/pencil EI were used as dummy data for calibration. The reason that we did not use spring 2021 test administration data is based on the decision that spring 2021 test administration was abnormal due to the first SARS-CoV-2 pandemic and the data from the spring 2021 test administration is not representative as compared to a normal year.
- As we fixed all the operational item parameters to their corresponding item bank values, the derived raw-to-theta conversion tables and the consequential raw-to-scalescore conversion tables for reporting scores were thus scaled and pre-equated to the Michigan item bank scale.
- CRESST conducted an independent analysis, checking and verifying the pre-equating processes and the consequential raw-to-theta and raw-to-scale-score conversion tables (for CRESST's detailed verification report, see Appendix G).

7.2.3 Anchor Item Evaluation

This analysis was not performed for spring 2021. The section numbering is maintained for consistency in comparison across years.

7.2.4 Evidence of Model Fit for FI ELA, Mathematics, Science, and Social Studies

An important assumption of IRT models, including the Rasch model, is scale unidimensionality. The OEAA has conducted exploratory factor analyses (multifactor vs. single factor) and model selection analyses. Although the model selection index tends to prefer more complex models, taking model parsimony into consideration and using the root mean square error of approximation (RMSEA) value criterion (close to 0), the OEAA found that the RMSEA results show evidence to support the use of (single factor) Rasch model item parameter calibration. For more details about the factor analysis, refer to Chapter 11 of this report.

Chapter 7: Operational Data Analyses

In addition, the OEAA computed the IRT (WINSTEPS) item model fit/misfit and flagged the number of items and categories for FI tests. WINSTEPS provides two item fit statistics (infit and outfit) for evaluating the degree to which the Rasch model predicts the observed item responses. Each fit statistic can be expressed as a mean square (MnSq) statistic. Both infit and outfit MnSq (MSQIN and MSQOUT) are the average of standardized residual variance (i.e., the difference between the observed score and the Rasch estimated score divided by the square root of the Rasch model variance). The difference between the two values is that the MSQOUT gives all student responses equal weight. The MSQIN gives more weight to student response pattern, in which the student ability is closer to the item difficulty.

The average MSQIN and MSQOUT values are 1.0 and can range from 0.0 to infinity. Deviation in excess of the expected value can be interpreted as noise or lack of fit between the items and the model. Values lower than the expected value can be interpreted as item redundancy or overfitting items (too predictable, too much redundancy), and values greater than the expected value indicate underfitting items (too unpredictable, too much noise).

Rules of thumb regarding "practically significant" MnSq values vary. Items were flagged for model misfit by using MSQIN and MSQOUT. Values of MSQIN and MSQOUT are flagged using the following criterion:

- If MSQIN/MSQOUT > 2, then the MSQIN/MSQOUT flag indicates that the item has a high degree of misfit (MH).
- If the MSQIN/MSQOUT is between 1.5 and 2, then the MSQIN/MSQOUT flag indicates that the item has a moderate degree of misfit (MM).
- If MSQIN is below 0.5 and MSQOUT is below 1.5, then MSQINFL flag indicates that the item is too predicative (TP);
- If MSQOUT is below 0.5 and MSQIN is below 1.5, then MSQOUTFL flag indicates that the item is too predictive (TP).

Table 7-35 summarizes the item model fit and number of flagged items and categories for FI tests by content area and grade level for the spring 2021 administration. The results are drawn from the pre-equated fixed parameter WINSTEPS calibration runs. As shown in the table, the number of items flagged and types of misfit flags varied across content by grade level test.

Table 7-35. FI IRT Item Model Fit and Flags by Content Area, Mode, and Grade Level

Content Area	Grade	Mode	N of OP Items	MSQIN	MSQINFL Type	MSQOUT	MSQOUTFL Type
ELA	3	Online	31	2	MM	5	MH(1), MM (3), TP (1)
ELA	4	Online	31	2	ММ	4	MH (1), MM (2), TP (1)
ELA	5	Online	31	4	MH (1), MM (3)	4	MH (3), MM (1)
ELA	6	Online	31	1	MM	2	MM
ELA	7	Online	31	1	MM	1	MM
ELA	8	Online	31	2	MM	6	MM (4) TP (2)
ELA	11	Online	31	2	ММ	6	MH (1), MM (3), TP (2)
Mathematics	3	Online	24	2	MM	2	MH (1), MM (1)
Mathematics	4	Online	24	2	MH (1), MM (1)	4	MH (1), MM (3)
Mathematics	5	Online	24	2	MM (1), MH (1)	4	MM (2), MH (2)
Mathematics	6	Online	24	1	MM	2	MM
Mathematics	7	Online	24	3	MM (2), MH (1)	4	MH (1), MM (3)
Mathematics	8	Online	24	2	MM (1), MH (1)	4	MM (2), MH (2)
Mathematics	11	Online	24	4	MM (2), MH (2)	5	MH (4), MM (1)
Science	4	Online	35	1	ММ	3	MH (1), MM (1), TP (1)
Science	7	Online	40	5	MM (2), MH (3)	7	MM (4), MH (3)
Science	11	Online	45	3	MM	10	MM
Social Studies	5	Online	32	2	MM	4	MM (2), MH (2)
Social Studies	8	Online	33	1	MM	2	MM (1), MH (1)
Social Studies	11	Online	41	0		1	MM

7.2.5 Test Characteristic Curves and Conversion Tables

7.2.5.1 Test Characteristic Curves

The test characteristic curve (TCC) is the graphical representation of the test characteristic function (TCF), which is the expected raw total score given theta. For FI mathematics, science, and social studies, as all items are dichotomously scored, the expression of TCF is as follows (adapted from Yen & Fitzpatrick, 2006, p. 125):

$$E(X, |\theta) = \sum_{i=1}^{n} E(X_i | \theta) = \sum_{i=1}^{n} P_i(\theta)$$
 (7-3)

For FI ELA, there is one EI CR item, so the TCF is the expected raw total score given theta, which contains the summation of expected raw scores for all APUL MC items and the step scores for the EI CR item.

The TCCs for MI-Access FI ELA, mathematics, science, and social studies by content area and grade level are provided in Appendix D. These graphs were created by using the WINSTEPS TCC + TIF (test information function) files from the fixed parameter WINSTEPS calibration runs.

7.2.5.2 FI Raw-to-Scale-Score Conversion Tables

The creation of the FI raw-to-scale-score conversion table involved the following steps:

- The raw-to-theta conversion tables were obtained via the pre-equating fixed parameter WINSTEPS calibration runs by using spring 2019 content by grade level online fixed form operational data as dummy input data.
- The scaling constants (see Chapter 9.5), slope (A) and intercept (B) were applied to the theta values and conditional standard errors of the theta to get the scale scores and conditional error of measurement (CSEM) for each raw score:
 - Scale score=B+A*theta
 - CSEM=A*theta_SE

The scaling constants, slope and intercept, were obtained from MI-Access standard-setting outcomes. For FI ELA and mathematics, they were obtained from 2017 standard-setting outcomes. For FI science and social studies, they were obtained from 2015 standard-setting outcomes (refer to Performance-Level Standard Setting in Chapter 9 for details).

The tables in Appendix F present the raw-to-scale-score conversion tables by content area and grade level for the 2021 MI-Access FI assessments, which were used for operational reporting. No paper/pencil data were available for calibration when the conversion tables were created; therefore, a policy decision was made to apply the raw-to-scale-score conversion tables obtained from the online form to the corresponding content by grade level paper/pencil form for scale score generation. Since online and pencil/paper form test maps are designed using the same blueprint and the majority (74%–80%) of OP items on the two tests are the same, the assumption is that there is comparability between the two tests.

7.2.6 IRT Statistics

Tables 7-36 through 7-39 present the IRT item difficulty (b-parameter) descriptive statistics (mean item difficulty [BPar_Mean], minimum item difficulty [BPar_Min], maximum item difficulty [BPar_Max], and total number of OP items in the test [N]) by grade level for FI tests. The statistics were computed based on the pre-equating fixed parameter WINSTEPS calibration results.

Table 7-36. Item Difficulty Statistics for FI ELA by Grade Level

Grade	BPar_Mean	BPar_Min	BPar_Max	N
3	-0.10713	-1.376	1.339	31
4	0.22703	-1.206	1.345	31
5	0.17665	-1.394	1.655	31
6	0.46465	-1.142	1.788	31
7	0.33839	-1.083	1.603	31
8	0.30623	-0.874	1.668	31
11	0.02258	-1.161	1.068	31

Table 7-37. Item Difficulty Statistics for FI Mathematics by Grade Level

Grade	BPar_Mean	BPar_Min	BPar_Max	N
3	-0.14592	-1.487	1.407	24
4	0.24942	-0.848	1.668	24
5	0.10321	-1.438	1.176	24
6	0.02212	-1.142	0.894	24
7	-0.29200	-1.761	1.061	24
8	-0.00371	-1.667	1.231	24
11	0.02100	-1.854	1.227	24

Table 7-38. Item Difficulty Statistics for FI Science by Grade Level

Grade	BPar_Mean	BPar_Min	BPar_Max	N	
4	-0.07431	-0.993	0.85	35	
7	-0.22905	-1.902	1.24	40	
11	-0.21562	-1.739	1.08	45	

Table 7-39. Item Difficulty Statistics for FI Social Studies by Grade Level

Grade	BPar_Mean	BPar_Min	BPar_Max	N
5	0.00334	-1.317	0.960	32
8	-0.10073	-1.044	1.060	33
11	0.08071	-1.009	0.901	41

7.3 Summary

In summary, the overall purpose of the OP data analysis is to ensure that the test items, as well as the overall test, are functioning appropriately. The analyses also help maintain the test scale across years so that test results may be appropriately compared across years. The data analyses undertaken by MDE (with contractor support from Measurement Incorporated) are in alignment with multiple best practices of the assessment industry; in particular, they are related to the following standards from the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014):

- Standard 5.2—The procedures for constructing scales used for reporting scores and the rationale for these procedures should be described clearly.
- Standard 5.13—When claims of form-to-form score equivalence are based on equating procedures, detailed technical information should be provided on the method by which equating functions were established and on the accuracy of the equating functions.

Chapter 8: Test Results

This chapter of the technical report contains information on the results of the Spring 2021 administration of the MI-Access and provides descriptions of the score reports, data structure, and interpretive guide. The AERA, APA, and NCME (2014) *Standards* addressed in Chapter 8 include 5.1, 6.10, and 7.0. Each standard will be presented in the pertinent section of this chapter.

8.1 Student Participation

The Spring 2021 MI-Access was administered to Michigan students in four content areas: English language arts (ELA), mathematics, science, and social studies. The social studies test was administered only as a Functional Independence (FI) assessment. For the purposes of this technical report, "percent valid" is the percentage of students who received a valid score given the total number of students registered to take the online or paper/pencil test. Student participation information is reported for all students and for the following demographic subgroups:

- Gender: Female and Male
- Race/Ethnicity: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Two or More Races, and White
- Economically Disadvantaged: Yes, No
- English Language Learners: Yes, No
- Students Used Standard Accommodations: Yes, No

"Participation rate" measures something different for alternate assessment than for general assessment. The decision to take an alternate assessment comes from a student's local Individualized Education Program (IEP) team, with guidance, but not control, from the Michigan Department of Education (MDE). There is no state tracking of IEP content. This decision is locally controlled, can change at an IEP team's discretion, and can differ among content areas. Thus, if a student who should take MI-Access is never registered for *any* assessment, MDE knows that student did not take an assessment but not which assessment the student should have taken. That lack of testing would appear in the general assessment count of students with disabilities who did not participate in assessment.

In this chapter, Tables 8-1a through 8-4f show valid tests as a percentage of MI-Access FI tests taken. Tables 7-5 through 7-14 in Chapter 7 show the numbers of MI-Access Supported Independence (SI) and Participation (P) tests taken; nonparticipation in an SI or P test is factored into the scoring rubric and would still result in a valid, scored test, potentially one with a "0" score.

8.2 Current Administration Data Scale Score Summaries

MI-Access SI and P scores represent the number of points earned out of the number of points possible but do not yield a scale score.

8.3 Description of Reports

Score reports are the primary means of communicating test scores to relevant district personnel (testing coordinators or superintendents), teachers, and parents. AERA, APA, and NCME (2014) Standard 6.10 states the following:

When test score information is released, those responsible for testing programs provided interpretations appropriate to the audience. The interpretations described in simple language what the test covered, what scores represent, the precision/reliability of the scores, and how scores are intended to be used. (p. 119)

Standard 5.1 is also addressed:

Test users should be provided with clear explanations of the characteristics, meaning, and intended interpretation of scale scores, as well as their limitations. (p. 102)

This section outlines the array of reports that were produced and provided for the 2021 MI-Access administration. Scale score, raw score, and points earned information can be found in section 8.3.1, and information pertaining to each type of report can be found in section 8.3.2.

8.3.1 Scale Scores

FI scale scores are statistical conversions of raw score points and are the results of a linear transformation of the underlying ability distributions. Since scale scores are produced after equating and scaling, they permit comparison of assessment results across different test administrations within a particular grade and content area.

Each year, new test forms are developed. These new forms never contain exactly the same questions as the previous forms. To have a fair comparison across years for different cohorts, it is necessary to have a scale score that shares the same meaning across different administrations.

Scale scores are not comparable across grade levels and across subject areas. Details of the development of MI-Access scale scores are described in Chapter 9, section 9.5.

Scale scores are stable because they allow for students' scores to be reported on the same scale regardless of which year the students took the assessment and which form of the assessment the students took. Schools can use scale 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 scale scores can be used to determine whether students are demonstrating the same skill and ability across cohorts within a grade level and content area.

8.3.1.1 Raw Score

In addition to scale scores, sub-content raw scores are reported in the score reports. These scores are the sum of raw points earned in each content category. Total raw scores are also reported. Several values that are derived from the raw scores are added to assist in interpreting them: maximum possible score points, percentage correct, and aggregate averages (for school-and district-level reports).

8.3.1.2 Points Earned

The MI-Access SI and P reports do not use a scale score to display results; instead they use raw scores. These raw scores are displayed as earned points versus points possible. The total earned points are displayed.

8.3.2 Score Reports

MI-Access score reports comprise student-level data reports and aggregate data reports. Brief descriptions of these reports are provided below. More extensive descriptions with samples are included in the *Spring 2021 Interpretive Guide to MI-Access Reports*.

8.3.2.1 Student-Level Data Reports and Data Files

- The Student Record Labels provide a summary of student performance levels for individual students. The labels include district and school information, student demographic information, M-Access FI administration cycle information, and overall student performance level for tested content areas. Student Record Labels are provided for inclusion in a student's CA60 (or Cumulative Student Record) folder. In late summer, the labels are printed and shipped to the school in which the student tested. These labels are available on the Secure Site if the school needs to print additional copies.
- The *Individual Student Report* (ISR) provides information about student performance by content area. Each student will have a separate ISR for each content assessed. The report is divided into three main sections:
 - Student demographic information
 - Overall content performance and detailed claim data for ELA and mathematics
 - Strand/discipline and content expectation data for science and social studies
- Parent Reports are printed and shipped to schools for distribution to parents. The
 parent report provides information about student performance in tested content areas.
 This report includes four main sections:
 - Superintendent letter
 - Overall performance level and scale score
 - Detailed claim data for ELA and mathematics and strand/discipline data for science and social studies
 - Definitions for parents and performance-level descriptors

- The Student Roster allows users to view student scale scores and claim performance data for ELA and mathematics or discipline data for science and social studies by content area and grade. The report is divided into four main sections:
 - An alphabetical listing of the selected students
 - Overall content performance in table format
 - Overall content performance in graphical format
 - Claim data for ELA and mathematics and strand/discipline data for science and social studies
- The Student Overview provides summary information about student performance in all tested content areas in the selected grade. For each selected student, the following data are displayed for each tested content area in both graphical and table format: scale score, margin of error, points earned, performance level, and claim/strand/ discipline performance.

8.3.2.2 Aggregate Data Reports and Data Files

- The Expectation/Scoring Focus Analysis Report provides the percentage of points earned by grade, the content area expectations in each discipline (for science and social studies), and the number of students scoring in each of four quartiles. The report is intended to provide an overview of performance by content expectation. The report displays the number of students assessed in each expectation/scoring focus because not all students were assessed on every expectation. The report also displays the average percentage of points earned and the number of students scoring in one of four bands of quartiles: 0%–25%, 26%–50%, 51%–75%, and 76%–100% points earned out of all possible points.
- The Demographic Report provides a comparison of students by grade and content area, aggregated across selected demographic groups and showing the percentage of students proficient at each level (Emerging Toward the Alternate Content Expectation, Attained the Alternate Content Expectation, and Surpassed the Alternate Content Expectation). The demographic report is available at the school, district, intermediate school district (ISD), and state levels.

After a user selects a grade to view online, all tested content areas for that grade are displayed in alphabetical order. The report is divided into three main sections:

- Overall performance-level percentages for the selected students in the grade and content area, displayed in graphical format
- Demographic subgroup performance-level data, displayed in table format
- Performance-level percentages for a selected demographic subgroup, displayed in graphical format

- The Comprehensive Report provides a comparison of students by grade and content area, aggregated across schools and districts and showing the percentage of students performing at each level (Emerging Toward the Performance Standard, Attained the Performance Standard, and Surpassed the Performance Standard). The Comprehensive Report is available at the ISD and district levels. After a user selects a grade to view online, all tested content areas for that grade are displayed in alphabetical order. The report is divided into three main sections:
 - Overall performance-level percentages for the selected students in the grade and content area, displayed in graphical format
 - Entity performance-level data for each school (compiled in a *District Report*) or district (compiled in an ISD report), displayed in table format
 - Performance-level percentages, displayed in graphical format
- The Student Data File contains detailed individual student data in an Excel file. This data includes school information, student demographic data, test administration data, and student performance data. The Student Data File is provided for schools to use as a data resource for school- or district-level data reviews. Schools or districts can use the Student Data File to manipulate and evaluate data in ways that support school improvement goals or other data-based decision-making purposes.
- The Comma-separated File (CSV) contains student performance data used in the selected report. This data includes school information, student population, demographic group, and student performance data. The CSV is provided for schools to use as a data resource for school- or district-level data reviews. Schools or districts can use the CSV to evaluate data in ways that support school improvement goals or other data-based decision-making purposes.

8.4 Interpretive Guide to MI-Access Reports

For the Spring 2021 MI-Access, MDE produced individual and aggregate reports for students, schools, districts, and the state. The information provided in these reports can be interpreted and used in a variety of ways. In addition to providing interpretation, it is important that the information can be understood by the target audience. Standard 7.0 of the AERA, APA, and NCME (2014) *Standards* states the following:

Information relating to tests should be clearly documented so that those who use tests can make informed decisions regarding which test to use for a specific purpose, how to administer the chosen test, and how to interpret test scores. (p. 125)

To aid in interpretation, MDE prepared the *Spring 2021 MI-Access Interpretive Guide to Reports* for Michigan parents, teachers, and administrators. MDE also provided a *Parent Guide to MI-Access Results* specifically to explain student results to parents. It provided explanations of what the test scores mean and how they might be used. Both documents can be found in Appendix B of this technical report.

8.5 Summary

In summary, the overall purpose of reporting test results is to communicate information on student performance to stakeholders. These results are presented in the context of score reports that aid the user in understanding the meaning of the test scores. The reports and ancillary information developed by MDE and its contractors are in alignment with multiple best practices of the testing industry; in particular, they are related to the following standards in the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014):

- Standard 5.1—Test users should be provided with clear explanations of the characteristics, meaning, and intended interpretation of scale scores, as well as their limitations.
- Standard 6.10—When test score information is released, those responsible for testing programs should provide interpretations appropriate to the audience. The interpretations should describe in simple language what the test covers, what scores represent, the precision/reliability of the scores, and how scores are intended to be used.
- Standard 7.0—Information relating to tests should be clearly documented so that those who use tests can make informed decisions regarding which test to use for a specific purpose, how to administer the chosen test, and how to interpret test scores.

Table 8-1a. MI-Access FI Test Completion Rates by Grade: English Language Arts—All Students

	Grade	3	4	5	6	7	8	11
All Students	Total Tested	565	679	771	744	782	847	865
All Students	Number Valid	492	585	660	659	678	751	756
All Students	Percent Valid	87.08	86.16	85.60	88.58	86.70	88.67	87.40

Table 8-1b. MI-Access FI Test Completion Rates by Grade: English Language Arts—Gender

	Grade	3	4	5	6	7	8	11
Female	Total Tested	198	239	264	257	268	286	326
Female	Number Valid	174	208	228	222	233	262	292
Female	Percent Valid	87.88	87.03	86.36	86.38	86.94	91.61	89.57
Male	Total Valid	834	979	908	99.40	447		
Male	Total Tested	367	440	507	487	514	561	539
Male	Number Valid	318	377	432	437	445	489	464
Male	Percent Valid	86.65	85.68	85.21	89.73	86.58	87.17	86.09

Table 8-1c. MI-Access FI Test Completion Rates by Grade: English Language Arts—Race/Ethnicity

	Grade	3	4	5	6	7	8	11
American Indian/Alaska Native	Total Tested	NULL	NULL	13	NULL	NULL	NULL	NULL
American Indian/Alaska Native	Number Valid	NULL	NULL	10	NULL	NULL	NULL	NULL
American Indian/Alaska Native	Percent Valid	NULL	NULL	76.92	NULL	NULL	NULL	NULL
Asian	Total Tested	NULL	19	13	17	16	NULL	13
Asian	Number Valid	NULL	17	11	16	14	NULL	13
Asian	Percent Valid	NULL	89.47	84.62	94.12	87.50	NULL	100
Black/African American	Total Tested	94	118	139	146	139	145	122
Black/African American	Number Valid	79	90	108	126	113	125	106
Black/African American	Percent Valid	84.04	76.27	77.70	86.30	81.29	86.21	86.89
Hispanic/Latino	Total Tested	43	54	53	50	63	65	68
Hispanic/Latino	Number Valid	36	49	48	45	58	60	57
Hispanic/Latino	Percent Valid	83.72	90.74	90.57	90.00	92.06	92.31	83.82
Two or More Races	Total Tested	27	27	53	43	46	39	38
Two or More Races	Number Valid	24	25	48	37	39	35	31
Two or More Races	Percent Valid	88.89	92.59	90.57	86.05	84.78	89.74	81.58
White	Total Tested	384	458	500	483	513	575	615
White	Number Valid	338	401	435	430	450	514	541
White	Percent Valid	88.02	87.55	87.00	89.03	87.72	89.39	0.87.97

Table 8-1d. MI-Access FI Test Completion Rates by Grade: English Language Arts—Economically Disadvantaged

	Grade	3	4	5	6	7	8	11
Yes	Total Tested	401	469	550	531	552	560	529
Yes	Number Valid	342	402	471	466	476	490	450
Yes	Percent Valid	85.29	85.71	85.64	87.76	86.23	87.50	85.07
No	Total Tested	164	210	221	213	230	287	336
No	Number Valid	150	183	189	193	202	261	306
No	Percent Valid	91.46	87.14	85.52	90.61	87.83	90.94	91.07

Table 8-1e. MI-Access FI Test Completion Rates by Grade: English Language Arts—English Language Learners

	Grade	3	4	5	6	7	8	11
Yes	Total Tested	36	43	33	33	37	32	38
Yes	Number Valid	29	36	32	29	35	28	29
Yes	Percent Valid	80.56	83.72	96.97	87.88	94.59	87.50	76.32
No	Total Tested	529	636	738	711	745	815	827
No	Number Valid	463	549	628	630	643	723	727
No	Percent Valid	87.52	86.32	85.09	88.61	86.31	88.71	87.91

Table 8-1f. MI-Access FI Test Completion Rates by Grade: English Language Arts—Students Used Standard Accommodations

	Grade	4	5	6	7	8	11
Yes	Total Tested	22	18	28	11	19	33
Yes	Number Valid	20	17	26	11	18	29
Yes	Percent Valid	90.91	94.44	92.86	100	94.74	87.88
No	Total Tested	543	661	743	733	763	814
No	Number Valid	472	568	634	648	660	722
No	Percent Valid	86.92	85.93	85.33	88.40	86.50	88.70

Table 8-2a. MI-Access FI Test Completion Rates by Grade: Mathematics—All Students

	Grade	3	4	5	6	7	8	11
All Students	Total Tested	532	631	729	722	746	809	830
All Students	Number Valid	528	626	719	718	740	800	822
All Students	Percent Valid	99.25	99.21	98.63	99.45	99.20	98.89	99.04

Table 8-2b. MI-Access FI Test Completion Rates by Grade: Mathematics — Gender

	Grade	3	4	5	6	7	8	11
Female	Total Tested	193	228	257	255	253	273	315
Female	Number Valid	192	228	254	253	249	272	312
Female	Percent Valid	99.48	100	98.83	99.22	98.42	99.63	99.05
Male	Total Tested	339	403	472	467	493	536	515
Male	Number Valid	336	398	465	465	491	528	510
Male	Percent Valid	99.12	98.76	98.52	99.57	99.59	98.51	99.03

Table 8-2c. MI-Access FI Test Completion Rates by Grade: Mathematics—Race/Ethnicity

	Grade	3	4	5	6	7	8	11
American Indian/Alaska Native	Total Tested	NULL	NULL	12	NULL	NULL	10	NULL
American Indian/Alaska Native	Number Valid	NULL	NULL	12	NULL	NULL	10	NULL
American Indian/Alaska Native	Percent Valid	NULL	NULL	100	NULL	NULL	100	NULL
Asian	Total Tested	NULL	17	11	16	15	NULL	13
Asian	Number Valid	NULL	17	11	16	15	NULL	13
Asian	Percent Valid	NULL	100	100	100	100	NULL	100
Black/African American	Total Tested	93	105	129	137	123	131	116
Black/African American	Number Valid	91	104	124	136	122	130	113
Black/African American	Percent Valid	97.85	99.05	96.12	99.27	99.19	99.24	97.41
Hispanic/Latino	Total Tested	38	52	50	45	62	64	66
Hispanic/Latino	Number Valid	37	52	48	44	62	63	65
Hispanic/Latino	Percent Valid	97.37	100	96.00	97.78	100	98.44	98.48
Two or More Races	Total Tested	26	27	50	41	46	37	37
Two or More Races	Number Valid	26	27	50	41	46	37	37
Two or More Races	Percent Valid	100	100	100	100	100	100	100
White	Total Tested	360	427	477	478	494	555	589
White	Number Valid	359	423	474	476	489	548	585
White	Percent Valid	99.72	99.06	99.37	99.58	98.99	98.74	99.32

Table 8-2d. MI-Access FI Test Completion Rates by Grade: Mathematics—Economically Disadvantaged

	Grade	3	4	5	6	7	8	11
Yes	Number Valid	402	484	508				
Yes	Total Tested	377	438	522	517	522	532	507
Yes	Number Valid	373	435	515	514	520	526	502
Yes	Percent Valid	98.94	99.32	98.66	99.42	99.62	98.87	99.01
No	Number Valid	170	211	321				
No	Total Tested	155	193	207	205	224	277	323
No	Number Valid	155	191	204	204	220	274	320
No	Percent Valid	100	98.96	98.55	99.51	98.21	98.92	99.07

Table 8-2e. MI-Access FI Test Completion Rates by Grade: Mathematics—English Language Learners

	Grade	3	4	5	6	7	8	11
Yes	Total Tested	34	43	32	32	37	31	36
Yes	Number Valid	32	43	32	32	37	31	35
Yes	Percent Valid	94.12	100	100	100	100	100	97.22
No	Total Tested	498	588	697	690	709	778	794
No	Number Valid	496	583	687	686	703	769	787
No	Percent Valid	99.60	99.15	98.57	99.42	99.15	98.84	99.12

Table 8-2f. MI-Access FI Test Completion Rates by Grade: Mathematics—Students Used Standard Accommodations

	Grade	3	4	5	6	7	8	11
Yes	Total Tested	NULL						
Yes	Number Valid	NULL						
Yes	Percent Valid	NULL						
No	Total Tested	531	630	728	719	744	806	826
No	Number Valid	527	625	719	715	738	797	818
No	Percent Valid	99.25	99.21	98.76	99.44	99.19	98.88	99.03

Table 8-3a. MI-Access FI Test Completion Rates by Grade: Science—All Students

	Grade	4	7	11
All Students	Total Tested	576	700	836
All Students	Number Valid	572	695	829
All Students	Percent Valid	99.31	99.29	99.16

Table 8-3b. MI-Access FI Test Completion Rates by Grade: Science - Gender

	Grade	4	7	11
Female	Total Tested	199	234	319
Female	Number Valid	199	230	316
Female	Percent Valid	100	98.29	99.06
Male	Total Tested	377	466	517
Male	Number Valid	373	465	513
Male	Percent Valid	98.94	99.79	99.23

Table 8-3c. MI-Access FI Test Completion Rates by Grade: Science —Race/Ethnicity

	Grade	4	7	11
American Indian/Alaska Native	Total Tested	NULL	NULL	NULL
American Indian/Alaska Native	Number Valid	NULL	NULL	NULL
American Indian/Alaska Native	Percent Valid	NULL	NULL	NULL
Asian	Total Tested	17	15	13
Asian	Number Valid	17	15	13
Asian	Percent Valid	100	100	100
Black/African American	Total Tested	97	117	117
Black/African American	Number Valid	96	117	114
Black/African American	Percent Valid	98.97	100	97.44
Hispanic/Latino	Total Tested	45	58	68
Hispanic/Latino	Number Valid	45	58	67
Hispanic/Latino	Percent Valid	100	100	98.53
Two or More Races	Total Tested	26	44	37
Two or More Races	Number Valid	26	44	37
Two or More Races	Percent Valid	100	100	100
White	Total Tested	390	463	593
White	Number Valid	387	458	590
White	Percent Valid	99.23	98.92	99.49

Table 8-3d. MI-Access FI Test Completion Rates by Grade: Science—Economically Disadvantaged

	Grade	4	7	11	7
Yes	Number Valid	781	958	966	1,147
Yes	Total Tested	405	486	512	1,156
Yes	Number Valid	402	484	508	
Yes	Percent Valid	99.26	99.59	99.22	99.22
No	Total Tested	171	214	324	362
No	Number Valid	170	211	321	
No	Percent Valid	99.42	98.60	99.07	99.07

Table 8-3e. MI-Access FI Test Completion Rates by Grade: Science—English Language Learners

	Grade	4	7	11
Yes	Total Tested	33	35	38
Yes	Number Valid	33	35	37
Yes	Percent Valid	100	100	97.37
No	Total Tested	543	665	798
No	Number Valid	539	660	792
No	Percent Valid	99.26	99.25	99.25

Table 8-3f. MI-Access FI Test Completion Rates by Grade: Science —Students Used Standard Accommodations

	Grade	4	7	11
Yes	Total Tested	NULL	NULL	NULL
Yes	Number Valid	NULL	NULL	NULL
Yes	Percent Valid	NULL	NULL	NULL
No	Total Tested	576	698	833
No	Number Valid	572	693	826
No	Percent Valid	99.31	99.28	99.16

Table 8-4a. MI-Access FI Test Completion Rates by Grade: Social Studies - All Students

	Grade	5	8	11
All Students	Total Tested	688	777	836
All Students	Number Valid	681	776	829
All Students	Percent Valid	98.98	99.87	99.16

Table 8-4b. MI-Access FI Test Completion Rates by Grade: Social Studies - Gender

	Grade	5	8	11	6	7	8
Female	Number Valid	366	174	208	228	222	233
Female	Total Tested	236	264	315	523	504	511
Female	Number Valid	234	264	312			
Female	Percent Valid	99.15	100	99.05	91.61	94.05	93.15
Male	Number Valid	675	785	845	973	945	940
Male	Total Tested	452	513	521	318	489	377
Male	Number Valid	447	512	517			
Male	Percent Valid	98.89	99.81	99.23	94.65	92.74	93.35

Table 8-4c. MI-Access FI Test Completion Rates by Grade: Social Studies - Race/Ethnicity

	Grade	5	8	11
American Indian/Alaska Native	Total Tested	11	NULL	NULL
American Indian/Alaska Native	Number Valid	11	NULL	NULL
American Indian/Alaska Native	Percent Valid	100	NULL	NULL
Asian	Total Tested	13	NULL	13
Asian	Number Valid	13	NULL	13
Asian	Percent Valid	100	NULL	100
Black/African American	Total Tested	120	130	117
Black/African American	Number Valid	117	130	114
Black/African American	Percent Valid	97.50	100	97.44
Hispanic/Latino	Total Tested	46	59	69
Hispanic/Latino	Number Valid	44	59	68
Hispanic/Latino	Percent Valid	95.65	100	98.55
Two or More Races	Total Tested	48	34	37
Two or More Races	Number Valid	48	34	37
Two or More Races	Percent Valid	100	100	100
White	Total Tested	450	534	591
White	Number Valid	448	533	588
White	Percent Valid	99.56	99.81	99.49

Table 8-4d. MI-Access FI Test Completion Rates by Grade: Social Studies—Economically Disadvantaged

	Grade	5	8	11
Yes	Total Tested	494	517	511
Yes	Number Valid	490	516	507
Yes	Percent Valid	99.19	99.81	99.22
No	Total Tested	194	260	325
No	Number Valid	191	260	322
No	Percent Valid	98.45	100	99.08

Table 8-4e. MI-Access FI Test Completion Rates by Grade: Social Studies—English Language Learners

	Grade	5	8	11
Yes	Total Tested	30	30	39
Yes	Number Valid	30	30	38
Yes	Percent Valid	100	100	97.44
No	Total Tested	658	747	797
No	Number Valid	651	746	791
No	Percent Valid	98.94	99.87	99.25

Table 8-4f. MI-Access FI Test Completion Rates by Grade: Social Studies—Students Used Standard Accommodations

	Grade	5	8	11
Yes	Total Tested	NULL	NULL	NULL
Yes	Number Valid	NULL	NULL	NULL
Yes	Percent Valid	NULL	NULL	NULL
No	Total Tested	688	774	832
No	Number Valid	681	773	825
No	Percent Valid	98.98	99.87	99.16

Chapter 9: Performance-Level Setting

This chapter briefly describes the MI-Access performance-level setting and presents the cut scores established and the performance-level descriptors created for the performance levels.

9.1 Performance-Level Setting for ELA, Mathematics, Science, and FI Social Studies

The Michigan Department of Education (MDE) in collaboration with Measurement Incorporated conducted performance-level standard settings on MI-Access English language arts (ELA), mathematics, science, and Functional Independence (FI) social studies.

The standard-setting meetings for ELA and Mathematics occurred in June and July of 2017, when MDE realigned the grade-based alternate content expectations to the Essential Elements based on the Dynamic Learning Maps (University of Kansas Research Center, 2013a, 2013b). The standard-setting meetings for MI-Access Science and FI Social Studies occurred in June and July of 2015, when MDE made changes to the Science and FI Social Studies tests, including changes in test length and form numbers.

The test content expectations for Science were based on the Michigan Extended Benchmarks of Science, and the test blueprints for FI Social Studies were based on the Michigan Extended Grade Level Expectations and the Extended High School Content Expectations. As the most recent example, the 2017 meetings are outlined in sections 9.2 through 9.4, with further details and discussion in Appendix E.

9.2 Selection and Constitution of the Standard-Setting Panels

MDE recruited panelists for the standard-setting event. All active members of the database of educators who participate as item writers or committee members (bias and sensitivity committees, content area committees, or range-finding committees) were invited to apply. In addition, school principals and special education supervisors were encouraged to nominate teachers. Finally, a call went out through the MDE "Spotlight on Student Assessment" newsletter for educators to apply.

MDE received more applicants than there were spaces on the educator panels. Candidates were matched to panels based on the level of assessment their students currently took. Then, the panelists were prioritized—first by location in the state and then by years of experience—to get a diverse representation of experience and to ensure a broad coverage of panelists from across the state.

While some panels had multiple panelists from within a single ISD, no panel had more than one panelist from the same local educational agency.

Table 9-1 summarizes the locations from which panelists for the Supported Independence (SI) and Participation (P) groups came. There were 26 Intermediate School Districts and 42 ISD or local districts represented, as well as one public school academy management provider and one higher education representative on these committees. Table 9-2 summarizes the locations

Chapter 9: Performance-Level Setting

from which panelists for the Functional Independence groups came. There were 32 Intermediate School Districts and 64 ISD or local districts represented.

The following terms are abbreviated in Tables 9-1 and 9-2: Intermediate School District (ISD), Educational Service Agency (ESA), Educational Service District (ESD), and Regional Education School District (RESD).

Table 9-1. Summary of Locations of Panelists for Supported Independence and Participation Standard Setting, 2017

ISD/ESA/ESD/RESA	Local District or PSA
Allegan Area ESA	Allegan Area ESA
Alpena-Montmorency-Alcona ESD	Alpena-Montmorency-Alcona ESD
Charlevoix-Emmet ISD	Public Schools of Petoskey
Dickson-Iron ISD	Dickson-Iron ISD
Eastern Upper Peninsula ISD	Eastern Upper Peninsula ISD
Genesee ISD	Genesee ISD
Gratiot-Isabella RESD	Gratiot-Isabella RESD
Huron ISD	Huron ISD
Ingham ISD	Haslett Public Schools
	Lansing Public Schools
	Mason Public Schools
Ionia ISD	Belding Area Schools
Jackson ISD	Jackson ISD
	Jackson Public Schools
	Northwest Community Schools
	Vandercook Lake Public Schools
Kalamazoo RESA	Kalamazoo RESA
Kent ISD	Lowell Area Schools
Lenawee ISD	Lenawee ISD
Lapeer ISD	Lapeer Community Schools
Lewis Cass ISD	Lewis Cass ISD
Livingston ESA	Livingston Educational Service Agency
Montcalm Area ISD	Montcalm Area ISD
Mecosta-Osceola ISD	Mecosta-Osceola ISD
Oakland Schools	Lake Orion Community Schools
	Oak Park Schools
	Troy School District
	Walled Lake Consolidated Schools

ISD/ESA/ESD/RESA	Local District or PSA
Other	CS Partners (Education Service Provider)
	Alma College
Ottawa Area ISD	Coopersville Area Public Schools
	Grand Haven Area Public Schools
Saginaw ISD	Carrolton Public Schools
	Chesaning Union Schools
	Saginaw ISD
	Saginaw Public Schools
St. Joseph County ISD	St. Joseph County ISD
Washtenaw ISD	Ann Arbor Public Schools
	Washtenaw ISD
Wayne RESA	Dearborn Public Schools
	Detroit Public Schools Community District
	Garden City School District
	Grosse Pointe Public Schools
	Wayne-Westland Community Schools
	Wyandotte Public Schools

Table 9-2. Summary of Locations of Panelists for Functional Independence Standard Setting, 2017

ISD/ESA/ESD/RESA	Local District or PSA
Allegan Area ESA	Otsego Public Schools
Bay-Arenac ISD	Bay-Arenac ISD
	Bay City Public Schools
Berrien RESA	Lakeshore Public Schools
Calhoun ISD	Lakeview School District
Eastern Upper Peninsula ISD	DeTour Area Schools
	Eastern Upper Peninsula ISD
Eaton RESA	Potterville Public Schools
Genesee ISD	Flushing Community Schools
	Greater Heights Academy
	Linden Community Schools
Ingham ISD	Lansing Charter Academy
	Waverly Community Schools
Jackson ISD	Jackson Public Schools
	Vandercook Lake Public Schools
	Western School District

ISD/ESA/ESD/RESA	Local District or PSA
Kalamazoo RESA	Comstock Public Schools
Kent ISD	East Grand Rapids Public Schools
	Grand Rapids Public Schools
	Kentwood Public Schools
Lenawee ISD	Adrian Public Schools
	Onsted Community Schools
Lapeer ISD	Almont Community Schools
Livingston ESA	Brighton Area Schools
	Pinckney Community Schools
Macomb ISD	Chippewa Valley Schools
	Fraser Public Schools
	Lakeview Public Schools
	Utica Community Schools
	VanDyke Public Schools
Manistee ISD	Michigan Great Lakes Virtual Academy
Montcalm Area ISD	Greenville Public Schools
	Tri County Area Schools
Midland County ESA	Midland Public Schools
Muskegon ISD	Montague Area Schools
	Orchard View Schools
Newaygo County RESA	Freemont Public Schools
	Newaygo Public Schools
Oakland Schools	Berkley School District
	Troy Public Schools
	West Bloomfield School District
Ottawa Area ISD	Jenison Public Schools
Sanilac ISD	Sanilac ISD
Saginaw ISD	Freeland Community Schools
	Saginaw Public Schools
Shiawassee RESD	Corunna Public Schools
	Morrice Area Schools
St. Clair RESA	Capac Community Schools
	Landmark Academy
	Memphis Community Schools
	Yale Public Schools
St. Joseph County ISD	Colon Community Schools

ISD/ESA/ESD/RESA	Local District or PSA
Van Buren ISD	Bloomingdale Public School District
	Gobles Public Schools
	South Haven Public Schools
Washtenaw ISD	Ypsilanti Community Schools
Wayne RESA	Detroit Public Schools Community School District
	Lincoln Park Public Schools
	Livonia Public Schools
	South Redford School District
	University Preparatory Academy
West Shore ESD	Baldwin Community Schools
Wexford-Missaukee ISD	Cadillac Area Public Schools
	Marion Public Schools

9.3 Performance-Level Descriptors (PLDs)

In the spring of 2016, the MI-Access assessment programs for English language arts (ELA) and for mathematics were realigned to measure the current alternate content expectations in these areas. MI-Access measures the <u>Essential Elements with Michigan Range of Complexity for ELA and Mathematics</u>. This change required that a new standard setting take place for these content areas.

Standard setting is the methodology used to define levels of achievement or proficiency and the cut scores corresponding to those levels. For MI-Access, this process helped determine the cut scores that separate the reported performance levels of "Emerging Toward the Performance Standard," "Attained the Performance Standard," and "Surpassed the Performance Standard."

In the summer of 2017, a standard-setting process was completed for MI-Access ELA and mathematics. This process included over 140 educators from across the state of Michigan as described in section 9.2. The process involved the use of PLDs. Organized by reported performance levels (Emerging Toward the Performance Standard, Attained the Performance Standard, and Surpassed the Performance Standard), the PLDs describe what a student at each level should be able to do relative to the content expectations being measured. The PLDs used for the MI-Access standard-setting process in 2017 can be found on the MDE website.

9.4 Standard-Setting Methods and Procedures

The bookmark method (Lewis, Mitzel, & Green, 1996; Cizek & Bunch, 2007; Lewis, Mitzel, Mercado, & Schulz, 2012) was utilized for setting MI-Access Functional Independence (FI) ELA, Mathematics, Science, and Social Studies performance standards. MDE created the ordered item booklets (OIBs), which included RP 67 statistics and other necessary documents that accompanied the OIBs. Measurement Incorporated, an administration contractor, selected facilitators, conducted the training workshops, and facilitated the panel session meetings and the vertical articulation meetings. Three rounds of bookmark panel sessions were conducted. A vertical articulation session concluded the meetings, in which selected grade-level panel members from each content area reviewed and revised the panel-recommended cut scores when they deemed it necessary.

For MI-Access SI and P, the body of work method (Cizek & Bunch, 2007; Kingston & Tiemann, 2012) was used with one round of range-finding and two rounds of pinpointing by the eight panels. Similarly, a cross-grade-level articulation session concluded the meetings, in which representatives from each content area and grade level reviewed and revised the cut scores recommended by the table panels. MDE provided the body of work documents, such as students' score distributions, picture cards, and test items, and all other related files and documents.

For more details regarding the MI-Access performance-level standard settings, refer to Measurement Incorporated's MI-Access Standard Setting Final Report (2015) and MI-Access Standard Setting Final Report (2017) in Appendix E.

9.5 Scale Scores

This section presents the slopes and intercepts for transforming thetas to scale scores, as well as the lowest obtainable scale score (LOSS) and the highest obtainable scale score (HOSS) for various MI-Access FI content areas. For SI and P, only raw scores were utilized in reporting, and cut scores based on the raw score points were derived from the standard-setting meetings. SI and P cut scores are presented in the next section, "MI-Access Supported Independence and Participation Cut Scores."

In creating FI scaling constants (slopes and intercepts), MDE fixed the LOSS and HOSS and ran a linear regression. MDE transformed the theta metric results onto a four-digital scale, which is consistent with the previous MI-Access FI scales and is easier and more meaningful to interpret for stakeholders. After obtaining the slopes (As), intercepts (Bs), and raw-to-theta conversion table (from the WINSTEPS calibration run), MDE applied the following formula to derive the scale score:

Scale score = (theta*slope) + intercept

More information regarding FI scaling and raw-to-scale-score conversion tables can be found in Chapter 7.

Table 9-3 presents the FI scaled cut scores derived from the standard-setting meetings, the scaling constants (slopes and intercepts) that transform the theta (or the raw score) to scale scores, and the LOSS and HOSS for each content area and grade level.

Table 9-3. FI Scaling Constants, Performance-Level Cut Scores, LOSS, and HOSS

Subject	Grade	В	A	LOSS	HOSS	Cut1	Cut2
ELA	3	2291.51628	16.61544	2200	2400	2300	2319
ELA	4	2393.75425	17.07504	2300	2500	2400	2423
ELA	5	2492.01440	17.44896	2400	2600	2499	2519
ELA	6	2596.15967	17.48863	2500	2700	2607	2626
ELA	7	2695.97419	17.98885	2600	2800	2698	2713
ELA	8	2796.46326	17.70695	2700	2900	2807	2821
ELA	11	3144.22115	28.84615	3000	3300	3151	3175
Mathematics	3	2299.03113	21.80787	2200	2400	2312	2344
Mathematics	4	2400.69428	21.32651	2300	2500	2410	2430
Mathematics	5	2499.51075	21.50306	2400	2600	2518	2543
Mathematics	6	2599.79136	21.58196	2500	2700	2611	2629
Mathematics	7	2699.42309	21.97561	2600	2800	2704	2730
Mathematics	8	2801.93852	20.66543	2700	2900	2810	2831
Mathematics	11	3149.66487	32.97428	3000	3300	3153	3185
Science	4	2390.735758	17.52848	2300	2500	2400	2412
Science	7	2690.97248	16.88619	2600	2800	2700	2716
Science	11	3093.11551	17.7841	3000	3200	3100	3118
Social Studies	5	2486.77337	17.77462	2400	2600	2500	2511
Social Studies	8	2793.07675	19.1168	2700	2900	2800	2810
Social Studies	11	3090.86026	18.11266	3000	3200	3100	3113

Notes: Cut1 = Level 2 (Attained) cut score and Cut2 = Level 3 (Surpassed) cut score.

ELA and mathematics cut scores are based on the Spring 2017 standard-setting results.

Science and Social Studies cut scores are based on the Spring 2015 standard setting results.

9.6 MI-Access Supported Independence and Participation Cut Scores

As mentioned above, for MI-Access SI and P, no IRT scaling was utilized and only raw scores were reported. Therefore, cut scores based on raw score points were derived from the standard setting meetings. Tables 9-4 and 9-5 present the ELA, mathematics, and science cut scores for SI and P, respectively.

Table 9-4. Supported Independence Performance-Level Cut Scores

Program	Subject	Grade	Cut1	Cut2
SI	ELA	3	28	43
SI	ELA	4	31	44
SI	ELA	5	30	46
SI	ELA	6	31	46
SI	ELA	7	31	46
SI	ELA	8	33	45
SI	ELA	11	35	46
SI	Mathematics	3	35	47
SI	Mathematics	4	34	45
SI	Mathematics	5	31	46
SI	Mathematics	6	32	44
SI	Mathematics	7	30	45
SI	Mathematics	8	30	46
SI	Mathematics	11	33	47
SI	Science	4	32	55
SI	Science	7	33	55
SI	Science	11	45	57

Notes: Cut1 = Level 2 (Attained) cut score and Cut2 = Level 3 (Surpassed) cut score.

ELA and mathematics cut scores are based on the Spring 2017 standard-setting results.

Science cut scores are based on the Spring 2015 standard-setting results.

Table 9-5. Participation Performance-Level Cut Scores

Program	Subject	Grade	Cut1	Cut2
Р	ELA	3	31	45
Р	ELA	4	32	43
Р	ELA	5	28	42
Р	ELA	6	29	41
Р	ELA	7	28	45
Р	ELA	8	27	43
Р	ELA	11	34	46
Р	Mathematics	3	33	47
Р	Mathematics	4	32	47
Р	Mathematics	5	32	46
P	Mathematics	6	31	44
P	Mathematics	7	27	43
Р	Mathematics	8	28	43
P	Mathematics	11	31	46
Р	Science	4	46	72
Р	Science	7	44	72
Р	Science	11	48	75

Notes: Cut1 = Level 2 (Attained) cut score and Cut2 = Level 3 (Surpassed) cut score. ELA and mathematics cut scores are based on the Spring 2017 standard-setting results. Science cut scores are based on the Spring 2015 standard-setting results.

9.7 Summary

This chapter presented a brief overview of the process for performance-level setting used by MI-Access for derivation of the MI-Access ELA, mathematics, science, and FI social studies cut scores. It also presented an overview of the methods and procedures used for FI scaling and scale scores, as well as SI and P reporting scores.

The standard settings undertaken by MI-Access support the following standards in the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014):

- Standard 5.21—When proposed score interpretations involve one or more cut scores, the rationale and procedures used for establishing cut scores should be documented clearly.
- Standard 5.22—When cut scores defining pass-fail or proficiency levels are based on direct judgments about the adequacy of item or test performances, the judgmental process should be designed so that the participants providing the judgments can bring their knowledge and experience to bear in a reasonable way.

Chapter 10: Fairness

As noted in the *Standards* (AERA, APA, & NCME, 2014), there are varying definitions of fairness. This chapter examines test performance among varying subgroups assessed by MI-Access and fairness as it relates to minimizing bias on a test.

Differences in test performance among subgroups do not mean that a test is unfair—it simply means that groups performed differently on the test. Even when a test is carefully and properly constructed, differences may exist among subgroups as a result of differences in curriculum or learning by the students in the subgroup.

This chapter is particularly relevant to AERA, APA, & NCME (2014) *Standards* 3.1 through 3.6, found in Chapter 3, "Fairness in Testing," of the AERA, APA, & NCME (2014) *Standards*. Each of these standards will be presented below.

Standard 3.6 Where credible evidence indicates that test scores may differ in meaning for relevant subgroups in the intended examinee population, test developers and/or users are responsible for examining the evidence for validity of score interpretations for intended uses for individuals from those subgroups. What constitutes a significant difference in subgroup scores and what actions are taken in response to such differences may be defined by applicable laws. (p. 65)

There is no specific research on MI-Access showing that the test scores of examinee subgroups differ in meaning; however, this is an ongoing concern in any large-scale testing program. To lessen the possibility of differences in test score meaning, the Michigan Department of Education (MDE) and its supporting contractors follow several steps in the item development and selection processes as explained in section 10.1 of this chapter. In addition, MDE and Data Recognition Corporation (DRC) have conducted content and bias reviews on items, as explained in Chapter 3. These practices adhere to Standard 3.3:

Standard 3.3 Those responsible for test development should include relevant subgroups in validity, reliability/precision, and other preliminary studies used when constructing the test. (p. 64)

MDE conducts annual differential item functioning (DIF) studies following each administration of MI-Access. Typically, items are evaluated for possible DIF in the field-test phase of the test development process, and items flagged for DIF are typically further examined for possible bias. During test development, MDE follows procedures to minimize the inclusion of items that may potentially favor one demographic group over another. Section 10.2 of this chapter explains the steps taken to evaluate MI-Access items through the use of DIF to adhere to this standard.

In addition, standardized test administration and training of test administrators for MI-Access comply with *Standards* 3.4 and 3.5:

Standard 3.4 Test takers should receive comparable treatment during the test administration and scoring process. (p. 65)

Standard 3.5 Test developers should specify and document provisions that have been made to test administration and scoring procedures to remove construct-irrelevant barriers for all relevant subgroups in the test-taker population. (p. 65)

Section 10.1 of this chapter is also directly relevant to Standards 3.1 and 3.2:

Standard 3.1 Those responsible for test development, revision, and administration should design all steps of the testing process to promote valid score interpretations for intended score uses for the widest possible range of individuals and relevant subgroups in the intended population. (p. 63)

Standard 3.2 Test developers are responsible for developing tests that measure the intended construct and for minimizing the potential for tests' being affected by construct-irrelevant characteristics, such as linguistic, communicative, cognitive, cultural, physical, or other characteristics. (p. 64)

Section 10.1 below explains the steps taken by MDE and DRC to minimize the use of words, phrases, and content that may be regarded as offensive by members of particular demographic subgroups. Chapter 3 discusses content considerations during development and bias reviews for items included in MI-Access. These reviews are also critical in fulfilling *Standards* 3.1 and 3.2.

10.1 Minimizing Bias through Careful Test Development

The development of a test that is fair for all examinees begins in the early stages of planning and development. The item and test development processes that are used to minimize bias are summarized below.

First, careful attention is paid to content validity during the item development and item selection processes. Bias can occur only if the test is measuring different things for different groups. By eliminating irrelevant skills or knowledge from the items, the possibility of bias is reduced. Second, item writers and test developers follow several published guidelines for reducing or eliminating bias.

Michigan educators, as item writers, and MDE staff, as item reviewers and test developers, follow documented bias and sensitivity guidelines to help ensure that the items are fair for all groups of test takers, despite differences in characteristics. These characteristics include, but are not limited to, disability status, ethnic group, gender, regional background, native language, race, religion, sexual orientation, and socioeconomic status. Test developers review all items included in MI-Access and other testing materials with these guidelines in mind.

Careful attention is given to item statistics (if available) throughout the test development process. As part of the test assembly process, attempts are made to avoid using or reusing items with poor statistics. Additional steps to reduce bias, including the use of content and bias committees comprised of Michigan educators, are described in more detail in Chapter 3 of this report. For MI-Access, all items—not only items that have DIF flags—are reviewed.

The goal of fairness in assessment is to ensure that test materials are as free as possible from unnecessary barriers to the success of diverse groups of students.

10.2 Evaluating Bias through Differential Item Functioning (DIF)

An empirical approach known as DIF is used to examine items after they have been administered. The DIF statistics indicate the degree to which members of a particular subgroup performed better or worse than expected on each item as compared to members of the reference group. Therefore, DIF flags do not necessarily indicate that an item is biased; rather, DIF flags indicate that the item functions differently for equally able members of different groups (Camilli & Shepard, 1994). The DIF procedures and results are described in this section. Note that items are not necessarily suppressed from operational scoring if they are flagged for DIF. Due to small sample sizes for Supported Independence (SI) and Participation (P), DIF analysis is only done for Functional Independence (FI) assessments in English language arts (ELA), mathematics, science, and social studies.

Students may differ in their background knowledge, cognitive and academic skills, language, attitudes, and values. To the degree that these differences are large, no one curriculum and no one set of instructional materials will be equally suitable for all. Therefore, no one test will be equally appropriate for all.

Furthermore, it is difficult to specify what amount of difference can be called "large" and to determine how these differences will affect the outcome of a particular test. Additionally, schools have been assigned the tasks of developing certain basic cognitive skills in students and supporting the development of these skills equitably among all students. Therefore, there is a need for tests that measure the skills and bodies of knowledge that are common to all learners. The test developers' task is to create assessments that measure these key cognitive skills without introducing extraneous or construct-irrelevant elements into the performances on which the measurement is based.

If these tests require that students have culturally specific knowledge and skills not taught in school, differences in performance among students can occur because of differences in student background and out-of-school learning. Such tests are measuring different things for different groups and can be called biased (Camilli & Shepard, 1994; Green, 1975).

To lessen such biases, MDE strives to minimize the role of extraneous elements, thereby increasing the number of students for whom the test is appropriate. As discussed above and in Chapter 3 of this report, careful attention is given during the test development and form construction processes to lessen the influence of these elements for large numbers of students (including the use of content and bias review committees). Unfortunately, in some cases, extraneous elements may continue to play a substantial role.

To assess the extent to which items may be performing differently for various subgroups of interest, DIF analyses are conducted after each test administration. DIF statistics are used to quantify differences in item performance between two groups after controlling for examinees' overall achievement level. For MI-Access FI, DIF is conducted for ELA, mathematics, science, and social studies using very similar procedures. Section 10.3 below provides DIF results for the following subgroups:

- **Gender:** The focal group is female; the reference group is male.
- Race/Ethnicity: The focal groups are students whose race/ethnicity is reported
 as African American or Black, Hispanic or Latino, or Asian; the reference group is
 students whose race/ethnicity is reported as White. However, due to the constraint of
 the sample size, race/ethnicity DIF for MI-Access FI involves only White and African
 American/Black students.
- Socioeconomic status: The focal group is students who are identified as economically disadvantaged (EconDis); the reference group is all others.
- **Students with/without accommodations:** The focal group is students who used test accommodation; the reference group is those students who did not use test accommodation.

10.3 DIF Statistics

Two commonly used DIF statistics were applied to MI-Access FI items and are described here. They are 1) the Mantel-Haenszel (MH) statistic (Mantel & Haenszel, 1959) for dichotomously scored items and an extension of the $MH\chi^2$ (Mantel, 1963) for polytomously scored items and 2) the standardized mean difference (SMD) effect size (ES) for polytomously scored items (Dorans & Schmitt, 1991).

For dichotomously scored items, such as multiple-choice (MC) items, the MH statistic is computed as follows (Camilli & Shepard, 1994):

$$\text{Ca}^{MH}\chi^2 = \frac{\left\{\left|\sum_{j=1}^{S} [A_j - E(A_j)]\right| - 1/2\right\}^2}{\sum_{j=1}^{S} VAR(A_j)}$$
 where $VAR(A_j) = \frac{n_{Rj}n_{Fj}m_{1j}m_{0j}}{T_j^2(T_j - 1)}$ and $E(A_j) = \frac{n_{Rj}m_{1j}}{T_j} \cdot (10.1)$

In Equation 10.1, $A_j - E(A_j)$ represents the difference between the observed number and the expected number of correct responses on the item by the reference group members who have the jth score on the matching variable; n_{R_j} and n_{F_j} represent the number of examinees in the reference and focal groups, respectively, for the jth score on the matching variable; m_{1j} represents the total number of examinees (both reference and focal) with the jth score on the matching variable and with a correct response on the current item; and m_{0j} represents the total number of examinees with the jth score on the matching variable and with an incorrect response on the current item. The $MH\chi^2$ is evaluated against the standard χ^2 critical with one degree of freedom.

¹ The total observed score is used as the matching variable for DIF analysis here.

The $MH\chi^2$ does not indicate the strength of association of the relationship between item performance and group membership. The MH odds ratio can be computed to estimate the strength of this association. The resulting estimate represents the relative likelihood of success on a particular item for members of two different groups of examinees (Camilli, 2006). This odds ratio thus provides an estimate of ES with a value of 1.0, indicating no DIF. A value greater than 1.0 indicates that, on average, the reference group members performed better than comparable focal group members did. A value less than 1.0 indicates that, on average, the reference group members performed worse than comparable focal group members did.

The odds of a correct response (proportion passing divided by proportion failing) is P/Q (i.e., P/[1-P]). The MH odds ratio is simply the odds of a correct response of the reference group divided by the odds of a correct response of the focal group. The formula for its estimation is as follows (Camilli & Shepard, 1994, p. 116):

$$\hat{\alpha}_{MH} = \frac{\sum_{j=1}^{S} A_j D_j / T_j}{\sum_{j=1}^{S} B_j C_j / T_j}, (10.2)$$

where S = K - 1 and represents the actual number of 2×2 contingency tables (assuming the tables have at least 1 person in each cell); K represents the number of items on the test; and j signifies the jth score on the matching variable and runs from 0 to K. For the jth score category, A_j represents the number of reference group members with a correct response, B_j represents the number of focal group members with an incorrect response, and D_j represents the number of focal group members with an incorrect response. E_j represents the total number of examinees who have the E_j th score on the matching variable.

The corresponding null hypothesis is that the odds of getting the item correct are equal for the two groups (the odds ratio is equal to 1):

$$H_0: \alpha_{MH} = 1$$
 (10.3)

To make the odds ratio symmetrical around zero with its range located in the interval $-\infty$ to $+\infty$, the odds ratio is transformed into a log-odds ratio as follows (Camilli & Shepard, 1994, p. 116):

$$\hat{\lambda}_{MH} = \log(\alpha_{MH}) \text{ (10.4)}$$

The natural logarithm transformation of this odds ratio is symmetrical around zero, where 0 indicates no DIF. This DIF measure is a signed index, where a positive value represents DIF in favor of the reference group and a negative value indicates DIF in favor of the focal group.

The variance of the log-odds ratio estimate (V_{λ}) is computed as follows (Camilli & Shepard, 1994, p. 121):

$$V_{\lambda} = \frac{\sum_{j=1}^{S} T_{j}^{-2} (A_{j} D_{j} + \alpha_{MH} B_{j} C_{j}) [A_{j} + D_{j} + \alpha_{MH} (B_{j} + C_{j})]}{2(\sum_{j=1}^{S} A_{j} D_{j} / T_{j})^{2}}.$$
 (10.5)

² Although the value of the matching variable runs from 0 to *K*, the all correct (*K*) and all incorrect (0) score categories are not included in the DIF analysis in order to avoid having a denominator equal to 0.

The terms included in Equation 10.5 correspond to those presented for Equation 10.2. In practice, a standardized MH log-odds ratio is computed by dividing the estimate $\hat{\chi}_{MH}$ by the estimated standard error. According to Penfield (2007, p. 16), "A value greater than 2.0 or less than -2.0 may be considered evidence of the presence of DIF."

In addition, once $\hat{\lambda}_{MH}$ is obtained using Equation 10.4, the delta statistic (MH D-DIF) can be computed as follows:

MH D-DIF =
$$-2.35 \times \hat{\lambda}_{MH}$$
 (10.6)

For polytomously scored items, an extension of the $MH\chi^2$ procedure was computed (Mantel, 1963). The statistic is computed as follows (Zwick, Donaghue, & Grima, 1993):

Mantel
$$\chi^2 = \frac{(\sum_k F_k - \sum_k E(F_k))^2}{\sum_k VAR(F_k)}$$
, (10.7)

where F_k is the sum of scores for the focal group at the kth level of the matching variable and is defined as

$$F_k = \sum_t y_t n_{Ftk}, \quad (10.8)$$

the expectation of F_k under the hypothesis of no association is

$$E(F_k) = \frac{n_{F+k}}{n_{++k}} \sum_t y_t \, n_{+tk} \, , \, (10.9)$$

and the variance of F_{ι} under the assumption of no association is

$$Var(F_k) = \frac{n_{R+k}n_{F+k}}{n_{++k}^2(n_{++k}-1)} \left\{ \left(n_{++k} \sum_{t} y_t^2 n_{+tk}\right) - \left(\sum_{t} y_t n_{+tk}\right)^2 \right\}.$$
 (10.10)

Using the Mantel approach for ordered categories, the data are organized into a $2 \times T \times K$ contingency table, where T is the number of response categories and K is the number of levels of the matching variable. y_1, y_2, \ldots, y_T represent the T scores that can be obtained on the item, and n_{Rik} and n_{Fik} represent the number of examinees in the reference and focal groups, respectively, who are at the kth level of the matching variable and received an item score of y_t . The "+" denotes summation over a particular index (e.g., n_{R+k} denotes the total number of reference group members at the kth level of the matching variable). Under the null hypothesis of no association, the Mantel statistic has a chi-square distribution with one degree of freedom. For dichotomous items, the Mantel statistic reduces to the MH statistic (without the continuity correction).

In addition to the MH statistic, an ES was calculated by dividing the SMD statistics by the overall (focal and reference groups combined) standard deviation (SD) of the item scores: ES = SMD/SD. The SMD compares the mean of the reference and focal groups, adjusting for the distribution of reference and focal group members on the matching variable (Zwick et al., 1993), which for these analyses is the MI-Access FI raw score. SMD is computed as follows (Zwick et al., 1993):

$$SMD = \sum_{k} p_{Fk (m_{Fk} - m_{Rk})} (10.11)$$

where p_{Fk} is the proportion of the focal group members at the kth level of the matching variable and m_{Fk} and m_{Rk} indicate mean item score for the focal group and the reference group at the kth level of the matching variable, respectively.

A negative SMD value implies that the focal group has a lower mean item score than the reference group, whereas a positive value implies that the focal group has a higher mean item score than the reference group, conditioned on the matching test score.

10.3.1 Flagging Criteria and Results for FI ELA, Mathematics, Science, and Social Studies

For FI assessments, due to the sample size requirement, DIF was only computed with an n count equal or larger than 30 for both focal and reference groups. If either the focal group or the reference group n count is less than 30, then DIF is not computed.

The following flagging criteria, adapted from Penfield (2007), were used:

- Negligible DIF (a): if either MH common log-odds ratio $(\hat{\lambda}_{MH})$ is not significantly different from zero or $|\hat{\lambda}_{MH}| < 0.426$
- Moderate DIF (b): if $\hat{\lambda}_{MH}$ is significantly different from zero and $|\hat{\lambda}_{MH}| > 0.426$ and either (a) $|\hat{\lambda}_{MH}| < 0.638$ or (b) $|\hat{\lambda}_{MH}|$ is not significantly greater than 0.426
- Large DIF (c): if $|\hat{\chi}_{MH}|$ is significantly greater than 0.426 and $|\hat{\chi}_{MH}| > 0.638$

The following flagging criteria were used for polytomously scored items, based on Penfield (2007):

- AA: if either the Liu-Agresti cumulative common log-odds ratio (\$\hat{a}_{Ld}\$) is not significantly different from zero or \$|\hat{a}_{Ld}^{\alpha}| < 0.426\$
- BB: if $\hat{\alpha}_{\underline{L}\underline{l}}$ is significantly different from zero and $|\hat{\alpha}_{\underline{L}\underline{l}}| \ge 0.426$ and either (a) $|\hat{\alpha}_{\underline{L}\underline{l}}| \le 0.638$ or (b) $|\hat{\alpha}_{\underline{L}\underline{l}}|$ is not significantly greater than 0.426
- CC: if $|\hat{\alpha}_{Ld}|$ is significantly greater than 0.426 and $|\hat{\alpha}_{Ld}| > 0.638$

A positive MH D-DIF or ES value indicates that the item favors the focal group, while a negative value indicates that the item favors the reference group instead.

Impacted by first SARS-CoV-2 pandemic, the *n*-counts for the students who took the paper/pencil mode tests are very small, and as a result, DIF analysis could not be conducted for the paper/pencil tests due to sample size requirement.

Table 10-1 shows the item counts for DIF analyses based on the Spring 2021 MI-Access FI administration data. Tables 10-2 through 10-6 summarize the number of items having moderate or large DIF flags (b, c, bb, or cc) by content area and grade level for each focal/reference group meeting the minimum n count. For example, in the FI grade 3 ELA Accessing Print and Using Language (APUL) online assessment, no items were flagged for moderate or significant DIF for gender, while 1 item (approximately 3.3 %) was flagged for moderate ethnicity (black/white) DIF, which favored the white group, and one item was flagged for moderate accommodation/non-accommodation DIF, which favored the non-accommodation group.

Table 10-1. Item Counts Used in Differential Item Functioning Analyses: FI ELA (APUL, EI), Mathematics, Science, and Social Studies

Content Area	Grade	Test Mode	N Items	Female/ Male	Black or African American/White	Economically Disadvantaged/ Non- Disadvantaged	With Accommodations/ Without Accommodations
ELA: Accessing Print & Using Language	3	Online	30	30	30	30	30
ELA: Accessing Print & Using Language	3	Paper	30	30	30	30	30
ELA: Accessing Print & Using Language	4	Online	30	30	30	30	30
ELA: Accessing Print & Using Language	4	Paper	30	30	30	30	30
ELA: Accessing Print & Using Language	5	Online	30	30	30	30	30
ELA: Accessing Print & Using Language	5	Paper	30	30	30	30	30
ELA: Accessing Print & Using Language	6	Online	30	30	30	30	30
ELA: Accessing Print & Using Language	6	Paper	30	30	30	30	30
ELA: Accessing Print & Using Language	7	Online	30	30	30	30	30
ELA: Accessing Print & Using Language	7	Paper	30	30	30	30	30
ELA: Accessing Print & Using Language	8	Online	30	30	30	30	30
ELA: Accessing Print & Using Language	8	Paper	30	30	30	30	30
ELA: Accessing Print & Using Language	11	Online	30	30	30	30	30
ELA: Accessing Print & Using Language	11	Paper	30	30	30	30	30

Content Area	Grade	Test Mode	N Items	Female/ Male	Black or African American/White	Economically Disadvantaged/ Non- Disadvantaged	With Accommodations/ Without Accommodations
ELA: Expressing Ideas	3	Paper	1	1	1	1	1
ELA: Expressing Ideas	4	Paper	1	1	1	1	1
ELA: Expressing Ideas	5	Paper	1	1	1	1	1
ELA: Expressing Ideas	6	Paper	1	1	1	1	1
ELA: Expressing Ideas	7	Paper	1	1	1	1	1
ELA: Expressing Ideas	8	Paper	1	1	1	1	1
ELA: Expressing Ideas	11	Paper	1	1	1	1	1
Mathematics	3	Online	24	24	24	24	24
Mathematics	3	Paper	24	24	24	24	24
Mathematics	4	Online	24	24	24	24	24
Mathematics	4	Paper	24	24	24	24	24
Mathematics	5	Online	24	24	24	24	24
Mathematics	5	Paper	24	24	24	24	24
Mathematics	6	Online	24	24	24	24	24
Mathematics	6	Paper	24	24	24	24	24
Mathematics	7	Online	24	24	24	24	24
Mathematics	7	Paper	24	24	24	24	24
Mathematics	8	Online	24	24	24	24	24
Mathematics	8	Paper	24	24	24	24	24
Mathematics	11	Online	24	24	24	24	24
Mathematics	11	Paper	24	24	24	24	24
Science	4	Online	35	35	35	35	35
Science	4	Paper	35	35	35	35	35
Science	7	Online	40	40	40	40	40
Science	7	Paper	40	40	40	40	40
Science	11	Online	45	45	45	45	45
Science	11	Paper	45	45	45	45	45
Social Studies	5	Online	32	32	32	32	32
Social Studies	5	Paper	32	32	32	32	32
Social Studies	8	Online	33	33	33	33	33
Social Studies	8	Paper	33	33	33	33	33
Social Studies	11	Online	41	41	41	41	41
Social Studies	11	Paper	41	41	41	41	41

Table 10-2. Number of Differential Item Functioning Flagged Items: FI Accessing Print and Using Language (APUL)

Grade	Test Mode	DIF Category	Female/Male	Black or African American/White	Economically Disadvantaged/ Non- Disadvantaged	With Accommodations/ Without Accommodations
3	Online	b-	0	1	0	1
3	Online	b+	0	0	0	0
3	Online	C-	0	0	0	0
3	Online	C+	0	0	0	0
3	Paper	b-				
3	Paper	b+				
3	Paper	C-				
3	Paper	C+				
4	Online	b-	0	0	1	1
4	Online	b+	2	0	2	1
4	Online	C-	0	0	0	0
4	Online	C+	0	0	0	0
4	Paper	b-				
4	Paper	b+				
4	Paper	C-				
4	Paper	C+				
5	Online	b-	0	1	0	0
5	Online	b+	0	1	1	1
5	Online	C-	0	0	0	0
5	Online	C+	0	0	0	0
5	Paper	b-				
5	Paper	b+				
5	Paper	C-				
5	Paper	C+				
6	Online	b-	3	1	0	3
6	Online	b+	3	1	2	1
6	Online	C-	0	0	0	0
6	Online	C+	0	0	0	0
6	Paper	b-				
6	Paper	b+				
6	Paper	C-				
6	Paper	C+				

Grade	Test Mode	DIF Category	Female/Male	Black or African American/White	Economically Disadvantaged/ Non- Disadvantaged	With Accommodations/ Without Accommodations
7	Online	b-	3	1	1	0
7	Online	b+	0	1	1	0
7	Online	C-	0	0	0	0
7	Online	C+	0	0	0	0
7	Paper	b-				
7	Paper	b+				
7	Paper	C-				
7	Paper	C+				
8	Online	b-	1	2	1	1
8	Online	b+	1	3	0	0
8	Online	C-	0	0	0	0
8	Online	C+	0	0	0	0
8	Paper	b-				
8	Paper	b+				
8	Paper	C-				
8	Paper	C+				
11	Online	b-	0	1	2	1
11	Online	b+	1	0	0	1
11	Online	C-	1	0	0	0
11	Online	C+	0	0	0	0
11	Paper	b-				
11	Paper	b+				
11	Paper	C-				
11	Paper	C+				

Note: "--" indicates that sample size for either the reference group or the focal group is too small (< 30), and thus, no DIF statistics and categories are computed.

Table 10-3. Number of Differential Item Functioning Flagged Items: FI Expressing Ideas (EI)

Grade	DIF Category	Female/Male	Black or African American/White	Economically Disadvantaged/ Non- Disadvantaged	With Accommodations/ Without Accommodations
3	bb-	0	0	0	0
3	bb+	0	0	0	0
3	CC-	0	0	0	0
3	CC+	0	1	0	0
4	bb-	0	0	0	0
4	bb+	0	0	0	0
4	CC-	0	0	0	0
4	CC+	0	0	0	0
5	bb-	0	0	0	0
5	bb+	1	0	0	0
5	CC-	0	0	0	0
5	CC+	0	0	0	0
6	bb-	0	0	0	0
6	bb+	0	0	0	0
6	cc-	0	0	0	0
6	CC+	0	0	0	0
7	bb-	0	0	0	0
7	bb+	0	0	0	0
7	cc-	0	0	0	0
7	CC+	1	0	0	0
8	bb-	0	0	0	0
8	bb+	0	0	0	0
8	CC-	0	0	0	0
8	CC+	0	0	0	0
11	bb-	0	0	0	0
11	bb+	0	0	0	0
11	CC-	0	0	0	0
11	CC+	0	0	0	0

Table 10-4. Number of Differential Item Functioning Flagged Items: Fl Mathematics

Grade	Test Mode	DIF Category	Female/Male	Black or African American/White	Economically Disadvantaged/ Non- Disadvantaged	With Accommodations/ Without Accommodations
3	Online	b-	0	1	3	
3	Online	b+	2	1	1	
3	Online	C-	0	0	0	
3	Online	C+	0	0	0	
3	Paper	b-				
3	Paper	b+				
3	Paper	C-				
3	Paper	C+				
4	Online	b-	0	0	2	
4	Online	b+	2	1	2	
4	Online	C-	0	0	0	
4	Online	C+	0	0	0	
4	Paper	b-				
4	Paper	b+				
4	Paper	C-				
4	Paper	C+				
5	Online	b-	0	1	1	
5	Online	b+	4	0	0	
5	Online	C-	0	0	0	
5	Online	C+	0	0	0	
5	Paper	b-				
5	Paper	b+				
5	Paper	C-				
5	Paper	C+				
6	Online	b-	0	1	2	
6	Online	b+	0	1	3	
6	Online	C-	0	0	0	
6	Online	C+	0	0	0	
6	Paper	b-				
6	Paper	b+				
6	Paper	C-				
6	Paper	C+				

Grade	Test Mode	DIF Category	Female/Male	Black or African American/White	Economically Disadvantaged/ Non- Disadvantaged	With Accommodations/ Without Accommodations
7	Online	b-	0	1	0	
7	Online	b+	0	0	0	
7	Online	C-	0	0	0	
7	Online	C+	0	0	0	
7	Paper	b-				
7	Paper	b+				
7	Paper	C-				
7	Paper	C+				
8	Online	b-	2	2	0	
8	Online	b+	1	1	0	
8	Online	C-	0	0	0	
8	Online	C+	0	0	0	
8	Paper	b-				
8	Paper	b+				
8	Paper	C-				
8	Paper	C+				
11	Online	b-	2	1	1	
11	Online	b+	2	1	0	
11	Online	C-	0	0	0	
11	Online	C+	0	0	0	
11	Paper	b-				
11	Paper	b+				
11	Paper	C-				
11	Paper	C+				

Notes: "--" indicates that sample size for either the reference group or the focal group is too small (i.e., < 30), and thus, no DIF statistics and categories are computed. For FI Mathematics online tests, there is no "Standard Accommodation" function(s) defined, and therefore, no such data were collected.

Table 10-5. Number of Differential Item Functioning Flagged Items: FI Science

Grade	Test Mode	DIF Category	Female/Male	Black or African American/White	Economically Disadvantaged/ Non- Disadvantaged	With Accommodations/ Without Accommodations
4	Online	b-	2	1	1	
4	Online	b+	1	2	1	
4	Online	C-	0	0	0	
4	Online	C+	0	0	0	
4	Paper	b-				
4	Paper	b+				
4	Paper	C-				
4	Paper	b-				
7	Online	b-	2	2	3	
7	Online	b+	2	0	1	
7	Online	C-	0	0	0	
7	Online	C+	0	1	0	
7	Paper	b-				
7	Paper	b+				
7	Paper	C-				
7	Paper	C+				
11	Online	b-	2	1	0	
11	Online	b+	1	1	0	
11	Online	C-	0	0	0	
11	Online	C+	0	0	0	
11	Paper	b-				
11	Paper	b+				
11	Paper	C-				
11	Paper	C+				

Notes: "--" indicates that sample size for either the reference group or the focal group is too small (< 30), and thus, no DIF statistics and categories are computed. For FI Science online tests, there is no "Standard Accommodation" function(s) defined, and therefore, no such data were collected.

Table 10-6. Number of Differential Item Functioning Flagged Items: FI Social Studies

Grade	Test Mode	DIF Category	Female/Male	Black or African American/White	Economically Disadvantaged/ Non- Disadvantaged	With Accommodations/ Without Accommodations
5	Online	b-	0	1	1	
5	Online	b+	1	2	0	
5	Online	C-	0	0	0	
5	Online	C+	0	0	0	
5	Paper	b-				
5	Paper	b+				
5	Paper	C-				
5	Paper	C+				
8	Online	b-	0	1	1	
8	Online	b+	0	2	0	
8	Online	C-	0	0	0	
8	Online	C+	0	0	0	
8	Paper	b-				
8	Paper	b+				
8	Paper	C-				
8	Paper	C+				0
11	Online	b-	1	0	0	
11	Online	b+	1	2	0	
11	Online	C-	0	0	0	
11	Online	C+	0	0	0	
11	Paper	b-				
11	Paper	b+				
11	Paper	C-				
11	Paper	C+				

Notes: "--" indicates that sample size for either the reference group or the focal group is too small (< 30), and thus, no DIF statistics and categories are computed. For FI Social Studies online tests, there is no "Standard Accommodation" function(s) defined, and therefore, no such data were collected.

10.4 Summary

In summary, the overall purpose of this chapter is to address fairness concerns that are relevant to the administration of MI-Access. The information in this chapter supports multiple best practices of the testing industry and in particular is related to the following AERA, APA, & NCME (2014) standards:

- Standard 3.1—Those responsible for test development, revision, and administration should design all steps of the testing process to promote valid score interpretations for intended score uses for the widest possible range of individuals and relevant subgroups in the intended population.
- Standard 3.2—Test developers are responsible for developing tests that measure the intended construct and for minimizing the potential for tests' being affected by construct-irrelevant characteristics, such as linguistic, communicative, cognitive, cultural, physical, or other characteristics.
- Standard 3.3—Those responsible for test development should include relevant subgroups in validity, reliability/precision, and other preliminary studies used when constructing the test.
- Standard 3.4—Test takers should receive comparable treatment during the test administration and scoring process.
- Standard 3.5—Test developers should specify and document provisions that have been made to test administration and scoring procedures to remove construct-irrelevant barriers for all relevant subgroups in the test-taker population.
- Standard 3.6—Where credible evidence indicates that test scores may differ
 in meaning for relevant subgroups in the intended examinee population, test
 developers and/or users are responsible for examining the evidence for validity of
 score interpretations for intended uses for individuals from those subgroups. What
 constitutes a significant difference in subgroup scores and what actions are taken in
 response to such differences may be defined by applicable laws.

This chapter presents evidence supporting construct-related validity. Part of the test validity argument is that scores must be consistent and precise enough to be useful for the intended purposes. The concepts of reliability and precision are examined through analysis of measurement error in simulated and operational conditions.

This chapter demonstrates the adherence to AERA, APA, & NCME (2014) *Standards* 2.0, 2.3, 2.13, 2.14, 2.16, and 2.19. Each standard will be discussed in the pertinent section of this chapter.

11.1 Reliability

Reliability refers to the consistency of the students' test scores on parallel forms of a test. A reliable test is one that produces scores that are expected to be relatively stable if the test is administered repeatedly under similar conditions. Often, however, it is impractical to administer multiple forms of the test, and reliability is estimated on a single administration of the test. This type of reliability, known as internal consistency, provides an estimate of how consistently examinees perform across items within a test during a single test administration (Crocker & Algina, 1986). Reliability is a necessary but not sufficient condition of validity.

The AERA, APA, & NCME (2014) Standards says:

The term reliability has been used in two ways in the measurement literature. First, the term has been used to refer to the reliability coefficients of classical test theory, defined as the correlation between scores on two equivalent forms of the test, presuming that taking one form has no effect on performance on the second form. Second, the term has been used in a more general sense, to refer to the consistency of scores across replications of a testing procedure, regardless of how this consistency is estimated or reported (e.g., in terms of standard errors, reliability coefficients per se, generalizability coefficients, error/tolerance ratios, item response theory [IRT] information functions, or various indices of classification consistency). (p. 33)

In the development and maintenance of tests of the highest quality, the reliability of each MI-Access assessment has been calculated in accordance with the AERA, APA, & NCME (2014) Standards.

This chapter addresses several specific AERA, APA, & NCME (2014) standards. These include *Standards* 2.0, 2.3, 2.13, and 2.19; each is articulated below.

Standard 2.0—Appropriate evidence of reliability/precision should be provided for the interpretation for each intended score use. (p. 42)

Standard 2.3—For each total score, subscore, or combination of scores that is to be interpreted, estimates of relevant indices of reliability/precision should be reported. (p. 43)

The total score reliabilities are discussed in section 11.1. The overall standard errors of measurement (SEMs) and conditional standard errors of measurement (CSEMs) are presented in sections 11.1.4 and 11.1.5.

Standard 2.13—The standard error of measurement, both overall and conditional (if reported), should be provided in units of each reported score. (p. 45)

The SEM based on scale scores and the CSEM based on scale scores are discussed below in sections 11.1.4 and 11.1.5.

Standard 2.19—Each method of quantifying the reliability/precision of scores should be described clearly and expressed in terms of statistics appropriate to the method. The sampling procedures used to select test takers for reliability/precision analyses and the descriptive statistics on these samples, subject to privacy obligations where applicable, should be reported. (p. 47)

11.1.1 Reliability and Standard Error of Measurement

According to the classical true score theory, which is a fundamental component of the classical test theory (CTT), an observed score is a sum of two parts—a random component of true score (T) and a random component of error score (E), or mathematically, X = T + E (McDonald, 1999). This model has the following properties: 1) the expected error score is zero, 2) the correlation between the true score and the error score is zero, and 3) the correlation between the error scores on different but parallel forms is zero (Lord & Novick, 1968).

Based on this model, a student's observed test score is an imprecise estimate of the student's actual ability because a portion of that score is attributable to random error. A fundamental theoretical quantity in test theory, the *reliability coefficient* of observed scores, is defined as the ratio of the variance of true scores to the variance of observed scores. Tests are therefore most reliable when the proportion of observed score variance that may be attributed to error variance is minimalized. According to McDonald (1999), test-retest methods, parallel or alternate-form methods, and internal analysis are the three recognized methods for estimating the reliability coefficient.

Due to practical difficulties in applying the first two above-mentioned methods, only the internal consistency reliability approach is described here. Estimates of internal consistency reliability involve "dividing the test into two or more constituent parts and in some way estimating reliability from the consistency of performance across these part-tests" (Haertel, 2006, p. 71).

11.1.2 Cronbach's Coefficient Alpha

Historically, various internal consistency reliability estimates have been proposed. However, the most widely used for fixed forms is Cronbach's (1951) coefficient alpha (Haertel, 2006). Using sample statistics, it is computed as follows (adapted from Haertel, 2006, p. 74):

$$\alpha = \frac{I}{I-1} \left(1 - \frac{\sum_{i=1}^{I} S_i^2}{S_x^2} \right) (11.1)$$

where l represents the number of items on the test, S_i^2 represents the sample variance of item i, and S_v^2 represents the sample variance of the total raw score.

The use of coefficient alpha has several theoretical advantages (Haertel, 2006). First, since it equals the mean of all possible split-half reliability coefficients, which is another estimate of internal consistency reliability that involves the division of the total test into two "parallel" subtests, the use of coefficient alpha avoids the arbitrary choice of a split or division. Second, it is mathematically equivalent to one of the lower bounds of the theoretical reliability coefficient. The implication of this is that the theoretical reliability coefficient is higher than the observed coefficient alpha.

11.1.3 Standard Error of Measurement

SEM is related to reliability and is calculated with sample statistics as follows (Hays, 1994, p. 617):

$$SEM(X) = S_X \sqrt{1 - r_{XX'}}$$
 (11.2)

where $\operatorname{SEM}(X)$ represents the estimated SEM of the observed test score X, S_X denotes the estimated standard deviation (SD) (sample SD) of the observed score, and $r_{XX'}$ represents the estimated reliability coefficient of a test. In this report, the observed coefficient alpha is used as the estimated reliability coefficient for social studies.

According to Equation 11.2, the SEM is inversely related to the reliability of a test: For any SD of the observed score, the SEM decreases when the reliability coefficient increases. Thus, when an SEM is small, there can be more confidence in the accuracy, or precision, of the observed test scores.

11.1.4 Observed Reliability and SEM for MI-Access

Cronbach's coefficient alpha as the internal consistency reliability index was calculated using the Spring 2021 MI-Access administration operational data. The results for Functional Independence (FI) tests are presented in Tables 11-1 through 11-4.

As all operational items across FI online fixed form tests are the same, and the same raw-to-scale-score tables were used for all online forms, reliability and related statistics are reported for the combined online forms as compared with the paper/pencil form tests. Caution should be given in the interpretation of the results regarding the paper/pencil test statistics and comparison with the online test results as extreme small sample sizes or *n*-counts are involved for the paper/pencil tests.

The results for Supported Independence (SI) are shown in Table 11-5 and the results for P are displayed in Table 11-6. For SI and P, only paper/pencil form tests were administered and all the operational items were the same across forms; therefore, one set of CTT-based internal consistency reliability statistics were computed for each assessment.

As shown in the FI tables, Cronbach's coefficient alpha values are very similar within the same context of content area by mode and grade level. For FI, Cronbach's coefficient alpha values range from 0.72 to about 0.86, indicating high moderate to strong internal consistency reliability.

For SI, Cronbach's coefficient alphas range from 0.78 to 0.87. For P, Cronbach's coefficient alpha values range from 0.75 to 0.89 across all the content areas and grade levels, indicating relatively high moderate to strong internal consistency reliability.

Table 11-1. FI ELA Internal Consistency Reliability with Raw Score Mean and SEM by Mode and Grade Level

Subject	Grade	Mode	N	Mean	SD	SEM	Alpha
ELA	3	Online	423	19.60	5.89	2.51	0.82
ELA	3	Paper	55	22.76	5.36	2.32	0.81
ELA	4	Online	521	19.48	6.09	2.55	0.82
ELA	4	Paper	46	20.87	5.58	2.46	0.81
ELA	5	Online	581	20.54	5.88	2.50	0.82
ELA	5	Paper	67	21.24	5.69	2.48	0.81
ELA	6	Online	605	20.68	5.80	2.44	0.82
ELA	6	Paper	38	19.58	6.14	2.46	0.84
ELA	7	Online	623	22.29	6.31	2.38	0.86
ELA	7	Paper	38	21.68	6.13	2.45	0.84
ELA	8	Online	694	23.34	5.99	2.33	0.85
ELA	8	Paper	37	21.76	6.37	2.47	0.85
ELA	11	Online	687	24.59	6.32	2.33	0.86
ELA	11	Paper	49	23.63	6.42	2.47	0.85

Table 11-2. FI Mathematics Internal Consistency Reliability with Raw Score Mean and SEM by Mode and Grade Level

Subject	Grade	Mode	N	Mean	SD	SEM	Alpha
Mathematics	3	Online	466	13.78	4.62	2.16	0.78
Mathematics	3	Paper	54	16.57	4.61	2.01	0.81
Mathematics	4	Online	562	12.85	4.28	2.27	0.72
Mathematics	4	Paper	43	13.95	4.18	2.23	0.72
Mathematics	5	Online	649	14.00	4.74	2.18	0.79
Mathematics	5	Paper	61	14.36	4.22	2.18	0.73
Mathematics	6	Online	666	13.46	4.55	2.25	0.76
Mathematics	6	Paper	38	12.79	4.95	2.21	0.80
Mathematics	7	Online	686	14.48	4.22	2.17	0.74
Mathematics	7	Paper	38	13.74	4.43	2.21	0.75
Mathematics	8	Online	742	13.42	4.82	2.17	0.80
Mathematics	8	Paper	43	13.91	5.45	2.12	0.85
Mathematics	11	Online	746	13.68	4.31	2.20	0.74
Mathematics	11	Paper	49	15.18	4.39	2.14	0.76

Table 11-3. FI Science Internal Consistency Reliability with Raw Score Mean and SEM by Mode and Grade Level

Subject	Grade	Mode	N	Mean	SD	SEM	Alpha
Science	4	Online	524	19.48	6.81	2.70	0.84
Science	4	Paper	35	21.51	6.54	2.62	0.84
Science	7	Online	644	24.98	7.27	2.73	0.86
Science	7	Paper	36	23.56	6.34	2.84	0.80
Science	11	Online	757	28.09	7.76	2.94	0.86
Science	11	Paper	48	26.96	7.59	2.96	0.85

Table 11-4. FI Social Studies Internal Consistency Reliability with Raw Score Mean and SEM by Mode and Grade Level

Subject	Grade	Mode	N	Mean	SD	SEM	Alpha
Social Studies	5	Online	605	16.43	5.70	2.64	0.78
Social Studies	5	Paper	67	17.70	5.38	2.59	0.77
Social Studies	8	Online	713	17.64	6.20	2.65	0.82
Social Studies	8	Paper	43	17.23	6.61	2.63	0.84
Social Studies	11	Online	755	22.15	7.72	2.95	0.85
Social Studies	11	Paper	49	22.51	7.85	2.96	0.86

Table 11-5. SI ELA, Mathematics, and Science Internal Consistency Reliability with Raw Score Mean and SEM by Grade Level

Subject	Grade	N	Mean	SD	SEM	Alpha
ELA	3	312	38.12	14.76	5.59	0.86
ELA	4	296	36.16	14.39	5.84	0.84
ELA	5	297	37.12	14.57	5.59	0.85
ELA	6	259	38.07	13.60	5.78	0.82
ELA	7	258	37.38	14.69	5.60	0.85
ELA	8	293	40.34	13.97	5.36	0.85
ELA	11	291	39.51	12.29	5.76	0.78
Mathematics	3	312	34.58	15.13	5.75	0.86
Mathematics	4	291	34.34	14.23	5.89	0.83
Mathematics	5	292	34.12	12.99	6.05	0.78
Mathematics	6	258	30.94	13.75	6.02	0.81
Mathematics	7	261	33.04	13.96	5.74	0.83
Mathematics	8	293	34.67	12.89	5.86	0.79
Mathematics	11	289	40.30	13.29	5.61	0.82
Science	4	290	45.60	17.01	6.08	0.87

Subject	Grade	N	Mean	SD	SEM	Alpha
Science	7	263	44.79	16.45	6.15	0.86
Science	11	287	48.74	15.12	5.94	0.85

Table 11-6. P ELA, Mathematics, and Science Internal Consistency Reliability with Raw Score Mean and SEM by Grade Level

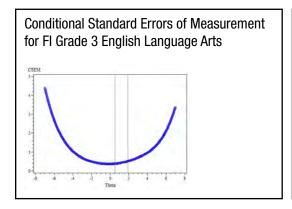
Subject	Grade	N	Mean	SD	SEM	Alpha
ELA	3	316	33.84	14.69	7.23	0.76
ELA	4	288	34.88	16.34	7.01	0.82
ELA	5	254	32.62	15.81	7.39	0.78
ELA	6	217	32.24	16.80	7.06	0.82
ELA	7	205	29.88	15.75	7.11	0.80
ELA	8	209	31.36	14.85	7.28	0.76
ELA	11	203	32.65	14.98	7.42	0.75
Mathematics	3	313	32.35	16.13	7.04	0.81
Mathematics	4	285	30.82	16.29	7.29	0.80
Mathematics	5	250	30.53	15.78	7.57	0.77
Mathematics	6	217	31.20	17.25	7.18	0.83
Mathematics	7	203	28.91	15.44	7.37	0.77
Mathematics	8	207	33.38	15.75	7.14	0.79
Mathematics	11	202	32.72	15.62	7.21	0.79
Science	4	287	52.02	25.51	8.53	0.89
Science	7	204	47.80	25.44	8.43	0.89
Science	11	203	52.07	24.65	8.43	0.88

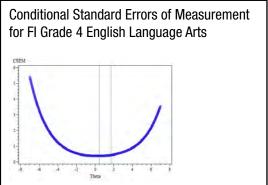
11.1.5 SEM for FI Tests

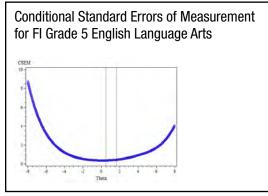
In addition to the CTT-based reliability and SEM presented in the previous section, the item response theory (IRT) CSEM was calculated for FI ELA, mathematics, science, and social studies. Related numerical information can be found in corresponding conversion tables reported in Appendix F). These CSEM graphs are presented in Figures 11-1 through 11-4 below.

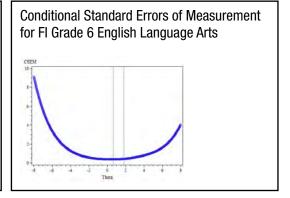
As shown in these figures, in most cases, the CSEMs are the lowest at level 1 and level 2 cut scores (the first vertical line, which indicates the cut between Emerging and Attained). In some cases, they are not the lowest at the Emerging/Attained cut. This might be due to the relatively small sample sizes for FI tests. Also note, these CSEM curves are generated using the TCC files from the fixed parameter WINSTEPS calibration result for each content by grade level test.

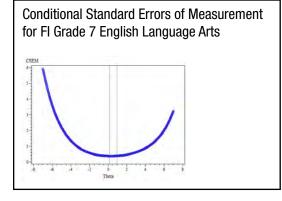
Figure 11-1. IRT-Based CSEM Curves for FI English Language Arts by Grade

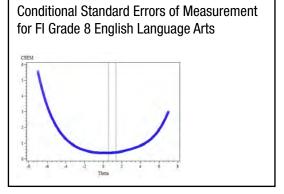












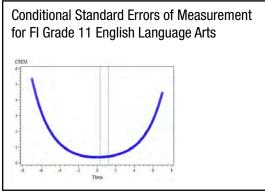
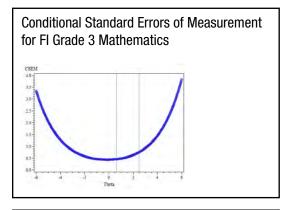
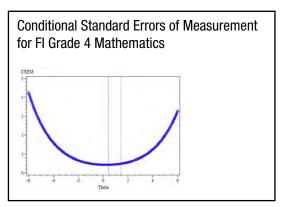
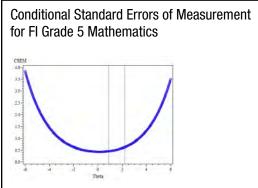
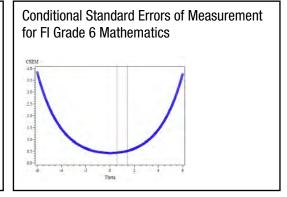


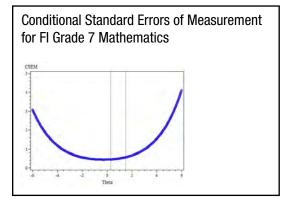
Figure 11-2. IRT-Based CSEM Curves for FI Mathematics by Grade

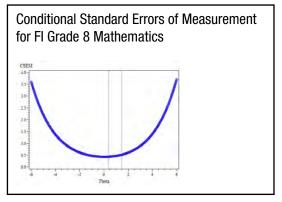












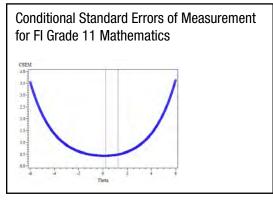
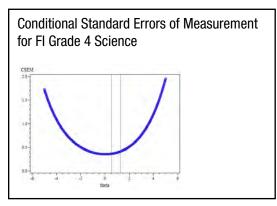
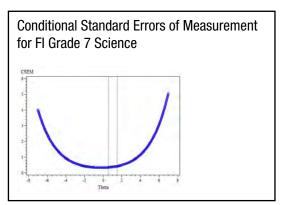


Figure 11-3 IRT-Based CSEM Graphs for FI Science by Grade





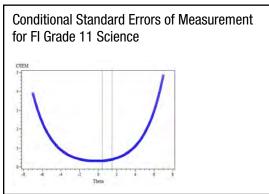
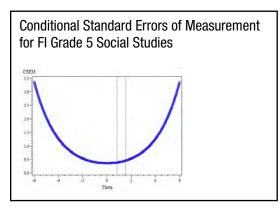
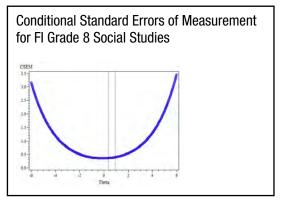
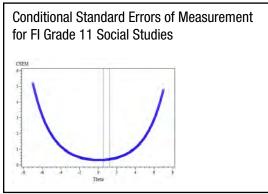


Figure 11-4. IRT-Based CSEM Graphs for FI Social Studies by Grade







11.1.6 Inter-Rater Reliability of FI Expressing Ideas Handscoring

FI ELA: Expressing Ideas (EI) has one operational constructed-response (CR) item and two field-test CR items on each grade level test, which were hand scored. A second rating was done on a sample of the papers. Table 11-7 below presents the inter-rater reliability in terms of exact agreement and adjacent agreement rates. As shown in the table, although the exact agreement rate ranges from about 69% to 91% across grade levels, the exact agreement plus adjacent agreement rates across grade levels all reach 100%, thus showing very high inter-rater reliability.

Grade	CR Item	% Perfect +	N Perfect	% Perfect	N Adj	% Adj	N Nonadj	% Nonadj
3	0P	100.0	43	86.0	7	14.0	0	0.0
4	OP	100.0	54	90.0	6	10.0	0	0.0
5	0P	100.0	56	84.8	10	15.2	0	0.0
6	0P	100.0	61	91.0	6	9.0	0	0.0
7	0P	100.0	47	69.1	21	30.9	0	0.0
8	OP	100.0	61	80.3	15	19.7	0	0.0
11	0P	100.0	63	81.8	14	18.2	0	0.0

Table 11-7. Inter-Rater Reliability of FI EI Handscored Items

11.2 Classification Accuracy and Consistency for MI-Access Assessments

Based on the raw-to-scale-score (R2SS) conversion tables for FI and the raw-to-performance-level (PL) conversion tables for SI and P, student performance in corresponding content areas is classified into one of the three PLs (Emerging Toward the Performance Standard, Attained the Performance Standard, and Surpassed the Performance Standard). Among these, the most important classification is between the Emerging and Attained (Level 1/Level 2) cut. While it is always important to know the reliability of student scores in any examination, it is also important to assess the quality of the decisions, especially with regard to the Attained-or-not cut. Such evaluation was performed through estimation of the probabilities of accurate and consistent classification of student performance.

Classification accuracy is defined as the extent to which the actual classifications of examinees agree with classifications that would be made on the basis of their true scores (Livingston & Lewis, 1995). It is common to estimate classification accuracy by utilizing a psychometric model to find true scores corresponding to observed scores. The magnitude of classification accuracy measures is influenced by key features of the test design, including the number of items, the number of cut scores, reliability, and associated SEM or CSEM.

For MI-Access FI mathematics, science, and social studies, each test under consideration consists only of equally weighted and dichotomously scored items. Procedures from Hanson and Brennan (1990) were applied to derive classification accuracy and classification consistency measures. For FI English language arts (ELA), which contains a CR item, and for SI and P tests, which contain polytomously scored items, Livingston and Lewis's (1995) more complex

procedures that accommodate CR items were used. Moreover, the definitions for accuracy and consistency of decisions presented in Young and Yoon (1998) were adopted here.

Specifically, the accuracy of decisions is the extent to which decisions would agree with those that would be made if each student could somehow be tested with all possible forms of an examination; and the consistency of decisions is the extent to which decisions would agree with those that would be made if each student had taken a parallel form of the examination, equal in difficulty and covering the same content as the form the student actually took (Young & Yoon, 1998). These ideas are shown schematically in Figures 11-5 and 11-6 with reference to a MI-Access test as an example.

In both figures, "Achieves Attained Status" refers to the Attained the Performance Standard (Level 2) and Surpassed the Performance Standard (Level 3) categories on the total raw score and "Does Not Achieve Attained Status" refers to the Emerging Toward the Performance Standard category below the Attained (Level 1/Level 2) cut.

Figure 11-5. Classification Accuracy

			Decision made on a form actually taken
		Does Not Achieve Proficient Status	Achieves Proficient Status
"True status" based on all-forms average	Does Not Achieve Proficient Status	Correct Classification	Misclassification
	Achieves Proficient Status	Misclassification	Correct Classification

Note: Adapted from Young and Yoon (1998)

Figure 11-6. Classification Consistency

			Decision made on the 2nd form taken
		Does Not Achieve Proficient Status	Achieves Proficient Status
Decision made on the 1st form taken	Does Not Achieve Proficient Status	Consistent Classification	Inconsistent Classification
	Achieves Proficient Status	Inconsistent Classification	Consistent Classification

Note: Adapted from Young and Yoon (1998)

In Figure 11-5, accurate classification occurs when the decision made on the basis of the form actually taken agrees with the decision made on the basis of the theoretical "all-forms" average. Misclassification occurs, for example, when a student who "Does Not Achieve Attained Status" based on the student's "all-forms" average is classified incorrectly as "Achieves Attained Status."

In Figure 11-6, consistent classification occurs when two possible alternate forms agree on the classification of a student as either "Achieves Attained Status" or "Does Not Achieve Attained Status," whereas inconsistent classification occurs when the decisions made by the forms differ.

The analyses make use of the techniques outlined and implemented by Hanson and Brennan (1990), Brennan (2004), and Livingston and Lewis (1995). Specifically, a four-parameter beta distribution was used to model the true score, and Lord's (1965) two-term approximation to the compound binomial distribution was used to model the conditional error. The BB-CLASS software (Version 1.1) was used to complete these analyses (Brennan, 2004).

Tables 11-8 through 11-17 present the analysis results of decision accuracy and consistency for classifying students at each grade level per test form as "Achieves Attained Status" or "Does Not Achieve Attained Status" based on their respective MI-Access total raw scores. For FI, because the operational items were exactly the same across the online forms, the raw score statistics were very similar across forms and mode (refer to Chapter 7 for details), and the online R2SS tables were used for reporting, the combined classification indexes for FI were reported here.

In addition to classification accuracy and consistency, Tables 11-8 through 11-17 provide information on the proportion of false positives and false negatives (the two types of misclassification). The false positive is the type of misclassification in which students should be classified in the "Does Not Achieve Attained Status" category based on their "all-forms" average but instead end up in the "Achieves Attained Status" category based on the actual form. The false negative is just the opposite—students who should be in the "Achieves Attained Status" category based on their "all-forms" average end up in the "Does Not Achieve Attained Status" category based on the actual form. The sum of the proportion values for accuracy, false positives, and false negatives should be equal to 1.00. Due to rounding, however, the sum of these values in the tables may not be equal to 1.00.

As shown in Tables 11-8 through 11-17, the proportion of false positives (the labeling of a student as Attained the Performance Standard when he or she should be categorized as Emerging Toward the Performance Standard) ranged from 0.03 to 0.27 for FI ELA. This proportion of false positives ranged from 0.09 to 0.29 for FI mathematics, from 0.15 to 0.24 for FI science, and from 0.01 to 0.08for FI social studies. Moreover, the proportion of false negatives (the labeling of a student as Emerging when the student should be categorized as Attained) ranged from 0.01 to 0.08 for FI ELA, from 0.01 to 0.12 for FI mathematics, from 0.01 to 0.03 for FI science, and from 0.07 to 0.13 for FI social studies. Similar patterns were found for SI and P tests as well.

The last columns in Tables 11-8 through 11-17 report the proportion of students predicted by the model who would be assigned to the same category (either Attained or Emerging) if an alternate form of MI-Access (with similar content coverage and item difficulty as the actual form) had been administered. These values range from 0.63 to 0.92 for FI, from 0.71 to 0.87 for SI, and from 0.70 to 0.83 for P across content area by grade level contexts.

Table 11-8. Classification Accuracy and Consistency on MI-Access Functional Independence English Language Arts Total Raw Score

Grade	Classification Accuracy	False Positive	False Negative	Classification Consistency
3	0.96	0.03	0.01	0.92
4	0.79	0.19	0.02	0.78
5	0.82	0.09	0.08	0.77
6	0.2	0.27	0.01	0.73
7	0.77	0.21	0.02	0.79
8	0.80	0.16	0.04	0.76
11	0.78	0.19	0.03	0.77

Table 11-9. Classification Accuracy and Consistency on MI-Access Functional Independence Mathematics Total Raw Score

Grade	Classification Accuracy	False Positive	False Negative	Classification Consistency
3	0.81	0.15	0.05	0.74
4	0.70	0.29	0.01	0.66
5	0.88	0.09	0.03	0.81
6	0.78	0.20	0.02	0.74
7	0.81	0.16	0.02	0.72
8	0.74	0.26	0.01	0.73
11	0.75	0.13	0.12	0.63

Table 11-10. Classification Accuracy and Consistency on MI-Access Functional Independence Science Total Raw Score

Grade	Classification Accuracy	False Positive	False Negative	Classification Consistency
4	0.74	0.24	0.02	0.78
7	0.81	0.16	0.03	0.74
11	0.84	0.15	0.01	0.77

Table 11-11. Classification Accuracy and Consistency on MI-Access Functional Independence Social Studies Total Raw Score

Grade	Classification Accuracy	False Positive	False Negative	Classification Consistency
5	0.86	0.08	0.07	0.80
8	0.88	0.01	0.11	0.82
11	0.86	0.01	0.13	0.82

Table 11-12. Classification Accuracy and Consistency on MI-Access Supported Independence English Language Arts Total Raw Score

Grade	Classification Accuracy	False Positive	False Negative	Classification Consistency
3	0.92	0.03	0.05	0.85
4	0.86	0.005	0.13	0.79
5	0.82	0.01	0.17	0.73
6	0.84	0.02	0.14	0.75
7	0.79	0.004	0.21	0.71
8	0.93	0.01	0.05	0.87
11	0.85	0.004	0.14	0.77

Table 11-13. Classification Accuracy and Consistency on MI-Access Supported Independence Mathematics Total Raw Score

Grade	Classification Accuracy	False Positive	False Negative	Classification Consistency
3	0.82	0.10	0.08	0.76
4	0.82	0.10	0.8	0.76
5	0.83	0.09	0.08	0.76
6	0.83	0.09	0.08	0.77
7	0.83	0.09	0.08	0.76
8	0.79	0.02	0.19	0.72
11	0.82	0.09	0.08	0.75

Table 11-14. Classification Accuracy and Consistency on MI-Access Supported Independence Science Total Raw Score

Grade	Classification Accuracy	False Positive	False Negative	Classification Consistency
4	0.83	0.09	0.08	0.76
7	0.83	0.09	0.08	0.76
11	0.81	0.10	0.09	0.74

Table 11-15. Classification Accuracy and Consistency on MI-Access Participation English Language Arts Total Raw Score

Grade	Classification Accuracy	False Positive	False Negative	Classification Consistency
3	0.74	0.002	0.26	0.71
4	0.90	0.002	0.09	0.83
5	0.83	0.002	0.17	0.75
6	0.88	0.001	0.12	0.80
7	0.79	0.21	0.002	0.73
8	0.83	0.17	0.001	0.76
11	0.78	0.21	0.02	0.70

Table 11-16. Classification Accuracy and Consistency on MI-Access Participation Mathematics Total Raw Score

Grade	Classification Accuracy	False Positive	False Negative	Classification Consistency
3	0.74	0.002	0.26	0.71
4	0.90	0.002	0.09	0.83
5	0.83	0.002	0.17	0.75
6	0.88	0.001	0.12	0.80
7	0.79	0.21	0.002	0.73
8	0.83	0.17	0.001	0.76
11	0.78	0.21	0.02	0.70

Table 11-17. Classification Accuracy and Consistency on MI-Access Participation Science Total Raw Score

Grade	Classification Accuracy	False Positive	False Negative	Classification Consistency
4	0.73	0.005	0.26	0.70
7	0.81	0.19	0.003	0.74
11	0.82	0.17	0.003	0.74

11.3 Assumption of Unidimensionality

Another measure of construct validity is unidimensionality. One of the underlying assumptions of the IRT models used to scale MI-Access FI content area tests is that the items being calibrated are unidimensional; that is, items composing FI tests in each grade/content area measure a single content domain. For example, mathematics items should measure mathematics ability and not reading skills. Standard 1.13 of the AERA, APA, & NCME (2014) *Standards* states the following:

If the rationale for a test score interpretation for a given use depends on premises about the relationships among test items or among parts of the test, evidence concerning the internal structure of the test should be provided. (pp. 26–27)

For MI-Access FI, the Michigan Department of Education (MDE) conducted two analyses to evaluate the unidimensionality assumption with operational items only. The first set was an exploratory factor analysis (EFA) using the Mplus software (Muthén & Muthén, 2012) with the weighted least square mean and variance adjusted (WLSMV) estimator. Barendse, Oort, and Timmerman (2015) found that WLSMV is the preferred estimation method and is recommended to rely on the root mean squared error of approximation (RMSEA) index (in which values less than 0.05 are desired) if the primary interest is in major factors.

The second set of analyses is a principal component analysis (PCA) using Statistical Analysis System (SAS) software, i.e. SAS Enterprise Guide Version 7.1. For PCA results, the magnitude of the first and second eigenvalues are examined. Both the eigenvalues-greater-than-one rule and the scree plot approach were considered. The RMSEA values for one-factor EFA models and the first two eigenvalues from each PCA model are reported in Tables 11-18 through 11-21.

As shown in Tables 11-18 through 11-21, the dimensionality assessment for FI is examined at each grade level. Due to the small sample sizes (i.e., very small *n*-counts) for paper and pencil test takers for this administration, dimensionality analysis was conducted only on the online assessment data (for FI ELA, the combination of online FI AP and paper EI data). As seen in these tables, generally speaking, both the EFA and PCA results failed to reject the unidimensionality assumption, which is a supporting piece of evidence for the use of unidimensional IRT models at each content/grade combination for FI tests.

Table 11-18. The First Two Component Eigenvalues and Variance Explained from PCA and RMSEA from 1-Factor EFA for FI ELA

Grade	Mode	RMSEA (1-Factor EFA)	PCA First Eigenvalue	1st Component Variance Explained	PCA Second Eigenvalue	2nd Component Variance Explained
3	Online	0.045	5.1870	0.1673	2.2109	0.0713
4	Online	0.035	5.3827	0.1763	18764	0.0605
5	Online	0.027	5.2777	0.1702	1.5745	0.0508
6	Online	0.028	5.2266	0.1686	1.5677	0.0506
7	Online	0.023	6.3702	0.2055	1.3975	0.0451
8	Online	0.024	6.0586	0.1954	1.3746	0.0443
11	Online	0.025	6.6563	0.2147	1.4334	0.0462

WLSMV-weighted least square parameter estimates using a diagonal weight matrix with standard errors and mean- and variance-adjusted chi-square test statistic that use a full weight matrix" (Muthén and Muthén, 2012, p. 603)

Table 11-19. The First Two Component Eigenvalues and Variance Explained from PCA and RMSEA from 1-Factor EFA for FI Math

Grade	Mode	RMSEA (1-Factor EFA)	PCA First Eigenvalue	1st Component Variance Explained	PCA Second Eigenvalue	2nd Component Variance Explained
3	Online	0.049	4.1537	0.1731	1.7436	0.0726
4	Online	0.039	3.3308	0.1388	1.6150	0.0673
5	Online	0.018	4.2566	0.1774	1.2680	0.0528
6	Online	0.031	3.8728	0.1614	1.3692	0.0571
7	Online	0.038	3.5993	0.1500	1.4596	0.0608
8	Online	0.040	4.3215	0.1801	1.4753	0.0615
11	Online	0.030	3.5698	0.1487	1.3523	0.0563

Table 11-20. The First Two Component Eigenvalues and Variance Explained from PCA and RMSEA from 1-Factor EFA for FI Science

Grade	Mode	RMSEA (1-Factor EFA)	PCA First Eigenvalue	1st Component Variance Explained	PCA Second Eigenvalue	2nd Component Variance Explained
4	Online	0.037	5.8765	0.1679	2.0693	0.0591
7	Online	0.018	6.6999	0.1675	1.5035	0.0376
11	Online	0.022	6.6376	0.1475	1.7541	0.0390

Table 11-21. The First Two Component Eigenvalues and Variance Explained from PCA and RMSEA from 1-Factor EFA for FI Social Studies

Grade	Mode	RMSEA (1-Factor EFA)	PCA First Eigenvalue	1st Component Variance Explained	PCA Second Eigenvalue	2nd Component Variance Explained
5	Online	0.032	4.4093	0.1378	1.8625	0.0582
8	Online	0.026	4.9831	0.1510	1.6255	0.0493
11	Online	0.026	6.2523	0.1525	1.6380	0.0400

11.4 Validity Evidence

The Standards for Educational and Psychological Testing defines validity as "the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing tests and evaluating tests" (AERA, APA, & NCME, 2014).

The purpose of test score validation is not to validate the test itself but to validate interpretations of the test scores for particular purposes or uses. Test score validation is not a quantifiable property but an ongoing process, beginning at initial conceptualization and continuing throughout the entire assessment process. Every aspect of an assessment provides evidence that either supports or challenges its validity, including design, content specifications, item development, psychometric quality, and inferences made from the results.

The validity of score interpretations for MI-Access is supported by multiple sources of evidence. Chapter 1 of the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014) specifies the following sources of validity evidence that are important to gather and document in order to support validity claims for an assessment:

- Test content
- Response processes
- Internal test structure
- Relation to other variables
- Consequences of test use

It is important to note that these categories are not mutually exclusive. One source of validity evidence often falls into more than one category, as discussed in more detail in this section. The process of gathering evidence of the validity of score interpretations is best characterized as ongoing throughout test development, administration, scoring, reporting, and beyond.

As the technical report has progressed, it has covered the different phases of the testing cycle. Each part of the technical report detailed the procedures and processes applied in Michigan, as well as the corresponding results. Each part also highlighted the meaning and significance of the procedures, processes, and results in terms of validity and their relationship to specific sections of the *Standards*. The current section now addresses these final issues in validity: test content, response processes, internal test structure, relation to other variables, and consequences of test use.

11.4.1 Minimization of Construct-Irrelevant Variance and Construct Underrepresentation

Minimization of construct-irrelevant variance and construct underrepresentation is addressed in the following steps of the test development process: 1) specification, 2) item writing, 3) review, 4) field-testing, 5) test construction, and 6) item calibration (see Chapter 3 for more information on steps 1 through 5 and Chapter 8 for more information on step 6).

Construct-irrelevant variance refers to error variance that is caused by factors unrelated to the constructs measured by the test. For example, when tests are not administered under standardized conditions (for instance, one administration may be timed, but another administration may be untimed), differences in student performance may be partially associated with the different administration conditions. Careful specification of content and review of the items representing that content are the first steps in minimizing construct-irrelevant variance. Then, empirical evidence, especially item-level data, is used to infer construct irrelevance.

Construct underrepresentation occurs when the content of the assessment does not reflect the full range of content that the assessment is expected to cover. Specification and review, in which test blueprints are developed and reviewed, are primary steps in the development process and are designed to ensure that content is appropriately represented.

11.4.2 Evidence Based on Test Content

According to the *Standards*, evidence based on test content "can include logical or empirical analyses of the adequacy with which the test content represents the content domain and of the relevance of the content domain to the proposed interpretation of test scores" (AERA, APA, & NCME, 2014). Documentation of the content domains, how the content is sampled and represented, and alignment of items to the content were discussed in Chapter 3 of this report. The documentation showed how test specification documents derived from earlier developmental activities guided the final phases of test development and ultimately yielded the test forms that were administered to students.

Chapter 3 also showed that the participation of Michigan educators in that process provided a solid rationale for having confidence in the content and design of MI-Access as a tool from which to derive valid inferences about Michigan student performance. Particularly for science and social studies, use of classroom teachers also brought into the process the enacted curriculum perspective and the written curriculum perspective. The test development process and the involvement of Michigan educators in that process formed an important part of the validity of the entire MI-Access assessment.

11.4.3 Evidence Based on Response Process

According to the *Standards*, evidence based on response processes "generally comes from analyses of individual responses" (AERA, APA, & NCME, 2014, p. 15). Hence, the best opportunity for detecting and eliminating potential sources of invalidity occurs during the test development process (U.S. Department of Education, 2015).

As described in Chapter 3, all items for MI-Access were carefully reviewed through multiple cycles of the item development process for ambiguity, bias, sensitivity, irrelevance, and inaccuracy to ensure a fit between the construct and the nature of the actual performance.

11.4.4 Evidence Based on Internal Test Structure

According to the *Standards*, evidence based on internal structure reflects "the degree to which the relationships among test items and test components conform to the construct on which the proposed test score interpretations are based" (AERA, APA, & NCME, 2014, p. 13). Three important sources of internal structure evidence have been addressed within this technical document: measurement invariance, dimensionality, and reliability. The dimensionality investigation mentioned in section 11.3 also provides supporting evidence of the internal test structure.

11.4.5 Evidence Based on Relations to Other Variables

Convergent validity is a subtype of construct validity that can be estimated by the extent to which measures of constructs that theoretically should be related to each other are, in fact, observed as being related to each other. Analyses of the internal structure of a test can indicate the extent to which the relationships among test items conform to the construct the test purports to measure.

For example, the MI-Access mathematics test is designed to measure a single overall construct—mathematics achievement. Therefore, the items composing the MI-Access mathematics test should only measure mathematics—not ELA or social studies.

For MI-Access assessments, this technical report summarizes additional statistics that contribute to item fit and construct validity and reliability, as reported previously in this chapter and in Chapter 7. The internal consistency coefficient (Cronbach's coefficient alpha) reported above is a measure of item homogeneity. For a group of items to be homogeneous, they must measure the same construct (construct validity) or represent the same content domain (content validity). Because IRT models were used to calibrate FI test items and to report FI student scores, item fit is also relevant to construct validity. The extent to which test items function as the IRT model prescribes is relevant to the validation of test scores.

11.4.6 Divergent (Discriminant) Validity

Measures of different constructs should not be highly correlated with each other. Divergent validity is a subtype of construct validity that can be assessed by the extent to which measures of constructs that theoretically should not be related to each other are, in fact, observed as being not related to each other. Typically, correlation coefficients among measures of unrelated or distantly related constructs are examined in support of divergent validity.

To assess the divergent validity of MI-Access, pairwise correlations were computed for FI students' scale scores and P and SI students' raw scores across assessments in multiple subjects. These correlation results are shown in Tables 11-22 through 11-24.

As an example, the correlation coefficients ranged from 0.53 (between ELA and mathematics in FI grade 7) to 0.63 (between ELA and mathematics in FI grades 3 and 4). The correlation coefficients suggest that individual student scores for FI tests are moderately to highly related. Despite high correlations, the tests are not perfectly related to each other, suggesting that different constructs are being tapped; however, the test scores do appear as highly related to one another, suggesting they may be tapping into a similar knowledge base or general underlying ability. Similar pictures were also seen between subject areas for Supported Independence and Participation tests.

Table 11-22. Inter-Subject Correlation for FI Tests—Correlation between ELA, Mathematics, Science, and Social Studies

Grade	N Count	ELA/Math	ELA/Science	ELA/ Social Studies	Math/Science	Math/ Social Studies	Science/ Social Studies
3	466	0.65	*	*	*	*	*
4	503	0.60	0.61	*	0.69	*	*
5	593	0.60	*	0.58	*	0.69	*
6	645	0.59	*	*	*	*	*
7	632	0.57	0.60	*	0.72	*	*
8	710	0.57	*	0.54	*	0.67	*
11	744	0.53	0.55	0.49	0.74	0.67	0.77

Notes: Not all grades have all the content areas. For example, for grades 3 and 6, only ELA and mathematics were administered; for grades 4 and 7, only ELA, mathematics, and science were administered. For grades 5 and 8, only ELA, mathematics and social studies were administered.

Table 11-23. Inter-Subject Correlation for SI Tests—Correlation between ELA, Mathematics, and Science

Grade	N Count	ELA/Math	ELA/Science	Math/Science
3	310	0.76	*	*
4	283	0.71	0.70	0.76
5	291	0.70	*	*
6	257	0.64	*	*
7	256	0.78	0.70	0.79
8	290	0.74	*	*
11	285	0.73	0.74	0.74

Notes: Not all grades have all the content areas. For example, for grades 3 and 6, only ELA and mathematics were administered; for grades 4 and 7, only ELA, mathematics, and science were administered. For P and SI, the social studies assessment was locally administered, and therefore, no statewide social studies tests were administered to P/SI students. *Data were not available because no such subject test(s) were administered to those grade students.

^{*}Data were not available because no such subject test(s) were administered to those grade students.

Table 11-24. Inter-Subject Correlation for P Tests—Correlation between ELA, Mathematics, and Science*

Grade	N Count	ELA/Math	ELA/Science	Math/Science
3	313	0.71	*	*
4	284	0.72	0.80	0.78
5	250	0.76	*	*
6	215	0.77	*	*
7	202	0.77	0.80	0.78
8	205	0.76	*	*
11	201	0.72	0.79	0.76

Notes: Not all grades have all the content areas. For example, for grades 3 and 6, only ELA and mathematics were administered; for grades 4 and 7, only ELA, mathematics, and science were administered. For P and SI, the social studies assessment was locally administered, and therefore, no statewide social studies tests were administered to P/SI students. *Data were not available because no such subject test(s) were administered to those grade students.

11.4.7 Evidence Based on Consequences of Test Use

The *Standards* incorporates the intended and unintended consequences of test use into the concept of validity. It indicates that information about the consequences of testing does not in and of itself detract from the validity of intended test interpretations (AERA, APA, & NCME, 2014). Rather, according to the *Standards*, a more searching inquiry into the sources of those consequences, given the intended purposes of an assessment, is a basis for evaluating the quality of the validity evidence. The test data alone do not provide sufficient verification of this type of evidence. For this reason, it is not straightforward to measure and collect evidence on the consequential aspects of validity.

To address the intended consequences of MI-Access, the purposes of MI-Access must be specified. MDE has carefully articulated the intended purposes of MI-Access as driving features of the selection of items, the development of tests in each content area, and the implementation of the testing program. The specific purposes associated with MI-Access include the following:

- MI-Access accurately describes both student achievement (how much students know at the end of the year) and student growth (how much students have improved since the previous year) relative to alternate content expectations, to inform program evaluation and school-, district-, and state-accountability systems and to provide valid, reliable, and fair measures of students' progress toward, and attainment of, the knowledge and skills required to be college and career ready.
- MI-Access informs state and federal accountability.
- MI-Access assessments are fair for all students in the intended population, including those with disabilities or limited English proficiency, at all levels of achievement.

11.5 Summary

In summary, Chapter 11 of this report demonstrates the adherence to the AERA, APA, & NCME (2014) *Standards* regarding reliability and construct-related validity. The analyses described above address multiple best practices of the testing industry, and in particular are related to the following *Standards for Educational and Psychological Testing* (2014):

- Standard 2.0—Appropriate evidence of reliability/precision should be provided for the interpretation for each intended score use.
- Standard 2.1—The range of replication over which reliability/precision is being
 evaluated should be clearly stated, along with a rationale for the choice of this
 designation, given the testing situation.
- Standard 2.3—For each total score, subscore, or combination of scores that is to be interpreted, estimates of relevant indices of reliability/precision should be reported.
- Standard 2.13—The standard error of measurement, both overall and conditional (if reported), should be provided in units of each reported score.
- Standard 2.14—When possible and appropriate, conditional standard errors of
 measurement should be reported at several score levels unless there is evidence that
 the standard error is constant across score levels. Where cut scores are specified for
 selection or classification, the standard errors of measurement should be reported in
 the vicinity of each cut score.
- Standard 2.16—When a test or combination of measures is used to make classification decisions, estimates should be provided of the percentage of test takers who would be classified in the same way on two replications of the procedure.
- Standard 2.19—Each method of quantifying the reliability/precision of scores should be described clearly and expressed in terms of statistics appropriate to the method. The sampling procedures used to select test takers for reliability/precision analyses and the descriptive statistics on these samples, subject to privacy obligations where applicable, should be reported.
- Standard 4.3—Test developers should document the rationale and supporting evidence
 for the administration, scoring, and reporting rules used in computer-adaptive,
 multistage-adaptive, or other tests delivered using computer algorithms to select items.
 This documentation should include procedures used in selecting items or sets of items
 for administration, in determining the starting point and termination conditions for the
 test, in scoring the test, and in controlling item exposure.

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Appendix A: Test Administration Documents

Appendix A.1 Guide to State Assessments

Guide to State Assessments

MICHIGAN

Department Education

Updated: April 12, 2021

Testing dates/windows changes and additions (for Spring 2021 only):

- M-STEP and MI-Access Testing windows have been extended (refer to the <u>Summative Testing</u> <u>Schedule</u> on page 22).
- SAT and ACT have added contingency dates and flexibilities for the 2020-2021 year only (refer to the Summative Testing Schedule on page 22.

→ OVERVIEW

A <u>memo</u> was sent to local and intermediate school district superintendents and public school academy directors on March 31, 2021 providing guidance on state testing requirements pending the approval from the United States Department of Education of our assessment and accountability waivers. Included in this memo is the following:

If USED denies Michigan's request to waive the federal requirement for state summative assessments, local school districts will have to administer the state assessments as scheduled. These assessments include M-STEP for students in grades 3-8; PSAT 8/9 for students in 8th grade; MME, including SAT, for students in 11th grade; MI-ACCESS for students receiving special education services in grades 3-8 and 11; and WIDA for students in English learner programs in grades K-12.

During the COVID-19 pandemic, MDE does not support bringing otherwise remote or virtual students into school solely for the purpose of state assessment.

If USED denies Michigan's assessment waiver request, districts would have to offer remote or virtual students the opportunity to come into school to take the appropriate state summative assessments. However, those remote-only students would not be required to come into school for the sole purpose of taking the assessments.

The office of Educational Assessment and Accountability (OEAA) is preparing for an administration of the M-STEP and other statewide

assessments this spring. At this time, we have not received a waiver removing the requirement to conduct state summative assessments in Spring 2021.

Michigan's assessment system will continue to set national standards for quality and rigor, while measuring how well our students are doing in preparing for careers and college.

Our foremost concern is for the continued safety of students, staff, and families around the state. Please don't hesitate to reach out to our office if you have any questions.

Subscribe to the weekly newsletter Spotlight on Student Assessment and Accountability (www. michigan.gov/mde-spotlight), for timely information on assessment and accountability topics during the 2020-2021 school year.

→ SPRING 2021 SUMMATIVE ASSESSMENTS

Changes to the **M-STEP** summative assessments for Spring 2021 include:

- The science test will be operational in 2021.
 This means the results from the 2021 M-STEP science test will provide data that educators can use to evaluate science curriculum and programming.
- The social studies tests (grades 5, 8, and 11) will have one part and one test ticket.

M-STEP summative tests for grades 3–8 include:

- English Language Arts (grades 3–7): computeradaptive test (CAT) with Passage-based Writing prompt (essay) at every grade
- Mathematics (grades 3–7): computer-adaptive test (CAT)

- Science (grades 5 and 8): fixed-form online assessment
- Social Studies (grades 5 and 8): fixed-form online assessment

MME in grade 11 includes:

- · SAT with Essay: paper/pencil assessment
- ACT WorkKeys: paper/pencil assessment
- M-STEP Science: fixed-form online assessment
- M-STEP Social Studies: fixed-form online assessment

Michigan Grade 8 Testing includes:

- PSAT 8/9 for grade 8: English Language Arts and Mathematics paper/pencil assessment
- M-STEP Science and Social Studies online fixed-form assessments

In addition to M-STEP science and social studies, results from the PSAT 8/9 for grade 8 and the SAT for grade 11 are part of Michigan's accountability system.

PSAT in grades 9 and 10 includes:

- PSAT 8/9 for grade 9: paper/pencil assessment
- PSAT 10 for grade 10: paper/pencil assessment

Assessment results from the PSAT 8/9 for grade 9 and the PSAT 10 are not part of Michigan's accountability system.

MI-Access Functional Independence (FI) in grades 3-8 and 11 includes:

- English Language Arts
 - » Expressing Ideas (grades 3–8 and 11): provided as paper/pencil assessment only for all students
 - Accessing Print and Using Language (grades 3–8 and 11): fixed-form online assessment

- Mathematics (grades 3–8 and 11): fixed-form online assessment
- Science (grades 4, 7, and 11): fixed-form online assessment
- Social Studies (grades 5, 8, and 11): fixed-form online assessment

MI-Access Supported Independence (SI) & Participation (P) in grades 3–8 and 11 includes:

- English Language Arts and Mathematics combined administrator booklets with student facing picture cards (grades 3, 5, 6, and 8): paper/pencil test booklet with online answer document
- English Language Arts, Mathematics, and Science combined administrator booklets with student facing picture cards (grades 4, 7, and 11): paper/pencil test booklet with online answer document
- Students taking the P/SI levels of
 MI-Access must assess social studies
 locally. Individualized Education Program (IEP)
 teams must determine which locally determined
 social studies test will be administered for
 students in grades 5, 8, and 11. Schools are
 required to provide information on the locally
 determined social studies test during the OEAA
 Secure Site Answer Documents Received and
 Students Not Tested window.

Spring 2021 Testing Windows

Note: The testing windows have been extended for Spring 2021 (see the <u>Summative Testing Schedule</u> on page 22).

The Spring 2021 testing window for the M-STEP assessments will span eight weeks from **April 12 – June 4, 2021**.

 The M-STEP online window is divided into two overlapping 6-week grade level sub-windows:

- » Online testing for grades 5, 8, and 11: April 12 – May 21, 2021
- » Online testing for grades 3, 4, 6, and 7: April 26 June 4, 2021
 - This avoids as many spring breaks as possible, and provides maximum flexibility within two extended testing windows.
- For Spring 2021 only: M-STEP paper/pencil testing for grades 3–11 can be flexibly scheduled during the paper/pencil testing windows:
 - » Paper/pencil testing for grade 5: April 13 – May 21, 2021
 - » Paper/pencil testing for grade 8: April 14 – May 21, 2021
 - » Paper/pencil testing for grade 11: April 15 – May 21, 2021
 - » Paper/pencil testing for grades 3, 4, 6, and 7: April 27 June 4, 2021

The 8-week testing window for MI-Access Alternate Assessment for **both online and paper/pencil** is **April 12 – June 4, 2021**.

The testing window for WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs for **both online** and paper/pencil has been extended. It is now February 1 – April 9, 2021.

M-STEP Statewide Science Assessment

The M-STEP science assessment will be operational in Spring 2021. The science assessment is structured using item clusters, which are a set of five to eight items with a common stimulus. For Spring 2021, each student will be administered 7 item clusters (covering Physical Science, Earth Science, and Life Science).

The operational test will be administered online, with a paper/pencil option for those few students for whom an online assessment may be inappropriate.

→ M-STEP TEST SESSION TIMING

Spring 2021 M-STEP tests are untimed and studentpaced. Therefore, students **must** be given as much time as they need to complete each session or part of the test. The times listed on the following pages are **estimated** times and are provided for planning purposes. Some students will complete the test in less time than estimated, while others may require additional time. Be sure to plan for both contingencies.

Online tests will remain open and available for testing until the student ends or submits his or her test. This means that students will be able to pause and exit their test at the end of the test session and resume testing in another scheduled session during the 4-week grade-level testing window. A school can determine the appropriate amount of time for students to spend in a single test session.

For example, if the estimated time for a test session is 90 minutes, you may decide to schedule:

- one 2-hour session with a break
- two 60-minute sessions
- three 40-minute sessions
- one 60- and two 30-minute sessions

The net result for schools is the **freedom to schedule** an appropriate amount of time for students to be in test sessions. Students can exit the test without submitting, allowing them to finish the test in another scheduled session.

Online Test Sessions

When scheduling **online** test sessions, please keep in mind the following:

 testing windows cannot be extended, therefore schools should schedule sessions early enough in the testing window to ensure all students can complete testing within the allowable six-week window

- schools have flexibility to schedule test sessions any time normal instruction takes place during the school day (M-F 7 a.m. – 4 p.m.) within the sixweek grade-level test window
- not all students need to be administered the same assessment at the same time, nor on the same day
- headphones are required for the M-STEP ELA (and all MI-Access FI test sessions)
- estimated test session times do **not** include the following:
 - » traveling to and from the testing room
 - » distributing and collecting test tickets and scratch paper
 - » signing into the test session
 - » reviewing online test directions with students

Paper/Pencil Test Days

 For Spring 2021 only, students being assessed in the paper/pencil mode may be flexibly scheduled on any day within the grade-level paper/pencil testing window. Test parts should be scheduled early enough in the school day to allow students to complete the entire test within the school day. ELA Day 1 should be scheduled for a single day and ELA Day 2 should be scheduled on a different day.

Estimated test session times do **not** include the following:

- » traveling to and from the testing room
- » distributing and collecting test materials including test booklets and answer documents
- » completion of the answer document demographic page
- » reviewing test directions with students

→ TESTING IN GRADES 3 – 8

The tables below and on the following pages provide overall test session timing and information on online and paper/pencil assessments by grade and content area. For planning purposes, keep in mind that some students will need more time to test and some students will take less.

Spring 2021 Estimated Test Session Timings Grades 3–7					
Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
ELA Computer Adaptive	2:00	2:00	2:00	2:00	2:00
Mathematics Computer Adaptive	1:30	1:30	1:30	2:00	2:00
Science Part 1	NA	NA	0:45	NA	NA
Science Part 2	NA	NA	0:45	NA	NA
Social Studies	NA	NA	0:60	NA	NA
Estimated Total Hours	3:30	3:30	6:00	4:00	4:00

NOTE: Times are in hours:minutes. Example, 1:30 equals 1 hour 30 minutes.

Spring 2021 Estimated Test Session Timings Grade 8		
Subject	Grade 8	
PSAT 8/9 (ELA and Mathematics)	2:35	
M-STEP Science Part 1	:45	
M-STEP Science Part 2	:45	
M-STEP Social Studies	:60	
Estimated Total Hours	5:05	

Note: The science test is operational this year.

English Language Arts (ELA)

Grade	Online 💻	Paper/Pencil 🖉
3 – 7	 6-week testing window 1 session (1 test ticket) Computer Adaptive Test (CAT) – 2 hours Breaks can be provided during the test session using the software's pause feature 	 6-week window (Spring 2021 only) Day 1: Parts 1 and 2 – 1 hour Listening/Claim 3 Reading/Claim 1 Day 2: Part 3 – 1 hour Writing/Claim 2 Research/Claim 4 Breaks can be provided at STOP signs in test booklet

Mathematics

Grade	Online 🖳	Paper/Pencil 🧳
3 – 5	 6-week testing window 1 session (1 test ticket) Computer Adaptive Test (CAT) – 1 hour, 30 minutes Calculators not permitted in grades 3 – 5 Breaks can be provided during test sessions using the software's pause feature 	 6-week window (Spring 2021 only) » Part 1 – 45 minutes » Part 2 – 45 minutes Calculators not permitted in grades 3 – 5 Breaks can be provided at STOP signs in test booklet
6 – 7	 6-week testing window 1 session (1 test ticket) Computer Adaptive Test (CAT) – 2 hours Grade 6 – embedded basic calculator * Grade 7 – embedded scientific calculator * Breaks can be provided during test sessions using the software's pause feature * on designated items 	 6-week window (Spring 2021 only) » Part 1 – 1 hour (no calculator) » Part 2 – 1 hour (with calculator) • Grade 6 – basic calculator • Grade 7 – scientific calculator • Breaks can be provided at STOP signs in test booklet

Science

Grade	Online 💻	Paper/Pencil 🔊
5 and 8	 6-week testing window 2 sessions (2 test tickets: Part 1, Part 2) Part 1 – 45 minutes Part 2 – 45 minutes Grade 5 – four function calculator (optional) Grade 8 – scientific calculator (optional) Breaks can be provided during the test sessions using the software's pause feature 	 6-week window (Spring 2021 only) Part 1 – 45 minutes Part 2 – 45 minutes Grade 5 – four function calculator (optional) Grade 8 – scientific calculator (optional) Breaks can be provided at STOP signs in test booklet.

Social Studies

Grade	Online 🖳	Paper/Pencil 🥟
5 and 8	 6-week testing window 1 sessions (1 test ticket) – 60 minutes Breaks can be provided during test sessions using the software's pause feature 	 6-week window (Spring 2021 only) 1 Part – 60 minutes Breaks can be provided at STOP signs in test booklet

→ PSAT 8/9 and PSAT 10 TESTING TIMES

The PSAT 8/9 for grade 8 will count toward ELA and mathematics accountability measures. The PSAT 8/9 for students in grade 9 and the PSAT 10 for students in grade 10 will **not** count towards Spring 2021 accountability.

PSAT 8/9 for Grade 8 and Grade 9 and PSAT 10 for Grade 10

PSAT Sections	PSAT 8/9 🏈 (in minutes)	PSAT 10 🖉 (in minutes)
Reading	55	60
Break	5	5
Writing and Language	30	35
Math (no calculator)	20	25
Break	5	5
Math (with calculator)	40	45
Total (hours, minutes)	2:35	2:55

Note: The PSAT Accommodations Testing window is four weeks for students with certain non-standard accommodations. Only students who are designated on the Non-standard Administration Report (NAR) are eligible to test within the 4-week window. Students approved for testing over two days must be tested on consecutive days.

TESTING IN GRADE 11 – Michigan Merit Examination (MME)

Students in 11th grade (and eligible 12th grade students) must be administered all three components of the MME:

- SAT with Essay
- ACT WorkKeys
- M-STEP Science and Social Studies



Testing times for the MME components are shown here and on the following page. For detailed information on online testing windows and paper/pencil testing dates, see the Spring 2021 Testing Schedule for Online and Paper/Pencil Assessments on pages 22-26 of this document.

Spring 2021 MME Component Test Session Timings		
Subject	Grade 11	
Science	1:30	
Social Studies 0:30		
College Entrance* 4:07		
Work Skills* 3:00		
Estimated Total Hours 9:07		
* Includes scheduled breaks		

M-STEP Science and Social Studies

Grade	Online 💻	Paper/Pencil 🧳
11	 6-week testing window Science: 1 session (1 test ticket) – 90 minutes scientific calculator (optional) Social Studies: 1 session (1 test ticket) – 30 minutes Breaks can be provided during test sessions using the software's pause feature 	 6-week window (Spring 2021 only) Science: 1 Part – 90 minutes scientific calculator (optional) Social Studies: 1 Part – 30 minutes

SAT with Essay

SAT Sections	Time 🎤 (in minutes)
Reading	65
Break	10
Writing and Language	35
Math (no calculator)	25
Break	5
Math (with calculator)	55
Break	2
Book collection/Essay distribution	15
Essay	50
Total (hours: minutes)*	4:22

^{*}does not include preadministration time

Note: The SAT Accommodations Testing window is two weeks for students with certain non-standard accommodations. Only students who are designated on the Non-standard Administration Report (NAR) are eligible to test within the 2-week window. Students approved for testing over two days must be tested on consecutive days.

ACT WorkKeys

Tests	Time 🎉 (in minutes)
Workplace Documents	55
Applied Math	55
Break*	15
Graphic Literacy	55
Total (hours: minutes)	3:00

^{*}ACT requires that you allow a break of 15 minutes at the end of Applied Math (test 2) to allow examinees to relax or go to the restroom. No cell phones may be used during the break.

→ MI-ACCESS ALTERNATE ASSESSMENTS

MI-Access Alternate Assessments are administered at three levels:

MI-Access Functional Independence (FI) – For students who have, or function as if they have, a significant cognitive impairment, can access resources, strategies, and supports with limited assistance, and whose instruction is aligned closest to the "High" range of complexity for ELA and Mathematics Essential Elements.

MI-Access Supported Independence (SI) – For students who have, or function as if they have, a significant cognitive impairment, require ongoing support in major life roles, and whose instruction is aligned closest to the "Medium" range of complexity for ELA and Mathematics Essential Elements.

MI-Access Participation (P) – For students who have, or function as if they have, a significant cognitive impairment, require extensive ongoing support through adulthood, and whose instruction is aligned closest to the "Low" range of complexity for ELA and Mathematics Essential Elements.

MI-Access assessments are based on the Essential Elements with Michigan Range of Complexity for ELA and Mathematics, Extended Grade Level Content Expectations for Social Studies (FI only), and Extended Benchmarks for Science. The alternate content standards can be found on the MI-Access web page (www.michigan.gov/mi-access).

MI-Access Functional Independence (FI)

The MI-Access FI assessments will be administered online in Spring 2021. A paper/pencil format will be available for those students and schools that are not able to test online.

The FI assessments include:

- English Language Arts (grades 3–8 and 11)
 which consists of two parts both parts must be
 completed:
 - Accessing Print and Using Language
 online or paper/pencil
 - Expressing Ideas (constructed response) –
 Administered as paper/pencil assessment
 only to all students (including students taking
 the rest of the MI-Access FI assessments
 online)
- Mathematics (grades 3–8 and 11)
- **Science** (grades 4, 7, and 11)
- Social Studies (grades 5, 8, and 11)

MI-Access FI Online Assessments

Online tests in each content area will have two parts and are untimed. Students can complete one part in a single day with the flexibility to have multiple breaks during the day when needed, or test over multiple days. It is not recommended for students to take more than one part of a MI-Access section/subject on any particular day.

MI-Access Participation and Supported Independence (P/SI)

Students will continue to experience activity-based observation items as well as selected-response items using picture cards and/or instructional materials. The answer document is the only online component of the P/SI assessments. Primary Assessment Administrators will enter the student scores for both the Primary and Shadow Assessment Administrators into the online answer document.

It is strongly recommended that Primary and Shadow Assessment Administrators take the MI-Access Participation and Supported Independence Scoring Rubrics course. This video-enhanced presentation is an excellent tool for training all staff involved in this testing. This course is available from Michigan Virtual and participants can earn 2 SCHECHs upon completion. Access the course on the MI-Access web page (www.michigan.gov/mi-access) under the Assessment Training and Resources for Educators section.

The P/SI assessments include:

- English language arts (grades 3-8 and 11)
- Mathematics (grades 3-8 and 11)
- **Science** (grades 4, 7, and 11)

Note: Districts administer a locally determined social studies assessment for students who typically take MI-Access P/SI. Individualized Education Program (IEP) teams must determine which locally determined social studies test will be administered to students in grades 5, 8, and 11.

Grade 11 MI-Access FI: College Entrance and Work Skills Assessments

- Students taking the grade 11 MI-Access assessments may also take the ACT WorkKeys assessment if the Individualized Education Program (IEP) team determines it is an appropriate assessment.
- If the IEP team determines that the SAT with Essay is an appropriate assessment for the student, then the ELA and mathematics scores will be derived from the SAT with Essay and the student will not take the MI-Access FI ELA and mathematics tests.

→ WIDA

WIDA ACCESS for ELLs

Michigan's federally required summative assessment for students identified as English Learners (ELs) is the WIDA ACCESS for ELLs. This annual assessment is designed to measure K–12 ELs on their progress in learning the English language. The assessment provides a status of their development of Reading, Listening, Writing, and Speaking skills. WIDA ACCESS for ELLs is aligned to the WIDA English Language Development (ELD) standards that Michigan adopted in 2013.

This assessment can be administered online in grades 1–12. A paper/pencil form of the assessment is required for K and available in grades 1–12 for students who may not yet be technology-ready or have a disability that requires a paper/pencil test.

WIDA Alternate ACCESS for ELLs

Districts have the option to use the WIDA Alternate ACCESS for ELLs paper/pencil assessment. This assessment is designed for students who are ELs and are also students who have or function as if they have significant cognitive disabilities. This assessment is available in grades 1–12 only (grade level clusters: 1–2, 3–5, 6–8, and 9–12). Each section of this test (Listening, Reading, Speaking, and Writing) is estimated to take approximately 20 minutes.

Additional information about test administration can be found on the <u>WIDA website</u> (wida.wisc.edu) as well as within the WIDA Secure Portal.

Note: The testing window for WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs for both online and paper/pencil has been extended. The new window is **January 27 – April 9, 2021**.

WIDA Screener and W-APT

The WIDA Screener and the Kindergarten WIDA ACCESS Placement Test (W-APT) are screening assessments used to identify potential ELs upon enrollment. The WIDA Screener is available in both an online and paper/pencil format for students in grades 1-12. However, students should only take the paper/pencil form of the Screener if they have disabilities requiring use of a paper/pencil form or if they are considered recent arrivers (attended U.S. schools for 12 months or less). The WIDA Screener may take between 35 and 70 minutes depending on the grade level cluster and path administered.

The W-APT is the paper/pencil assessment given to Kindergarteners. The W-APT assesses the Listening, Reading, Writing, and Speaking domains. The W-APT is designed to take 10-15 minutes for Listening and Speaking and an additional 10-15 minutes for Reading and Writing. Refer to Michigan's Entrance and Exit Protocol for screening requirements.

Test Session Timing and Sequence for WIDA ACCESS

Scheduling online testing sessions:

- The Listening and Reading domains must be administered first in the testing window for students in grades 1-12. Because the assessment is staged-adaptive, scores from a student's performance in these two domains will determine his/her tier (A or B/C) for Writing.
- Students do not need to be separated by tier (A, B, C) during test administration. However, students must still be tested in the appropriate grade-level cluster.
- Breaks can be provided during the test sessions using the software's pause feature. A single domain test should not be broken into separate administrations.

- Each online domain requires a separate test ticket. Students in:
 - » grades 1–3 will have three tickets (Writing is administered in paper/pencil only):
 - » Listening
 - » Reading
 - » Speaking
 - » grades 4–12 will have four tickets:
 - » Listening
 - » Reading
 - » Speaking
 - » Writing
- Students must utilize a microphone for the Speaking domain.
- Students must utilize headphones for all domains.
- Although students may be group-administered the Speaking domain, WIDA recommends only 3–5 students per computer lab/test setting. This small group setting is necessary to ensure that student responses are not picked up by another student's microphone. It is possible that a student's score may be negatively impacted if a significant amount of background noise or interference is captured in their response.

Scheduling paper/pencil testing sessions:

- For students taking the paper version of the WIDA ACCESS for ELLs, the domains may be administered in any order.
- Breaks can be provided to students during the test sessions as long as materials are kept secure.

The table below outlines key differences between grades 1–12 online and paper/pencil. Note that all times listed are estimates.

	ACCESS for ELLs - Online (Grades 1-12)	ACCESS for ELLs - Paper/Pencil (Grades K*-12)
Grade Level Clusters	• 1, 2–3, 4–5, 6–8, and 9–12	• K*, 1, 2, 3, 4–5, 6–8, and 9–12
Listening	 test platform captures and scores student responses up to 40 minutes 	• 1-12: 25–40 minutes
Reading	up to 35 minutes	• 35–45 minutes
	students listen to prompts and speak into headsets to record their answers	test administrator plays pre-recorded speaking prompts on a CD
Speaking	student responses are automatically sent to DRC for rating and scoring	students speak their responses to test administrators
Орсакінд	up to 30 minutes	test administrators score student speech during administration
	 maximum of 5 students in the testing room 	15–35 minutes per student, administered individually
	Grades 1–3: students complete the entire writing test (prompts and responses) on paper	
	Grades 4–12: » students read prompts on the computer	Tier A, Grade 1: up to 35 minutes students read prompts on a paper test form
	screen	Tier A, Grades 2-12: up to 60 minutes
Writing	» students keyboard or handwrite responses	Tier B/C: up to 65 minutes
	based on Michigan's guidelines—keyboarding is the default setting	students handwrite responses on a paper test form
	 keyboarded responses are automatically sent to DRC; handwritten responses will need to be shipped 	test booklets are returned to DRC and scored
	up to 65 minutes	

^{*} Test administrators planning to administer the Kindergarten form of the assessment can plan on an average of **45 minutes per student**. The Kindergarten assessment is administered individually and is semi-adaptive, which may change the administration time depending on students' English proficiency levels (low proficiency = shorter administration time, high proficiency = longer administration time).

Office of Educational Assessment and Accountability (OEAA) **Phone:** 877-560-8378

OEAA web page (www.michigan.gov/oeaa)

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→ EARLY LITERACY AND MATHEMATICS BENCHMARK ASSESSMENTS (K-2)

The MDE-developed Early Literacy and Mathematics Benchmark assessments are available for students in grades K, 1, and 2. These benchmark assessments are aligned to Michigan's academic content standards and can be administered three times a year: fall, winter, and spring. The Early Literacy and Mathematics Benchmark assessments are only available online; there is no paper/pencil version.

Beginning in 2017-2018, the "Read by Grade 3" law requires students in grades K, 1, 2, and 3 be administered an English language arts (ELA) assessment within the first 30 days of school. The assessment must be from the MDE-approved list of initial assessments to assure students are on target to pass the third grade summative ELA assessment (M-STEP). Districts can choose to administer any assessment from the MDEapproved list of initial assessments located on the Early Literacy and Mathematics web page (www. michigan.gov/earlylitandmath) under Early Literacy and Mathematics Resources section. The MDEdeveloped Early Literacy Benchmark Assessments are on this approved list of initial assessments and fulfill the Read by Grade 3 initial assessment requirement.

In addition, in August, 2020, the "Return to School" legislation was passed for the 2020-2021 school year. This law requires districts to administer a benchmark assessment or assessments in reading and mathematics at the beginning and end of the school year to all students in Kindergarten through grade 8. It further directed MDE to provide a benchmark assessment at no cost to districts. Under OEAA's existing administration contract with Data Recognition Group (DRC), the MDE-developed Early Literacy and Mathematics Benchmarks assessments are being made available free of charge to districts to fulfill this requirement for students in grades K-2.

Under both laws, districts may choose different benchmark assessments or tools for literacy/reading and mathematics.

When considering which benchmark assessments and reading assessments a student should take, it is important to look at the needs of all students, including students with the most significant cognitive disabilities. The needs of students who are working toward Michigan's alternate content expectations (Essential Elements) should be considered carefully. For such students, if an IEP team determines that the benchmark or reading assessment the district is using is not appropriate for the student, then another method of assessing the student's progress must be chosen and implemented. This may include, but is not limited to, systems used to monitor ongoing academic progress, if these systems can show student growth and progress towards the appropriate state academic standards.

The above holds true for English learners for whom this or other benchmark assessments are not appropriate because of their current level of language skills. Consider the current monitoring tools or local assessments the district is using with this population of students for monitoring progress towards proficiency in ELA and mathematics.

Early Literacy and Mathematics Testing Windows					
Fall 2020	August 31 – October 30, 2020				
Winter 2021	January 4 – February 5, 2021				
Spring 2021	April 12 – June 30, 2021				

The fall, winter, and spring online administration of the benchmark assessments use the same online test delivery engine as the M-STEP assessments. For grades K, 1, and 2, there is a 9-week testing window in the fall, followed by a 4-week testing window in the

Office of Educational Assessment and Accountability (OEAA) **Phone:** 877-560-8378 OEAA web page (www.michigan.gov/oeaa) **Email:** mde-oeaa@michigan.gov

winter. The spring testing window has been extended to allow for maximum scheduling flexibility. Schools participating in the Early Literacy and Mathematics Benchmark online assessments must pre-identify their students in the Secure Site using the Pre-ID function.

Keep in mind the following:

- Human Voice Audio (HVA) is the standard way in which mathematics and ELA reading passages, test questions, and appropriate answer options are presented to students in grades K and 1, so headphones will be needed.
- Students in grade 2 will need headphones if Text-to-Speech (TTS) is enabled.

The following tables provide session and timing information for the Early Literacy and Mathematics Benchmark Assessments.

English Language Arts (ELA)

Grades	Online 🔲 only
K–2	 2 sessions (2 test tickets: Part 1, Part 2) Breaks can be provided during test sessions using the software's pause feature. K - Part 1: 30-40 minutes Part 2: 30-40 minutes 1 - Part 1: 30-40 minutes Part 2: 30-40 minutes Part 2: 35-45 minutes Part 2: 35-45 minutes

Mathematics

Grades	Online 💂 only
K–2	 2 sessions (2 test tickets: Part 1, Part 2) Breaks can be provided during test sessions using the software's pause feature. K - Part 1: 25-35 minutes Part 2: 25-35 minutes 1 - Part 1: 25-35 minutes Part 2: 25-35 minutes Part 2: 25-35 minutes Part 2: 35-45 minutes Part 2: 35-45 minutes

Starting in Fall 2020, remote testing is supported for students taking the Early Literacy and Mathematics Benchmark Assessments. To better ensure valid and reliable results from the assessment and to maintain the security of test items, an in-person administration is strongly recommended. The remote testing option should be reserved for students who are receiving most or all of their instruction remotely and for whom returning to an in-person school environment is not feasible.

→ MICHIGAN LAW AND BENCHMARK ASSESSMENT REQUIREMENTS

Return to Learn Law

In August 2020, the Return to Learn (RTL) legislations was passed into law. This law, specific to the 2020-2021 academic year, requires districts to create an Extended COVID-19 Learning Plan that provides the educational goals the district expects to achieve during the year. The plan must include an assurance that the district will administer a benchmark assessment or assessments to determine whether students are making meaningful progress towards master of state academic standards in reading and math.

Under Return to Learn:

- Districts must administer a benchmark assessment or assessments to all students in grades K-8
- The benchmark assessment(s) must be administered within the first 9 weeks of school and again before the end of the school year.
- The law encourages districts administer the same benchmark assessment or assessments that it administered in previous years.
- Districts are provided choice in the benchmark assessment or assessments they choose to administer. Choice includes:
 - benchmark assessments are available from a list of four to five MDE-approved assessment providers
 - a. The four approved assessment providers are:
 - Curriculum Associates
 - Data Recognition Corporation (DRC)
 - NWEA
 - Renaissance Learning
 - These providers must provide benchmark assessment(s) that meet the following criteria:
 - be one of the most commonly administered benchmark assessments in Michigan
 - measure proficiency in reading and mathematics
 - be aligned to state academic standards
 - complement the state summative assessment system
 - be online or internet-delivered and allow for multiple testing opportunities
 - provide timely information and feedback on student achievement and growth

- be nationally normed
- 2. benchmark assessments or tools that:
 - a. provide progress monitoring and enhanced diagnostics in reading
 - b. provide progress monitoring in math
- 3. a local benchmark assessment
- 4. any combination of the above choices
- MDE is directed to make available a benchmark assessment at no cost to districts from the list of approved assessment providers. The following benchmark assessments are provided under the existing DRC administration contract free of charge to districts:
 - » Smarter Balanced Interim Assessments in grades 3-8
 - » MDE-developed Early Literacy and Mathematics Benchmark Assessments in grades K-2

→ FALL 2020 SAT SUITE OF ASSESSMENTS TESTING IN HIGH SCHOOL

Executive Order (EO) 2020-65 requires students who did not take the SAT or PSAT in Spring 2020 because of the suspension of statewide assessment due to the COVID-19 pandemic be administered the appropriate assessment in Fall 2020. The results from the fall administrations may not be used for accountability purposes.

Recently passed 2020-2021 budget legislation modifies the requirements of EO 2020-65.

 Districts are still required to make available the SAT and PSAT assessments to students who were in grades 8-11 last year and who were unable to take the appropriate assessment during the 2019-2020 school year.

- Students must be encouraged but not required to take these assessments.
- These tests do not replace the requirement to take the statewide administrations of SAT with Essay, PSAT 8/9, or PSAT 10 in Spring 2021 to all eligible students.
- Only the results of the Spring 2021 administrations of SAT with Essay in grade 11 and PSAT 8/9 in grade 8 will count towards accountability measures.

The dates for fall testing are:

	Fall 2020 Testing Dates								
8	9	PSAT 8/9	Choose any date between September 21 – October 29						
9	10	PSAT/NMSQT	October 14 and/or October 29 and/or January 26, 2021						
10	11	PSAT/NMSQT	October 14 and/or October 29 and/or January 26, 2021						
11	12	SAT with Essay	September 23 and/or October 14 and/or October 27						

For information on these administrations, including flexibility options provided by the College Board visit the <u>MME</u> or <u>PSAT</u> web pages (www.michigan.gov/mme or www.michigan.gov/psat).

→ RESOURCES

M-STEP, MI-Access FI, and Early Literacy and Mathematics Benchmark Assessments

Resources for Online Testers

The Office of Educational Assessment and Accountability (OEAA) has developed online resources for students taking state assessments at all grade levels. The resources support the idea that children can learn about online technology when teachers and other educators demonstrate the use of technology—classroom viewing of the student video tutorial, classroom viewing of the Online Tools Training (OTTs), followed by interacting with children while each student practices with technology (OTTs).

Student Tutorials

The OEAA has created Student Tutorials. These are student-narrated videos that introduce teachers and students to the online tests and tools contained in the M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments. The Student Tutorials are designed to be administered in a group setting, such as the classroom, using a projector or other similar resource.



The tutorials can be accessed three different ways:

- DRC INSIGHT Portal (https://mi.drcedirect. com) - Select the **Documents and** Training Materials link, then the Test Tutorials tab to access the tutorials.
- **INSIGHT** Open INSIGHT and at the bottom of the page select the DRC **INSIGHT Online Assessments Tutorials** link.
- Chrome (https://wbte.drcedirect.com/MI/ portals/mi) - You must use the Chrome browser to access the tutorials. Select the yellow link at the bottom of the page: DRC **INSIGHT Online Assessments Tutorials.** This is the same link used for the online sample item sets.

An important component of the Student Tutorials is that they provide explicit training on the pause/exit/ end test functionality of the online testing engine. In addition, the tutorials explain how to access and use specific tools.

Online Sample Item Sets and OTTs

Another important set of resources teachers can access are online Sample Item Sets for students in grades K-8, and 11. The Sample Item Sets are a select group of test items in ELA, mathematics, science, and social studies that encompass various kinds of technology-enhanced items (including drag and drop and hot spots) and are embedded within the OTTs. The sets provide teachers and students practice in solving grade-level and content-specific test items aligned to Michigan's content standards, and provide practice in navigating the online test delivery system. The OTTs are not scored.

OTTs give students opportunities to see what different test items look like and practice using the online testing tools. Providing students with ample practice opportunities will ensure they are familiar with item types, navigation strategies, and system tools on test day.

The OTTs can be accessed two ways:

 Chrome (https://wbte.drcedirect.com/MI/portals/ mi) - You must use the Chrome browser to access the OTTs. Choose the Online Tools **Training** link located under each assessment.

Students can access the practice sets from home with the Chrome browser.

• INSIGHT – Open INSIGHT, select the Online Tools Training link under each assessment.

Feedback collected from previous administrations indicates that students and teachers who utilized the OTTs and Sample Item Sets felt more prepared for online testing, students reported feeling confident about taking assessments online, and school administrators and teachers stated they experienced fewer issues related to online testing than students and teachers who did not take advantage of this resource.

Recommended Sequence

The OEAA recommends that classroom teachers introduce online testing to their students by playing the Student Tutorial Video in class to show students how the online testing system and tools work. Once the Student Tutorial Video is shown and discussed in the classroom, teachers then show the Online Tools **Training (OTTs)** to the entire class (doesn't have to be on the same day). After students have watched the Student Tutorial Video projected by the teacher, followed by watching the teacher navigate through the OTTs via a projector or other classroom viewing resource, each student should be provided hands-on practice with the online Sample Item Sets contained within the OTTs, ideally using the device they will use during testing.

The OEAA welcomes your feedback on the online resources.

Sample Item Sets for Paper/Pencil Testers

The OEAA has posted Paper/Pencil sample item sets for ELA, mathematics, science, and social studies on the M-STEP web page (www.michigan.gov/mstep) under the Content Specific Information section. Sample Item Sets contain grade-level sample items showing the types of items students may encounter on the actual test. The sets provide students practice in solving grade-level and content-specific test items aligned to Michigan's content standards. The Sample Items Sets are not considered "Practice Tests," as a practice test implies a test with the same number of items and similar level of difficulty as an actual test.

WIDA ACCESS for ELLs

Online and Paper/Pencil Testers

A number of resources are available on the WIDA website (wida.wisc.edu) to help educators and students (https://wida.wisc.edu/assess/access/preparing-students) become familiar with the WIDA ACCESS for ELLs testing experience for both online and paper/pencil. These resources include Student Handouts, Online Speaking Guidance documents for educators, Online Test Demo, Interactive Sample Items for online testing, Online Test Practice, Paper-Based Sample Items, and Practice Speaking Questions for paper/pencil. Educators are strongly encouraged to review these resources with students.

→ SUPPORTS AND ACCOMMODATIONS

Michigan is committed to ensuring all students, including English Learners (ELs) and Students with Disabilities, have access to a wide array of tools for students with specific needs across all state assessments.

The tools are categorized into the following three tiers:

 Universal Tools: available for all students, use is student-driven

- Designated Supports: available when indicated by an educator or team
- Accommodations: available when need is documented in an IEP or 504 plan

Universal Tools include embedded default tools for an online assessment such as a highlighter or cross-off tool. A **Designated Support** may be Text-to-Speech (TTS), and an example of an **Accommodation** is a braille form of an assessment.

Along with making sure students have options for accessing the content of the assessments, Michigan must also ensure that these options do not provide an unfair advantage to students using them. Students must always be able to show their knowledge of a particular standard or skill. Calculators provide a perfect example of these concepts. Students are not always allowed to use a calculator on some sections or items on the mathematics assessment. This is due to specific standards being assessed. A student allowed to use a calculator on these items would not actually be able to show whether or not they know how to do some calculations required by the standards. However, there are some items for which a calculator would be permitted for all students, such as when calculation is required, but is not the standard being measured.

As educators prepare for the state assessments, it's important to note that a Universal Tool for one content area and assessment may be an Accommodation for another content area or assessment (for example, a calculator). Similarly, a Designated Support may also be an Accommodation, depending on the content target (for example, scribe). This approach is consistent given the emphasis that Michigan's assessment programs have placed on the validity of assessment results coupled with access. Allowable Universal Tools, Designated Supports, and Accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with Michigan's Supports and Accommodations policies and guidelines.

Office of Educational Assessment and Accountability (OEAA) **Phone:** 877-560-8378

OEAA web page (www.michigan.gov/oeaa)

Email: mde-oeaa@michigan.gov

All policies and guidelines can be found under the **Student Supports and Accommodations** sections of each of the MDE assessment web pages. Additional information can also be found in each test administration manual.

Making Decisions on an Individual Student Basis

The selection of appropriate Universal Tools,
Designated Supports, and Accommodations must be
done for all students in the classroom as well as for
each assessment. The Universal Tools, Designated
Supports, and Accommodations used on the
assessments should be ones the student is familiar
with, and using during regular classroom instruction.
A mismatch of supports offered can cause significant
difficulties for students at the time of testing and
potentially negatively impact student test scores.

For example, if a student is given the opportunity to take a mathematics assessment in Spanish but does not have sufficient literacy skills in the Spanish language, the student may struggle more than if he or she had taken the English version of the mathematics assessment. It is inappropriate for districts to make blanket decisions about assessment supports for particular student groups.

Accessibility decisions need to made on an individual basis. For students with disabilities, classroom and assessment decisions must be documented in the IEP.

For more information, review the resources on the M-STEP web page (www.michigan.gov/mstep) under Student Support and Accommodations.

→ TECH CORNER



Online Testing Technology Information

All online testing will use an updated version of the software from Data Recognition Corporation (DRC) that was used in 2015 through 2020. The Technology User Guide and other support materials are available on the DRC INSIGHT Portal (formally known as eDIRECT) (https://mi.drcedirect.com).

The INSIGHT Secure Browser ("INSIGHT") is the secure browser students use. It prevents students from using other applications or visiting websites while testing. One INSIGHT installation works for all assessments, including M-STEP, MI-Access, Early Literacy and Mathematics Benchmark Assessments, WIDA ACCESS for ELLs, and WIDA Screener Online. INSIGHT will prompt for a one-click update if a newer version is available, or the latest version (11.0) can be mass-deployed.

For students taking the Early Literacy and Mathematics Benchmark Assessments remotely, the INSIGHT Public Browser will be available, allowing testing from home during virtual instruction. This uses the standard Chrome web browser to allow testing with remote proctoring through standard webconferencing tools.

INSIGHT is supported by a caching server called a Central Office Services (COS) Service Device. The local cache holds a secure copy of the test content so you download it once, saving bandwidth. Testing Site Managers were retired during the 2019-2020 academic year.

One Service Device can serve for both M-STEP and WIDA, as well as serving multiple schools. COS comes with load balancing built in. This should allow fewer, simpler, and more reliable configurations that can be shared across buildings. Content Management for your Service Devices is in the DRC INSIGHT
Portal (https://mi.drcedirect.com) under Central
Office Services. Technology Coordinators can use the Portal to download software and installation manuals, manage content hosting, and set up configuration files for INSIGHT.

A wide range of devices is supported for Spring 2021 testing. Check the DRC INSIGHT System Requirements for online testing, or the Technology User Guide for all supported devices and operating systems. These documents can be accessed on the DRC INSIGHT Portal by selecting the Documents and Training Materials link. The main limiting factors are device RAM and operating system support. Older operating systems age out each year as their developers stop supporting them. Watch for updates in late October and February listing expected changes for 2021-2022.

2021

Summative Testing Schedule

for Online and Paper/Pencil Assessments

The Michigan Department of Education (MDE) Spring 2021 testing windows and dates for all summative online and paper/pencil assessments are included in this document. The table below shows the testing windows for the summative assessments. Designated dates for paper/pencil assessments are provided in the calendars on the following pages.

Note: The M-STEP, MI-Access, and WIDA testing windows for online and paper/pencil have been extended for Spring 2021 only.

	_			_	_			_		Week o	f		_							_
Assessment	1/27- 1-29	2/1- 2/5	2/8- 2/12	2/15- 2/19	2/22- 2/26	3/1- 3/5	3/8- 3/12	315- 3/19	3/22- 3/26		4/5- 4/9	4/12- 4/16	4/19- 4/23	4/26- 4/30		/3- /7	5/10- 5/14	5/17- 5/21	5/24- 5/28	5/31 6/4
M-STEP Grades 5, 8, 11															6 wee	ks				
M-STEP Grades 3 , 4, 6, 7																	6 we	eks		
MI-Access Alternate Assessments																8 we	eks			
College Entrance: SAT w/Essay												4/13 only		Makeup 4/27				Makeup Contingency 5/18		
Accommodated Testing Window												4/13 -	- 4/26	Makeup 4/27-29				Makeup Contingency 5/18-20		
Work Skills: ACT WorkKeys												4/14 only		Makeup 4/28	Conti	keup ngency /5				
Accommodated Testing Window												4/1	4 – 4/27		lakeup 28-5/4	Conti	keup ngency 5-11			
PSAT 8/9 (grade 8)												4/13 only Primary 4/14-16		1 4	Makeup /27-5/7					
Accommodated Testing Window													4,	/13 –5/7						
PSAT 8/9 (gr 9) PSAT 10												Primary 4/13-16		1	Makeup /27- 5/7					
Accommodated Testing Window													4/	/13 – 5/7						
WIDA ACCESS & WIDA Alternate ACCESS for ELLs				Extend	ded: Jan	uary 27	- April 9	9, 2021												

for Online and Paper/Pencil Assessments

Students in grades 3-10 will be administered:

- M-STEP English language arts (ELA) and mathematics (grades 3–7)
- PSAT 8/9 (grade 8)
- M-STEP science and social studies (grades 5 and 8)
- PSAT 8/9 (grade 9)
- PSAT 10 (grade 10)

Grade 11 students will take the Michigan Merit Examination (MME), which has three required components:

- SAT with Essay college entrance exam (which provides ELA and mathematics results)
- 2. ACT WorkKeys workskills assessment
- M-STEP science and social studies assessments

ONLINE Test Administration Dates

M-STEP

- Grades 5, 8, and 11: the online tests may be administered on any instructional day
 April 12 – May May 21, 2021 (Extended)
- Grades 3, 4, 6, and 7: the online tests may be administered on any instructional day
 April 26 – June 4, 2021 (Extended)

MI-Access Alternate Assessments

 Grades 3–8 and 11: the online tests may be administered on any instructional day
 April 12 – June 4, 2021 (Extended)

WIDA ACCESS for ELLs and Alternate ACCESS for ELLs

 Grades 1–12: the online tests may be administered on any instructional day January 27 – April 9, 2021 (Extended)

Note: A normal instructional day takes place M–F from 7 a.m. – 4 p.m. Schools that provide regularly planned instruction that extends beyond 4 p.m. must complete an Alternate Insight Availability Request.

* For online testing, not all students need to be administered the same assessment at the same time, nor on the same day.

PAPER/PENCIL Test Administration Dates

Paper/pencil assessments must be administered on the designated dates indicated in each calendar.

MI-Access Alternate Assessments

 Grades 3–8 and 11: the paper/pencil tests may be administered on any instructional day
 April 12 – June 4, 2021 (Extended)

WIDA ACCESS for ELLs and Alternate ACCESS for ELLs

 Grades K-12: the paper/pencil tests may be administered on any instructional day January 27 – April 9, 2021 (Extended)

The windows and dates for the paper/pencil tests in each grade level for M-STEP, PSAT, SAT, and ACT WorkKeys are shown for all content areas in the calendars on the following pages.

for Online and Paper/Pencil Assessments

Paper/Pencil Test Dates - Grade 11

		Ар	ril–May 20	21		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
11	12	13	14	15	16	17
		SAT w/Essay	ACT WorkKeys			
18	19	20	21	22	23	24
	M-STEP S	cience and	Social Stud	dies window	4/15–5/21	
25	26	27	28	29	30	1
		Makeup SAT w/Essay	Makeup ACT			
2	3		Makeup Contingency ACT	6	7	8
9	O	37	12	13	14	15
16						22
		SAT				

Note: For Spring 2021 only, schools may flexibly schedule M-STEP grade 11 paper/pencil content area tests between 4/15/21 - 5/21/21

Paper/Pencil Test Dates PSAT 8/9 for Grade 9 and PSAT 10

		Арі	ril–May 20	21		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					2	3
4	5	6	7	8	9	10
11	12	13	PSAT 8/9 a	15 nd PSAT 10*	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
		M				
2	3	4	5	6	7	8

* PSAT 8/9 (grade 9 only) and PSAT 10 (grade 10) can be administered on April 13, 14, 15, or 16. If your school chooses Tuesday, April 13 to test, then April 14, 15, and 16 become makeup days for students who were absent on the initial testing day. (PSAT 8/9 for Grade 8 testing schedule is on the grade 8 calendar on the following page.)

Schools can elect to administer the PSAT test to 9th graders on one day, 10th graders on the other day, or test both grades on the same day. As long as all students in the same grade are tested on the same day, schools can choose which date works best for the initial test dates and the makeup test dates.

for Online and Paper/Pencil Assessments

Paper/Pencil Test Dates - Grade 5

		Арі	ril–May 20	21		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
11	12	13	14	15	16	17
18	19 Any N	20 Λ-STFP Δ ss	21 essment wi	22 ndow 4/13 -	23 - 5/21	24
	Ally	N-OTEL ASS	L WI	11dow 4/13	- 3/21	
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10		12	13	14	15
16						22

Note: For Spring 2021 only, schools may flexibly schedule M-STEP paper/pencil content area tests between 4/13/21 - 5/21/21.

It is strongly recommended that students are not administered more than one content-area assessment on any given day.

Paper/Pencil Test Dates - Grade 8

April–May 2021							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
11	12	13	14	15	16	17	
		PSAT 8/9 Primary	PSAT 8/9 Pi stude	rimary test dat ents absent on	es only for 4/13		
18	19	20	21	22	23	24	
	M-STEP So	cience and	Social Stud	ies window	4/14 –5/21		
25	26	27	28	29	30	1	
			Makeup –	PSAT 8/9			
2	3	4	5	6	7	8	
		M	akeup – PSAT 8	8/9			
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	

Note: For Spring 2021 only, schools may flexibly schedule M-STEP paper/pencil content area tests between 4/14/21 - 5/21/21.

It is strongly recommended that students are not administered more than one content-area assessment on any given day.

for Online and Paper/Pencil Assessments

Paper/Pencil Test Dates Grades 3, 4, 6, and 7

		Apr	il- June 20	021		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
25	26	27	28	29	30	1
		M-STEP	ELA and Ma	th window	4/27–6/04	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

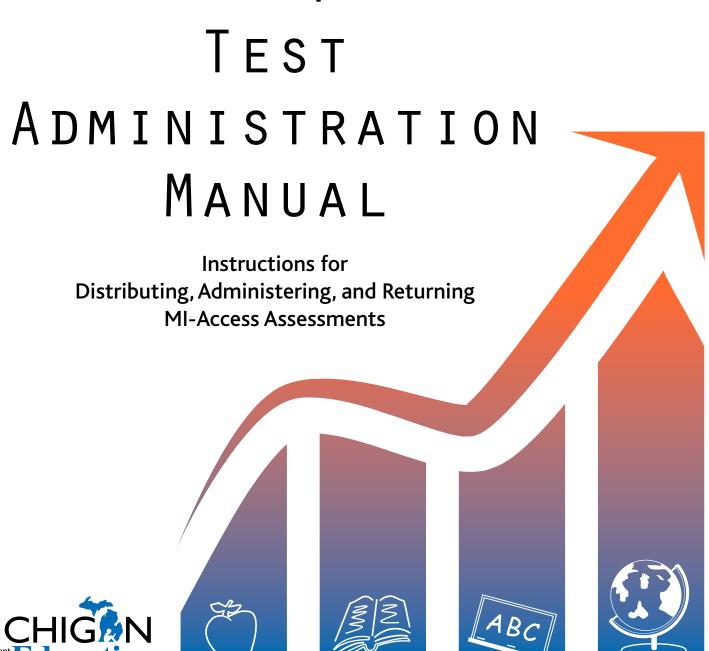
Note: For Spring 2021 only, schools may flexibly schedule M-STEP paper/pencil content area tests between 4/27/21 - 6/04/21.

It is strongly recommended that students are not administered more than one content-area assessment on any given day.

Appendix A.2 MI-Access Functional Independence Test Administration Manual



Functional Independence



MICHIGAN STATE BOARD OF EDUCATION STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

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General Information

Introduction - How to Use This Manual

This manual is intended to help those involved with administering MI-Access Functional Independence (FI) assessments to understand:

- how the administration process works from beginning to end for paper/pencil and student-facing online testing
- key dates when specific assessment activities take place
- · the roles that building personnel play in the administration process
- how to use available Universal Tools, Designated Supports, or Accommodations

Note: A separate manual is available for Supported Independence (SI) and Participation (P) on the MI-Access web page (www.michigan.gov/mi-access).

This manual is divided into eight sections:

General Information outlines calendar-related information in one place to help school/district personnel prepare for, schedule, and administer the tests.

Overview describes general assessment information that everyone involved in the MI-Access administration process needs to know; this includes a description of the assessment, who should take the assessment, definition of the roles of different staff, and training resources.

Assessment Accommodations discusses the Universal Tools, Designated Supports, or Accommodations available to students as they take the FI tests, as well as how and when to use them, and where to obtain additional information.

District Coordinators covers specific information for fulfilling the role of a District MI-Access Coordinator before, during, and after testing.

Building Coordinators covers specific information for fulfilling the role of a Building Coordinator before, during, and after testing.

Test Administrator covers specific information for fulfilling the role of a Test Administrator before, during, and after testing. Throughout this manual, the Test Administrator role will also be referenced as the Assessment Administrator role interchangeably. **Note:** This section includes actual test directions for the paper/pencil administration by specific content areas.

Materials Return Instructions describes in detail how schools or districts are to return all online and paper/pencil testing materials to the MI-Access contractor for scanning/scoring and processing of secure materials. This section also provides a return material chart describing the process.

Appendices includes detailed information to assist administrators before, during, and after the MI-Access administration.

COVID-19

On January 25, 2021, the Michigan Department of Education (MDE) delivered a request to the U.S. Department of Education to waive certain assessment and accountability requirements of the federal Every Student Succeeds Act (ESSA) including the Spring 2021 MI-Access. On March 26, MDE received approval of our request to waive certain high-stakes components of accountability including the requirement to assess 95% of our student population. As of April 1st, we have not received a response that will allow us to waive the administration of the MI-Access for 2021.

To comply with current law, MDE and the Office of Educational Assessment and Accountability (OEAA) continue to prepare for the required spring assessments in the event the USED does not grant our waiver request. All students, even students receiving remote-only instruction, should have the opportunity to take the assessment. Districts have to offer remote or virtual students the opportunity to come into school to take the appropriate state summative assessments. However, those remote-only students would not be required to come into school for the sole purpose of taking the assessments. Updates regarding the status of this request will be provided through the weekly Spotlight on Assessment and Accountability newsletter. Please know the health, safety, and well-being of students, educators, and their families is MDE's first priority.

The OEAA is developing a *Safe Testing Planning Document* to help districts and schools plan for the safe administration of the Spring 2021 assessments, including MI-Access. The planning document will include guiding questions and considerations for each aspect of testing to help you plan for your test administrations. We expect this document will be available on the MI-Access web page in early February.

While the COVID-19 pandemic has significantly impacted the 2020-2021 school year, it does not change the policies and procedures of MI-Access test administration. The MI-Access must be proctored in-person by a trained test administrator according to the requirements of the <u>Assessment Integrity Guide</u>. Any administration in an Off-Site location must receive prior approval through the Off-Site Test Administration request process through the OEAA Secure Site.

Note: This does not apply to schools who are closed for in-person instruction due to the COVID-19 pandemic. These schools must complete the new COVID-19 school closures page on the OEAA secure site.

Manual Updates

If updates to this manual are necessitated by the uncertainty caused by the ongoing COVID-19 pandemic, they will be announced in the Spotlight newsletter.

What's New This Year?

There is a new page on the OEAA Secure Site called the COVID-19 School Closures page. Use this page to document when your school is closed for in-person instruction due to the COVID-19 pandemic.

This page provides a form for schools to document their COVID-related closures and for MDE to understand which schools and districts are impacted by COVID closures. It does not remove or impact accountability requirements at this time.

Testing Icons

The MI-Access FI assessments can be administered in either paper/pencil or student-facing online modes. **Note:** The ELA Expressing Ideas assessment is administered exclusively with paper/pencil mode of testing.

Since this manual provides information on both modes of testing, we have provided two graphic icons:

- 1. A pencil to represent paper/pencil testing
- 2. A computer to represent online testing

When a section of the manual applies only to one mode of testing, the corresponding icon will appear. Sections without icons pertain to both online and paper/pencil testing.

Icon	Mode
	Paper/Pencil
	Online

Everyone involved in MI-Access testing must be familiar with sections of this manual specific to their role(s) in the test administration process. It is strongly recommended that educators read the entire manual, if time permits, to better understand how their role fits into the overall administration process. The following table shows which sections of the manual must be read by whom, as well as where to find those sections.

Role	Required Sections	Page
District Coordinator	All sections:	<u>Page 35</u>
Building Coordinator	 General Information Assessment Overview Building Coordinators Test Administrators Supports and Accommodations Materials Return Instructions 	<u>Page 45</u>
Test Administrators	 General Information Assessment Overview Test Administrators Supports and Accommodations 	Page 56

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Accessing Documentation in the DRC INSIGHT Portal

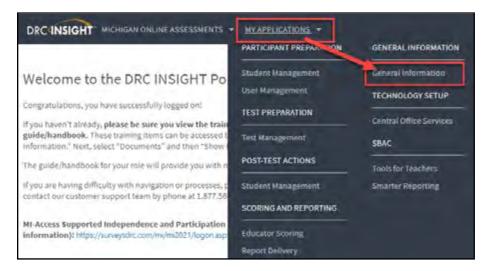


Users can access documents and resources in the DRC INSIGHT Portal (https://mi.drcedirect.com).

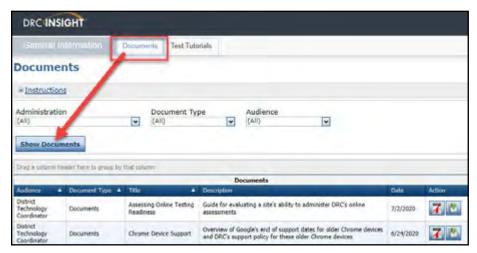
Test Administrators without secure access to the DRC INSIGHT Portal: Select "here" in the Documents and Training Materials bullet point to view all of the materials that are available without secure access.



District and Building Coordinators with secure access to the DRC INSIGHT Portal: Go to My Applications and select General Information.



Then, select the Documents tab.



Assessment Calendar

The MI-Access assessments are a part of Michigan's overall assessment program. The calendar below provides a quick view of all the Spring 2021 assessments; this single page document may be accessed at this <u>link</u> or on the MI-Access web page. On March 18, MDE announced the extension of the testing window to eight weeks for MI-Access. The Spring 2021 Testing Schedule for Summative Assessments has been updated to reflect these updates.

							f	Neek o	1									
5/24- 5/28	5/17- 5/21	5/10- 5/14	5/3- 5/7	4/26- 4/30	4/19- 4/23	4/12- 4/16	4/5- 4/9	3/29- 4/2	3/22- 3/26	315- 3/19	3/8- 3/12	3/1- 3/5	2/22- 2/26	2/15- 2/19	2/8- 2/12	2/1- 2/5	1/27- 1-29	Assessment
			6 weeks															M-STEP Grades 5, 8, 11
	eeks	6 we																M-STEP Grades 3 , 4, 6, 7
		eeks	8 w															MI-Access Alternate Assessments
	Makeup Contingency 5/18			Makeup 4/27		4/13 only												College Entrance: SAT w/Essay
	Makeup Contingency 5/18-20			Makeup 4/27-29	4/26	4/13 -												Accommodated Testing Window
			Makeup Contingency 5/5	Makeup 4/28		4/14 only												Work Skills: ACT WorkKeys
		akeup ingency /5-11	Cont		4 – 4/27	4/1												Accommodated Testing Window
			akeup 27-5/7			4/13 only Primary 4/14-16												PSAT 8/9 (grade 8)
				′13 <i>–</i> 5/7	4,													Accommodated Testing Window
			akeup 27- 5/7			Primary 4/13-16												PSAT 8/9 (gr 9) and PSAT 10
				13 – 5/7	4/													Accommodated Testing Window
										, 2021	- April 9	uary 27	ded: Jan	Extend				WIDA ACCESS & WIDA Alternate ACCESS for ELLs

Important Dates

The window for administering the MI-Access tests covers eight weeks; however, you should make every effort to complete testing as early in the window as possible. MI-Access administrators select an assessment based on student needs and their internal scheduling at any time during the administration window. A list of important dates for the activities before, during, and after the assessment can be found on the MI-Access web page (https://www.michigan.gov/documents/mde/MI-Access_List_of_Important_Dates_634789_7.pdf) and in Appendix G. The list of important dates is a stand-alone document and can also be saved, printed, and distributed to testing staff members.

	Important Pre-Testing Activities			
Pre-ID Window	Opens: January 6, 2021 Closes for pre-printed barcode labels (paper/pencil testers): February 17, 2021 Closes for online test session pull: February 17, 2021 Remains open for new students through the test window			
Initial Order Window	January 6 – February 17, 2021			
Additional Order Window	April 8 – June 1, 2021 (at noon)			
District and Building Training for Online Testing WebEx	March 3, 2021 (10-11 a.m.) A recorded version will be posted to the DRC INSIGHT Portal by the end of the week. Watch Spotlight for details.			
DRC INSIGHT Portal opens to add/edit test sessions	March 5, 2021			
Initial Test Materials Arrive in Districts	For all grades: March 29 – March 31, 2021			
Test Administration Window	April 12 – June 4, 2021			
Return of Materials	June 9, 2021 Answer documents returned after June 2 will not be scored.			
Accountable Students Enrolled, Demographics, and Answer Document Verification window	Date: TBA - will be announced in Spotlight			

Two other alternate requests offered by the Office of Assessment and Accountability (OEAA) include:

- 1. The Off-site Test Administration Request open for individual students (for example homebound, with medical needs) from January 6, 2021 through June 3, 2021. Note: This does not apply to schools who are closed for in-person instruction due to COVID-19 pandemic. These schools must complete the new COVID-19 school closures page on the OEAA secure site.
- 2. The Alternate INSIGHT Availability Request for buildings that provide regular classroom instruction after 4:00 PM (this survey opens on January 14, 2021 and will remain open through March 5, 2021)

The Educational Entity Master (EEM)

The Educational Entity Master (EEM) is a repository that contains basic contact information for public schools, nonpublic schools, intermediate school districts, and institutions of higher education.

Because the EEM serves as the directory for identifying and linking educational entities with other data collection applications, it is imperative that districts and schools keep their EEM information up to date. The Office of Educational Assessment and Accountability (OEAA) will use this information in various ways throughout the MI-Access testing process.

For the MI-Access Administration, it is especially important that all contact and physical address information is accurate and up to date, to ensure testing materials are sent to the correct address. Note: Test materials are sent to the address provided for the MI-Access Coordinator and cannot be shipped to a post office box.

The EEM can be accessed on the EEM web page (www.michigan.gov/eem). The EEM can be viewed by anyone, but it can only be updated by the authorized district EEM user. If you do not know who your EEM authorized user is, you can locate their name, email, and phone number on the District and School Contact page of the OEAA Secure Site. The EEM authorized user is listed on the District and School Contact page.

What's New This Year?



Every year brings some changes or adjustments to assessments and/or to the activities surrounding testing. Some of the changes described below have been in place for over a year, but since there was no administration of MI-Access in 2020, it is worthwhile to take note of them now as they apply to the 2021 assessments.

- The DRC site formerly known as eDIRECT is now "DRC INSIGHT Portal." Directions for accessing this site are shown in the footers of this manual; all the training materials for your online testing administration and training needs can be found by following the links to the library in General Information.
- The "Test Site Manager" (TSM) has been changed to "Central Office System" (COS). The COS manages network traffic, connectivity, and bandwidth issues, reducing network load and disconnects during testing. These changes will also be reflected throughout this manual. Related technical training and documents may be found in the DRC INSIGHT Portal site under Documents in the General Information section of the library.
- A newer feature of the INSIGHT testing engine is Extended Retries, to address any connectivity issues during testing.
 - With this feature, instead of an error message being displayed after three attempts to reconnect, the system will continue to attempt reconnection for five minutes. The error message will instruct the student to raise their hand for help, but will continue to attempt reconnection. If the system is able to reconnect, the error message will close and the student can resume testing. Note that it is possible for a student to see the error message, and for the error to be resolved before the Test Administrator has had time to reach the student. If this occurs, the Test Administrator should instruct the student to resume testing.
- There is a new page on the OEAA Secure Site called the COVID-19 School Closures page. Use this page to document your school's closure dates and dates of remote instruction that are related to the COVID-19 pandemic.

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 This page provides a form for schools to document their COVID-related closures and for MDE to understand which schools and districts are impacted by COVID closures. It does not remove or impact accountability requirements at this time.

Call Center and Contact Information

The Office of Educational Assessment and Accountability (OEAA) operates a call center to answer any questions related to MI-Access testing. Agents are available to answer questions at the following toll-free phone number during the hours shown:

Call Center number: 1-877-560-8378

Normal Hours: 8:00 a.m.-5:00 p.m. (M-F)

Testing Window Hours: 7:00 a.m.-5:00 p.m. (M-F)

The table below shows the options related to MI-Access testing that can be selected when calling the OEAA Call Center.

Topic	Option
Known or suspected cheating or unethical testing practices on any state assessment	1
DRC INSIGHT Portal, INSIGHT, COS, or online assessment tools	2
Secure Site, M-STEP, MI-Access, Accountability, or Reporting	3

- Assessment-related questions (online and paper/pencil) may also be submitted in writing at any time to mde-oeaa@michigan.gov for a quick and thorough response.
- For technology-related questions, you can also send an email to MISupport@datarecognitioncorp.com.

Incident Reporting

Incident reporting is a transparency process designed to open a line of communication between the OEAA and a district or school experiencing a testing irregularity. These might include:

- requesting a new test (online or paper/pencil)
- · requesting a regeneration of an online test
- · reporting test irregularities and misadministrations
 - request "Do Not Score" (paper/pencil and online)
 - report a "Prohibited Behavior"
 - report a "Nonstandard Accommodation"

If testing irregularities occur before, during, or after testing, it is the District MI-Access Coordinator's responsibility to file an Incident Report in the OEAA Secure Site as soon as possible. Go to Secure Site Incident Reporting tool (https://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) for detailed information on how to access and use the tool. Incident reports are submitted on the OEAA Secure Site under the student assessment drop-down menu (see following page).

Once a report has been filed and submitted, the OEAA will be notified of the report. Most incident reports are processed within a business day. Some reports may require extended time to process and resolve.

The OEAA expects schools and districts to report any testing irregularities by reporting all incidents, even if they are unsure of the outcome. Withholding information could present a more serious security issue if an incident is unreported and then discovered later. For more detailed information on situations necessitating an Incident Report, see Appendix H of this manual.



FI Assessment Security

The primary goals of test security are to protect the integrity of the assessment and to ensure that results are accurate and meaningful. Test security is integral in ensuring that no student has an unfair advantage or a disadvantage in assessment performance.

The Assessment Integrity Guide (AIG) is available for download on the MI-Access web page (https://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf)pdf). The AIG details how state-level assessments should be securely administered. It also includes information on roles and responsibilities of testing staff, test preparation, administration irregularities, and security. District and Building Coordinators are required to read the AIG in its entirety. By following the guidelines in the AIG, schools ensure that:

- student test results are valid and reliable
- the testing context is equitable for all students
- all practices are ethical

Overview of required security practices

Training

The District Assessment Coordinator is responsible for providing clear and comprehensive annual training for building-level staff on test administration and security procedures, and must comply with state assessment requirements.

Assessment Security Training

All staff members who participate in a state assessment must be fully trained in assessment security.

District/Building Coordinator Training Requirements:

 Complete the MDE Assessment Security online course through <u>Michigan Virtual</u> (http://bit.ly MDEAssessmentSecurity).

- This four-module training series is used to train building staff on the importance of test security by
 following the AIG. Upon completion of the four modules and demonstration of knowledge on a short
 test, the participant will receive a Certificate of Completion, which must be retained on file with signed
 security compliance forms. After successful completion of this training, staff are required to participate in
 the refresher course in subsequent years.
- · Read the Assessment Integrity Guide.

Test Administrators/Room Supervisors/Proctors/ Training Requirements

- Read the AIG and/or complete the above MDE Assessment Security online course through <u>Michigan Virtual</u> (http://bit.ly/MDEAssessmentSecurity).
- After successful completion of this training, staff are required to participate in the refresher course in subsequent years.

Technology Coordinators and Other Staff (anyone who handles or has access to secure materials) Training Requirements

· Read the "Keeping Assessment Materials Secure" section of the AIG (page 41).

Material Security

- All materials that allow access to or contain test questions or student responses are considered secure
 materials and must be handled in a way that maintains their security before, during, and after testing.
 This includes paper/pencil materials, accommodated materials, used scratch paper, online test tickets, and
 test rosters.
- Secure materials must be retained in one secure, locked location within the building. During the test administration window, the materials must be distributed and collected daily.
- Secure materials are barcoded and recorded on the security checklists that accompany shipments and
 must be returned to the scoring contractor. Note: Buildings should expect to account for every secure
 item recorded on the materials list.
- Test tickets used to log students into each online test are considered secure materials and must be treated as such. Test rosters, which automatically print along with test tickets, are also considered secure.
- Paper/pencil answer documents used are considered secure and must be handled and protected accordingly.
- All used scratch paper (including graph paper) must be collected and returned to the Building Coordinator immediately after testing, to be shredded.
- No test materials that contain test questions or student responses may be copied at any time or retained in the buildings.
- The use of cameras or cell phones and posting pictures to social media sites during testing is an enormous security risk. Therefore, students or testing personnel may not take photographs at any time during testing. If students violate this policy, their tests will be marked "Prohibited Behavior" and no emergency tests will be permitted.

Test Administration

All testing staff must adhere to these guidelines.

- Begin all standardized test administration procedures according to the explicit directions in this test administration manual and test directions.
- Read oral instructions to the students exactly as they are written.
- Monitor student behavior closely for adherence to proper test-taking practices. Ensure that there are no distractions during the test administration period, including talking, noises, and other interactions among students. Prevent students from viewing another student's computer screen or answer document.
- Ensure that students whose Individualized Educational Program (IEP) requires them to use Universal Tools, Designated Supports, or Accommodations have these available to them at the time of testing.
- · Maintain test material security at all times.

OEAA Assessment Security Compliance Form

All staff involved in the administration of MI-Access tests must read and sign an Office of Educational Assessment and Accountability (OEAA) Assessment Security Compliance Form, asserting that they have read the required assessment materials related to their role in the MI-Access administration process, and that they understand their role and responsibilities. Completed forms are required from technology coordinators, district and building coordinators, test administrators, proctors, and all other staff or volunteers with access to secure test materials or student responses. All OEAA Assessment Security Compliance Forms must be returned to the Building MI-Access Coordinator and kept on file for three years.

Anyone involved in the administration of the MI-Access is obligated to report any suspected violations of test security.

Homebound and Hospitalized Students

Students who are homebound or hospitalized during the test window are required to test. "Homebound" refers to students who are receiving educational services at home due to a documented medical condition; this does not include students learning from home due to the COVID-19 pandemic or students who are quarantining at home. If these students return to school for in-person instruction during the testing window, they must be assessed. The off-site test administration request form is available in the OEAA Secure Site.

Remote Learners and Virtual Schools

During the COVID-19 pandemic, MDE does not support bringing otherwise remote or virtual students into school solely for the purpose of state assessment. Pending the approval of MDE's assessment waiver, districts have to offer remote or virtual students the opportunity to come into school to take the MI-Access assessments. However, those remote-only students are not required to come into school for the sole purpose of taking the assessments.

Online or virtual schools must offer students the opportunity to test at a remote site. Virtual schools are those schools that offer full-time virtual learning for their educational program. Note: Schools offering remote learning due to the COVID-19 pandemic are not considered virtual schools. They may test at their building or at another district location. The section below does not apply to them.

Virtual school personnel should plan to work closely with the OEAA to ensure that testing at remote sites is managed in a secure fashion. An Off-site Test Administration Request must be submitted and approved. The request form is available in the OEAA Secure Site (www.michigan.gov/oeaa-secure).

OEAA Communications with Schools and Districts

Keeping educators up to date regarding important deadlines, changes, and accountability is critical. The OEAA communicates with the field in several ways, including:

• the weekly OEAA "Spotlight" newsletter, which is available to the public. Subscribe to receive the newsletter and/or read archived copies on the MI-Access web page (www.michigan.gov/mi-access)



- the MI-Access web page (www.michigan.gov/mi-access)
- DRC INSIGHT Portal (https://mi.drcedirect.com)
- the "Announcement" page on the Secure Site (www.michigan.gov/oeaa-secure)
- presentations at state conferences, including the Michigan School Testing Conference, held every year in February

Check these resources regularly to stay up to date on assessment- and accountability-related dates, issues, and activities.

FI Assessment Overview

MI-Access is Michigan's alternate assessment based on alternate content expectations. It is designed for students with the most significant cognitive disabilities whose Individualized Education Program (IEP) teams have determined that it is not appropriate for them to participate in the state's general education assessments (the Michigan Student Test of Educational Progress [M—STEP] or the Michigan Merit Examination [MME]).

Students Tested with MI-Access

MI-Access assessments are available at three levels.

- The Functional Independence (FI) assessments are for students who have, or function as if they have,*
 a significant cognitive disability. It is for students whose IEP goals, objectives, and course of instruction
 align most closely with the "High" range of complexity of the Essential Elements or Alternate Content
 Expectations. Typically, these students can, with assistance, assess their personal strengths and limitations,
 and can access resources, strategies, supports, and linkages to help them maximize their independence.
- The Supported Independence (SI) assessments are for students who have, or function as if they have,*
 a significant cognitive disability. It is for students whose IEP goals, objectives, and course of instruction
 align most closely with the "Medium" range of complexity of the Essential Elements or Alternate Content
 Expectations. These students may also have both cognitive and physical impairments that impact
 their ability to generalize or transfer learning; however, they usually can follow learned routines and
 demonstrate independent living skills.
- The Participation (P) assessments are for students who have, or function as if they have,* a significant cognitive disability. It is for students whose IEP goals, objectives, and course of instruction align most closely with the "Low" range of complexity of the Essential Elements or Alternate Content Expectations. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and that make it difficult to determine their actual abilities and skills.

It is the role of the IEP team to determine which MI-Access assessment is most appropriate, based on the student's adaptive behavior, curriculum, and instruction. Adaptive behaviors are essential to living independently. When adaptive behaviors are significantly impacted, the student is unlikely to develop the skills necessary to live independently and function safely in daily life. Significant cognitive disabilities impact students both in and out of the classroom and across multiple life domains, including academic domains.

Students whose instruction is based on Michigan's general content standards should be assessed using the general assessments, not MI-Access. Also, under federal law, students with a Section 504 Plan are not eligible to take MI-Access, since these students have a disability condition but are not receiving specialized instruction under the Individual with Disability Education Act. Students with disabilities who are publicly placed in private schools as a means of providing special education and related services are required to be included in the statewide assessment system.

Footnote: *The phrase "function as if they have" refers to students who adaptively function in environments that differ from their special education categories and, as a result, should be given the MI-Access assessment that best suits their "adaptive functioning" level of independence. To obtain more information on the students being tested, go to the MI-Access web page (www.mi.gov/mi-access). Target Essential Elements have been developed by: Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps for Mathematics and English Language Arts. Lawrence, KS: University of Kansas.

Implications of Assessment Decisions

When deciding whether a student should participate in an alternate assessment based on content expectations, IEP teams must consider some important implications.

- If a student participates in a MI-Access Functional Independence assessment, it is assumed the student is receiving instruction based primarily on Michigan's alternate content expectations (such as the Essential Elements using the High Range of Complexity).
- Students who are placed on a path to follow alternate content expectations, especially at a young age, may encounter undesired and unintended consequences later in their school experience. This may include an impact on the student meeting the requirements of the Michigan Merit Curriculum or other local requirements for graduation. Such discussions must take place with all members of an IEP team.

IEP team decisions that place students in an alternate assessment should only be made using:

- the state guidelines for participation, which can be found at MI-Access guidelines (https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf)
- the instructional norms for the student
- the <u>Interactive Decision-Making Tool</u> located on the MI-Access web page (https://mdoe.state.mi.us/ MDEDocuments/InteractiveDecision-MakingTool/index.html)

Content Areas Assessed

Federal regulations and state policies require that state-level assessments be administered to all students in certain grades and in certain content areas. The table below shows the content areas and grades that the Functional Independence assessments cover.

Content Area	Grade						
	3 rd	4 th	5 th	6 th	7 th	8 th	11 th
English Language Arts (ELA)*	✓	\checkmark	√	√	\checkmark	√	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓
Science**		✓			✓		√
Social Studies (offered for FI only)			✓			√	✓

 ^{*} ELA: Expressing Ideas (EI), writing and drawing, is available in paper/pencil mode only.

Note: In ELA assessments, the EI test is administered with paper/pencil only, regardless of whether the student is testing using the online or paper/pencil modes in assessments.

As required by federal law, the MI-Access assessments reflect Michigan's state alternate content expectations and provide alternate assessments for students with the most significant cognitive disabilities, so they are appropriate for the student population being tested. The Essential Elements with Michigan Range of Complexity (EEs), Extended GLCEs (EGLCEs), and Extended Benchmarks (EBs) on which the Functional Independence assessments are based can be downloaded from the web page (www.mi.gov/mi-access). Brief descriptions of each FI content area assessment begin on the next page.

^{**}Note: Grade levels for MI-Access and M-STEP science will differ as new science assessments are developed.

Functional Independence ELA: Accessing Print and Using Language (APUL) for Grades 3-8 and 11

The Functional Independence ELA: APUL Assessments have five parts:

- 1. Vocabulary
- 2. Language
- 3. Research/Inquiry
- 4. Listening
- 5. Understanding Text

The format is multiple-choice with three answer choices. In some cases, there is a short stimulus combined with a question, or a passage combined with several questions. Question stimuli and passages are written to contain content and vocabulary appropriate for students being tested at any given grade level. The APUL assessments for students in grades 3-8 and 11 will each have 41 multiple-choice items.

The assessment is based on four claims.

- **Claim 1:** Students can comprehend text in increasingly complex ways.
- **Claim 2:** Students can produce writing for a range of purposes and audiences.
- **Claim 3:** Students can communicate for a range of purposes and audiences.
- Claim 4: Students can engage in research/inquiry to investigate topics and present information.

Students using the paper/pencil version record their answers directly in their assessment booklets; assessment administrators must transfer the answers to the students' answer documents after testing.

Functional Independence ELA: Expressing Ideas (EI) for Grades 3-8 and 11



In the Functional Independence ELA: El assessments, students are asked to respond to two prompts by "expressing ideas" related to practical, real-world situations. The prompts have been developed to allow students to write, draw, or use a combination of both to express themselves directly on the paper answer document. Students whose disabilities prevent them from writing or drawing may dictate their responses. Student responses are evaluated by specially trained external hand-scorers, using a four-point rubric that measures topic focus, organization, and use of language and visual conventions. The scoring rubric is shown in Appendix F of this manual. ELA: EI is assessed in grades 3-8 and 11 and will have separate booklets since it is administered in paper/pencil format only. For this reason, Expressing Ideas must be ordered for all FI students taking the ELA assessment.

Important Note: Students who take any FI: ELA assessment must:

- participate in both APUL as well as the EI tests
- complete the paper/pencil version of EI, even if APUL is completed online
- complete both APUL and EI to receive overall valid ELA scores

Since the Expressing Ideas is a paper/pencil version of the test, this part of the ELA test is routinely overlooked and consequently missed. Failure to have students take both of these content areas will result in an invalid ELA score.

Functional Independence Mathematics Assessments for Grades 3-8 and 11

The FI mathematics assessments are based on four claims:

- Claim 1: Students demonstrate increasingly complex understanding of number sense.
- **Claim 2:** Students demonstrate understanding of increasingly complex spatial reasoning and understanding of geometric principles.
- **Claim 3:** Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.
- **Claim 4:** Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

Each claim contains a few different strands, such as Operations in Base 10, Numbers and Operations, Fractions, Geometry, Measurement and Data, and Problem Solving. For more specifics, see the Essential Elements with Michigan Range of Complexity for any given grade level, posted on the MI-Access web page.

The mathematics assessments for students in grades 3–8 and 11 will each have 34 multiple-choice items. Each question is followed by three answer choices. The items are designed so that all data, tables, charts, examples, and/or text needed to respond to a question are presented as part of the item and not verbally supplied by the assessment administrator.

Students may use calculators on the mathematics assessment if such devices are routinely used during classroom instruction. For the online math test this year an embedded DESMOS calculator is available. It should be noted, however, that no items are calculator-dependent. Students using the paper/pencil version must record their answers and perform computations directly in their assessment booklets; assessment administrators must transfer the answers to the students' answer documents after testing.

Functional Independence Science Assessments for Grades 4, 7, and 11

The Functional Independence Science assessments focus on five strands:

- · Constructing New Scientific Knowledge
- · Reflecting on Scientific Knowledge
- Using Life Science
- Using Earth Science
- Using Physical Science.

To make the assessments meaningful for students, as many items as possible are presented in one of three real-world contexts: daily living, community experience, or employment.

The grade 4 science assessments have 43 multiple-choice items; assessments for students in grade 7 have 50 multiple-choice items; and assessments for students in grade 11 have 55 multiple-choice items. Each question is followed by three answer choices (some with just words alone, others with graphics, with or without text or labels). As with mathematics, the science items are designed so that any data, tables, charts, graphics, and/or text needed to respond to a question are presented as part of the item, not verbally supplied by the assessment administrator. Students using the paper/pencil version must record their answers directly in their assessment booklets; assessment administrators must transfer the answers to the students' answer documents after testing.

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Functional Independence Social Studies Assessments for Grades 5, 8, and 11

The Functional Independence Social Studies assessments for grades 5 and 8 focus on two major areas: United States History and Geography, and Public Discourse, Decision Making, and Citizenship. The grade 11 assessment focuses on four major areas: World History and Geography, United States History and Geography, Civics, and Economics. To make the assessments meaningful for students, as many items as possible are presented in one of three real-world contexts: daily living, community experience, or employment.

The grade 5 assessments have 40 multiple-choice items; grade 8 has 42 multiple-choice items; grade 11 has 52 multiple-choice items. Each question is followed by three answer choices (some presented with just text, while others are presented with graphics with/without text words or labels).

The social studies assessments also have sections comprised of passages that tell a brief story followed by several questions. This passage format is used to familiarize the student with events and places that introduce context to the test item.

Assessment Flexibility

IEP teams have the flexibility to determine if a student should be assessed in different content areas with the alternate assessment (MI-Access) and the general assessment (M-STEP). This decision is made by the IEP team and based on state assessment selection guidelines as well as the student's overall instructional routines.

This assessment program flexibility includes adjacent levels of the MI-Access assessments. This flexibility:

- provides a continuum of assessment throughout the MI-Access assessments to better accommodate students' needs and progress
- · allows the IEP team to determine that a student may take MI-Access assessments at different levels
- · limits the flexibility to only two adjacent levels.

The following graphic displays how adjacent and non-adjacent participation might affect test results. For example, Sample Students 1, 2 and 3 participated in adjacent levels of testing and received valid test scores. The graphic also shows how Sample Students 4, 5 and 6 were incorrectly administered non-adjacent tests, which resulted in an invalid test result.

Sample Student	M-STEP/ MME	MI-Access (FI)	MI-Access (SI)	MI-Access (P)	Test Results
1	Participated in <u>Adj</u>	acent assessments			Valid
2		Participated in <u>Adj</u>	acent assessments		Valid
3			Participated in <u>Adj</u>	acent assessments	Valid
4	Participated in <u>Non-Adjacent</u> assessments		Participated in Non-Adjacent assessments		Invalid
5		Participated in Non-Adjacent assessments		Participated in Non-Adjacent assessments	Invalid
6	Participated in Non-Adjacent assessments			Participated in Non-Adjacent assessments	Invalid

This flexibility includes several limitations:

- An M-STEP or MME assessment cannot be combined with any level of a MI-Access assessment other than at the Functional Independence (FI) level.
- In any assessment, a student may only take adjacent levels of the assessment any non-adjacent testing might result in an invalidation of the lower type of test.
- Students may be assessed with only one type of assessment per content area. **Note:** In ELA, Accessing Print and Using Language and Expressing Ideas must remain together as a set.
- Grade 8 students must take either the MI-Access FI ELA and mathematics tests or the PSAT 8/9, based on their goals.
- Students must not be pre-identified for multiple assessment programs and/or levels in the same content
 area. Review the Pre-Identification portion in the District Coordinator section of this manual for more
 information.
- No student in grades 5 and 8 should take the M-STEP science assessment if their IEP team determines
 the MI-Access assessment is most appropriate for the student. Since the M-STEP science test would
 not be administered to these students, a reason must be entered during the Verification of Not Tested
 window in the Secure Site. This will ensure these non-participating students do not count against the
 school's participation rate for accountability. Additional information on this process will be provided as
 the Verification of Not Tested window draws near.

There are several options and considerations for grade 11 students.

- In grade 11, ELA and mathematics cannot be split between SAT® with Essay and the MI-Access FI. Students must be administered both content areas, with either the SAT with Essay or the MI-Access FI.
- Students taking the grade 11 MI-Access FI assessments are not precluded from taking the WorkKeys assessment.

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- Grade 11 students must take the science and social studies tests at the appropriate level (M-STEP or MI-Access) based on their goals.
- A student who participated in a previous MI-Access administration as an 11th-grader is not eligible to take any component of the MME.

Standardized Testing

Uniform procedures are essential to a standardized testing program. To ensure comparable scores, all testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual.

Make sure that you and all testing staff comply with all applicable laws, including those relating to discrimination. By strictly following policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

Testing Schedule

Building Coordinators and District Coordinators should work together to develop test schedules, taking any unique needs of the students into consideration. MI-Access tests are designed for administration in small groups or in one-on-one settings with assessment administrators. Since the testing environment for these students may be unpredictable, the MDE has allowed broad flexibility to schools in determining their own schedules within the eight-week window to complete all the content areas of testing. Documentation of testing schedules for MI-Access must minimally include the following information:

- district name
- building name
- Building Coordinator's name
- · date of assessment administration
- location of testing session(s) (such as room number, classroom designation)
- · starting and ending time of the testing sessions
- assessment/grade/content being administered for each testing session
- names of the test administrator(s) and proctor(s) for each testing session

Testing schedules must be retained by the district or school for three years. The OEAA may request a copy of a building's testing schedule for monitoring and irregularity investigation purposes. As a result of the testing window extension from seven to eight weeks, **for Spring 2021 only**, districts and schools that created Testing Schedules prior to the extension announcement are not required to recreate new testing schedules.

Assessment Administrators

The FI assessments are designed to be administered by one person, most likely the student's teacher. Other professionals in the school or district—such as school psychologists, resource room teachers, or related services providers—may also administer the assessments if necessary. Paraprofessionals, teacher aides, and others may assist during assessment administration (for instance, making sure the student is on the correct page and addressing the right question, assisting with online tools), but they may not administer the assessments. See Appendix D of this manual for an assessment administration process flowchart, which provides an overview of the process of conducting the paper/pencil and online assessments for FI.

Roles and Responsibilities

There are several roles associated with MI-Access testing.

- · Technology Coordinators (TC), associated with online testing only
- District Coordinators (DC)
- Building Coordinators (BC)
- Assessment Administrators (AA), associated with both modes of testing online and paper/pencil

DCs, BCs, and AAs each have their own section of this manual, including additional information on each of the listed tasks. Technology Coordinators have a separate manual that provides detailed information on how to install and configure the software used for testing. This Technology User Guide can be found the DRC INSIGHT Portal (formerly known as eDIRECT) (https://mi.drcedirect.com).

Technology Coordinators

	download and install testing software (INSIGHT) and Central Office Services (COS) Service Device	L	
•	configure all testing devices to communicate with the COS		

· be readily available to District and Building Coordinators in the event of a technology issue during testing

Assessment Administrators (see AA section for further details)

MI-A

C	cess Assessment Administrators are responsible for:
,	reading the Directions and Scripts for each of the paper versions of the FI tests
•	arranging the testing environment; this includes logging students into and out of test sessions, verifying student information, and clicking on the test name and part for the student
•	assisting students with online test features such as speed and volume of text, color chooser, and contrasting
•	monitoring and assisting student in marking responses in paper/pencil test booklets as needed
,	monitoring students during testing
•	collecting login tickets and scratch paper from online testers at the end of each test session and delivering these to the Building Coordinator
,	collecting the student-marked booklets and any scratch paper from paper/pencil testers, and transferring the responses to the student answer document

Building Coordinators (see BC section for further details)

MI-A

٩c	cess Building Coordinators are responsible for:
•	confirming they have received Expressing Ideas materials for all students
•	scheduling and coordinating student test practice and Online Tools Training (OTTs)
	ensuring online testers view the MI-Access Student Tutorial, available on INSIGHT or through the INSIGHT testing engine assigning appropriate accommodations to FI online testing students in INSIGHT
	printing and distributing student login tickets before each test and collecting tickets and scratch paper for destruction after each test session
•	organizing and distributing paper/pencil materials

- developing test schedules based on the school's resources
- ensuring the overall integrity of the assessment process
- making sure they are identified as Building Coordinators in the EEM with current and accurate contact information

District Coordinators (see DC section for further details)

MI-Access District Coordinators are responsible for:

- overseeing all testing at the district level
- · acting as backup support at the building level
- developing necessary testing policies
- ensuring students are unassigned from M-STEP, PSAT 8/9, or the MME assessments and are assigned to the appropriate MI-Access assessments in the OEAA Secure Site
- making sure assessment material orders are completed by buildings as needed
- ensuring that all other roles associated with testing are filled
- leading professional development activities associated with testing
- ensuring that Building Coordinators and Test Administrators are aware of training opportunities for students
- · making sure they are identified in the EEM with current and accurate contact information

Preparing for FI Test Administration

State testing requires carefully considered test administration strategies. Schools and districts should ensure that all staff members receive professional development that applies to their specific role. Past assessment survey feedback indicates that many test administrators simply read the test administration manual to prepare for testing — this is not sufficient. The OEAA has made training a major focus in recent years and has provided the training resources listed below, as well as other documentation noted in Appendix I of this manual.

Planning and support for staff members who administer tests to students receiving accommodations is especially critical. These staff members will need guidance to avoid irregularities and misadministrations that negatively affect students, schools, and districts.

Training Documents

The following resources are available for you and your staff members, for training at their own pace.

Recorded Presentation	Description	Where to find it
District and Building Coordinator Online Testing WebEx	Recommended viewing for District and Building Coordinators, this recording of a live presentation provides an overview of the MI-Access Spring 2021 online administration, a "tour" of the training resources available for MI-Access, and answers to some common questions.	http://mi.drcedirect.com General Information > Documents > Document Type: Training Presentations and FAQ (Available March 4, 2021) Live presentation – March 3, 2021
Spring 2021 MI-Access Administration Presentation	This PowerPoint presentation with audio outlines the overall administration process For MI-Access.	The recording can be viewed on the MI-Access web page (www.michigan.gov/mi-access). (Available mid-March - watch Spotlight for details.)

Recorded Presentation	Description	Where to find it
Technology Coordinator Recorded Presentation	Optional viewing for District and Building Coordinators, this recording of a live presentation provides an overview of the software and technology setup required for M-STEP and MI-Access Spring 2020 testing.	http://mi.drcedirect.com General Information > Documents > Document Type: Training Presentations and FAQ (available now.)

Training Manual and Tools	Description	Where to find it
MI-Access FI Test Administration Manual (TAM)	Manual	www.michigan.gov/mi- access > Current Assessment Administration
Student Tutorial Online Testing	Video Resource providing students with an end-to-end review of how to navigate through the online training features available	http://mi.drcedirect.com All Applications > General Information > Test Tutorials
MI-Access Online Tools Training (OTT) Help	Information on why and how to access the Online Tools Training (OTTs) for educators and students	www.michigan.gov/mi- access>Assessment Training and Resources for Eductors section
Assessment Coordinator Training Guide	Chapter-based training for coordinators on specific assessments tasks	MI-Access web page Assusament Coordinator Training Guide
Assessment Selection Guidelines Training	Web-based presentation focused on helping IEP teams understand how to decide between general and alternate assessments	MI-Access web page in the Assessment Training and Resources for Educators section
Assessment Selection Interactive Decision-Making Tool for IEP Teams	Question-based navigational tool to help IEP teams decide the most appropriate level of assessment for students	MI-Access web page in the Assessment Training and Resources for Educators section

Mini Tutorials

Mini Tutorials are short videos designed to instruct District and Building Coordinators and Test Administrators in online testing tasks. Each Mini Tutorial is accompanied by a printable document with the same information (users can choose the video, the printed document, or both).

Mini Tutorial	Description	Where to find it	Role
Accessing Documents in INSIGHT	How to access, sort, and filter documents on the INSIGHT test management website		All
Accessing Online Tools Trainings (OTTs)	How to access OTTs – the student practice tests		All
Searching for Students in INSIGHT	How to find students who have been pre-loaded into INSIGHT	http://mi.drcedirect.com	DC, BC
Test Sessions - Adding a new test session and printing login tickets	How to add a new test session (in addition to pre-loaded test sessions) and print login tickets	General Information >Documents >Document Type: Mini-Modules.	DC, BC
Test Sessions - Editing an existing test session	How to add or remove a student from a test session		DC, BC
Checking Student Test Status	How to check if a student has not started a test, is in prog- ress, or has completed a test		DC, BC

Assessment Security Training Table

For information regarding the MDE Assessment Security online training see the <u>informational flyer</u> posted on the MI-Access web page under the Assessment Training and Resources for Educators section.

Who	What
District/Building Assessment Coordinators	 Read the Assessment Integrity Guide located on the MI-Access web page in the Current Assessment section. Complete the MDE Assessment Security online course through Michigan Virtual (https://www.michigan.gov/mde/0,1607,7-140-22709_28463,00.html).
Assessment Administrators, Proctors, and Accommodation Providers	 Read the Assessment Integrity Guide located on the MI-Access web page in the Current Assessment section. and/or Complete the MDE Assessment Security online course through Michigan Virtual (https://www.michigan.gov/documents/mde/MDE_Assessment_Security_Flyer_560138_7.pdf).
Technology Coordinators and Other Staff (anyone who handles or has access to secure materials)	Read the <i>Keeping Assessment Materials Secure</i> training document available in Appendix E of the Assessment Security Training Guide.

Supports and Accommodations

Supports and Accommodations Guidance Document

The OEAA "Supports and Accommodations Guidance Document" provides information related to making decisions about appropriate Universal Tools, Designated Supports, and Accommodations for any student taking a MI-Access assessment. IEP teams should use this document when discussing what accommodations might be needed for students taking a MI-Access assessment. The *Supports and Accommodations Guidance Document* is posted on the MI-Access web page (www.mi.gov/mi-access).

Accommodations Providers

Accommodations providers may be used to help administer the MI-Access assessments. Accommodations providers are responsible for ensuring that students have access to those supports and accommodations that are both:

- deemed appropriate by their IEP Teams
- · routinely used during classroom instruction

Accommodations providers should be familiar with each student's IEP as it relates to assessment, so they can make sure the appropriate Universal Tools, Designated Supports, and Accommodations are prepared ahead of time, available during the assessment, and used correctly. Accommodations providers may also assist with such tasks as making sure the student is on the correct page during testing, assisting with a CD player (if applicable), and making sure that CDs are returned with the student's assessment materials. Paraprofessionals, teacher aides, and others may serve as accommodations providers, but only under the direct supervision of the assessment administrator.

Proctors

Proctors may be used to help administer the MI-Access assessments; however, they typically are needed only when several students are being tested at the same time in the same setting. Paraprofessionals, teacher aides, and others may serve as proctors, but only under the direct supervision of the assessment administrator.

The MI-Access assessments were developed using universal design principles, which are based on the premise that every child deserves to participate in an assessment, and that assessment results should not be affected by disability, gender, ethnicity, or English language ability. In addition, universally designed assessments aim to reduce the need for assessment accommodations by removing access barriers associated with the assessments themselves.

The Functional Independence assessments allow assessment administrators or the online test engine to read the questions and answer choices aloud to students (with a few exceptions), even though the assessments are written specifically to accommodate the reading levels of the students being tested. This ensures that a student's knowledge of the content area is being assessed, as opposed to his or her reading ability.

Despite every effort to ensure that the MI-Access assessments are accessible, it is understood that some students may still need accommodations to participate fully and meaningfully in assessment. The next section outlines the accommodations allowed within the FI testing. Additional information about allowable Universal Tools, Designated Supports, and Accommodations can be found in the Supports and Accommodations Guidance Document for M-STEP, MI-Access, WIDA, PSAT, SAT, and ACT WorkKeys on the MI-Access web page.

Assessment Accommodations and Designated Supports Decisions

All IEP team decisions about which accommodations a student needs must:



- reflect what the student routinely uses or how he or she routinely responds during instruction (that is, it is not appropriate to introduce a new accommodation just for the assessment), marked on the student answer document in the appropriate box



- be set in the DRC INSIGHT Portal for online testers (both embedded/non-embedded accommodations and supports)

Assessment administrators (and accommodations providers, if used) are responsible for making sure the assessment accommodations are available during the assessment and for tailoring them as needed to the assessment situation.

It is important that the student's needs, and how these needs are met, are documented in the student's IEP. The IEP does not need to indicate whether the support is considered a Universal Tool, Designated Support, or Accommodation as defined by the assessment.

Online Accommodations 🔙



MI-Access FI online assessments offer embedded accommodations that are integrated into the online testing system. These are referred to as "online" accommodations in the DRC INSIGHT Portal. These accommodations must be turned on in the DRC INSIGHT Portal by the Building Coordinator before the student's test ticket is generated.

If a Universal Tool, Designated Support, or Accommodation (either embedded or non-embedded) is listed in the Supports and Accommodations table for MI-Access FI in the Supports and Accommodations Guidance Document, then the support or accommodation is considered a "standard" accommodation. Other non-embedded supports are available, but it is not necessary to designate these in INSIGHT, provided you are implementing them according to the Supports and Accommodations tables guidelines.

Other Universal Tools available to students taking the online assessment (such as text-to-speech, color chooser, and magnifier) are available in the test engine and do not need to be enabled at the student level; this is why they do not appear as options to "turn on" in the DRC INSIGHT Portal. These Universal Tools can be controlled by the student or assessment administrator, directly in the test engine.

Turning on Accommodations

For detailed information on turning on embedded accommodations, refer to the Accommodations - Adding, Editing, Mass-assigning mini-tutorial. This document can be found here: http://mi.drcedirect.com General Information > Documents > Document Type > Mini-Modules.

Assessment Accommodations and Designated Supports for FI



The FI paper/pencil assessments:

- contain traditional selected-response items (with word and/or picture answer choices)
- · are administered by only one person

ELA: Expressing Ideas is the only FI assessment scored using a standardized rubric. The following section describes the supports commonly used on the Functional Independence assessments.

Audio CDs

The FI assessment booklets are available on audio CDs for use with students whose IEPs indicate that CDs are an appropriate assessment Designated Support and who routinely use them during instruction. The audio CDs will come packaged with a companion assessment booklet and a student answer document. Both the audio CD and the print booklet will have the same form number, which will always end with the number "1" (for example, Form FIM–51 for grade 5 Functional Independence mathematics). Be sure to print and bubble in the correct form number on the student's answer document. **Reminder:** There is one CD for ELA (Accessing Print and using Language and Expressing Ideas) but two separate answer documents and two separate test booklets.

Instructions on how to use the CDs are included in Appendix A of this manual. Assessment administrators who are administering audio CD versions of the assessments should review the instructions prior to administration.

CDs may be used to administer the assessment to small groups (defined as five or fewer students) if the students mark their own answers in their assessment booklet, use headsets, and have personal control over their equipment. Otherwise, CDs may be used only in one-on-one assessment situations.

Enlarged Print Versions

Enlarged print versions of the FI assessment booklets will be available for students who have a visual impairment, whose IEPs indicate that enlarged print is an appropriate assessment Accommodation, and who routinely use it during instruction. All such booklets will:

- be produced by the American Printing House for the Blind (APH)
- · follow APH transcription and printing standards
- · use approximately 15-point font

For more detailed information on accommodated versions of the assessments, see Appendix A.

Enlarged Print assessments are ordered on the OEAA Secure Site. Coordinators must select the student(s) for whom the material is intended when placing the order.

All enlarged print versions of the assessments will come packaged with a companion standard print assessment booklet and a student answer document. (Student responses in the booklet must still be transferred to the regular scannable answer document and sent back for scoring.) The Accessing Print and Using Language enlarged print kits will include listening scripts.

The enlarged print versions of the assessments will always have form numbers that end with the number "1" (for example, Form FIM–71 for grade 7 Functional Independence mathematics). Be sure to print and bubble in the correct form number on the student's answer document. Coordinators must select the student(s) for whom the material is intended when placing the order.

Braille Versions

Braille versions of the FI assessment booklets will be available for students who have a visual impairment, whose IEPs indicate that braille is an appropriate assessment Accommodation, and who routinely use it during instruction. All booklets will:

- be produced by the American Printing House for the Blind (APH)
- · follow APH transcription and printing standards
- use Unified English Braille (UEB) contracted format
- · where needed, use Nemeth numbers
- use a regular answer document; the administrator must transfer the student responses onto the regular answer document

 will come packaged with a student answer document and a companion Assessment Administrator Booklet for Braille (AABB), which includes transcriber notes indicating how the items and/or directions have been adapted for braille. (Student responses in the booklet must still be transferred to the regular scannable answer document and sent back for scoring.)

The Accessing Print and Using Language braille kits will include listening scripts. The scripts correspond to the items that appear in the Listening section of the test.

Tables showing "Print to Braille" page correspondences are posted on the MI-Access web page (www.mi.gov/mi-access). Because the braille assessment booklets are formatted somewhat differently than the Assessment Administrator Booklet for Braille (AABB), assessment administrators who are administering braille versions of the assessments should review the instructions and tables prior to administration.

Braille versions of the assessments are different from audio CDs and enlarged print versions in two important ways.

- Braille versions of the assessments will always have form numbers that end in "9" (for example, Form FIS-79 for grade 7 Functional Independence science). Be sure to print and bubble in the correct form number on the student's answer document.
- Braille and Enlarged Print assessments are ordered on the OEAA Secure Site. Coordinators must select the student(s) for whom the material is intended when placing the order.

Calculators

Students may use calculators on the FI mathematics assessments if such devices are routinely used in the classroom during instruction. **Note:** No items are written to be calculator-dependent. There is an embedded Desmos calculator available for the FI mathematics tests. This calculator can also be found in the Online Tools Training (OTTs) on the DRC site for students to practice prior to testing.

Group v One-on-One Administration

The FI assessments may be administered in small groups (defined as five or fewer students) if all the students in the group are able to both:

- read the item stems and answer choices themselves
- respond by marking the answer choices in their assessment booklets

In all other instances (for example, when oral responses are given, when a student directs the assessment administrator to mark his or her response, and so forth), the assessments must be administered one-on-one with the test administrator. Students must have direct control of pacing in a group setting and be able to communicate the need to have items or directions re-read, that they are ready to move on, or other needs.

Optional Materials

There might be instances in the mathematics and science assessments when assessment administrators choose to have actual materials/objects on hand, instead of relying on the pictures/graphics in the assessment booklets. Some examples of optional materials include, but are not limited to:

- coins
- paper currency
- clocks
- base ten blocks
- sand
- · musical instruments
- · containers of water

The use of optional materials is allowed provided it does not change the nature of the question or elicit a different response. Prior approval for the use of replacement of objects for pictures is not required.

Readers

Readers may be used to administer the assessment in one-on-one assessment situations or in small groups (defined as five or fewer students) if the students mark their own answers in their assessment booklets. When making decisions about the use of readers, keep in mind that the assessments were developed specifically to accommodate the reading levels of the FI student population. Thus, while students may typically be read to in the classroom when working with grade-level materials (those that are beyond their instructional reading level), they might not need to be read to during the assessment.

It is important to note that for some assessment items, reading the item stem and/or answer choices aloud would give the answers away. Therefore, a Do Not Read Aloud Table appears in the inside cover of each student assessment booklet, listing the items, or parts of items, that should not be read to the student. (General information on the types of items that should not be read aloud is included in Appendix B of this manual.) **Note:** There are listening items on all ELA: Accessing Print and Using Language assessments; these must be read to all students taking the paper/pencil assessment using the listening scripts.

Recording Student Responses

For the FI assessments:

- Students are directed to choose the best answer to each question and mark the answers in their assessment booklets.
- Oral and directed responses may be provided lowercase in one-on-one assessment situations.
- · The assessment administrator is required to transfer the answers to the answer document.

Scribes

For the ELA: Expressing Ideas component of the FI assessment, students are directed to write and/or draw their responses on the student answer document.

- If a student's disability prevents him or her from writing or drawing a response, the student may dictate
 it. The assessment administrator will need to transcribe the student's response verbatim onto the student
 answer document and note that the response was "scribed" in the two places indicated on the document.
- If a student with a visual impairment brailles a response, the assessment administrator must transcribe it onto the student answer document following the same procedures.
- Scribes may only be used in one-on-one assessment situations where the student is dictating responses.
 Refer to the Scribe Protocol section of the "Supports and Accommodations Guidance Document" found
 on the MI-Access web page (https://www.michigan.gov/documents/mde/Michigan_Accommodations_
 Manual.final_480016_7.pdf).
- A scribe may also be listed as a Standard Accommodation on the test ticket for online testers if the administrator helps the student navigate through a test. The scribe may be noted in the test session setup for the student in INSIGHT.

Time

The FI assessments are NOT timed.

- Assessment administrators may use their professional judgment to determine how much time should be allotted for the assessment and how much of the assessment should be administered in one sitting.
- The time allotted may vary depending on whether the assessment is being administered to a group of students or to an individual, in one session or in multiple sessions.

For the best and most meaningful results, assessment administrators should encourage students to try to complete an entire part or section of a test. However, it is important to note that an entire content area or section is not required to be completed in one sitting or even in one day.

Word Processors

Word processors may be used for the ELA: Expressing Ideas component of the FI assessment by students who cannot handwrite their responses. However, because this part of the assessment considers writing conventions, all spelling, dictionary, thesaurus, and grammatical software must be deactivated. Otherwise, word processing will be considered a nonstandard assessment Accommodation and an Incident Report must be completed on the OEAA Secure Site. Word-processed responses do not need to be transcribed onto the student answer document by the assessment administrator. Instead, each word-processed page can simply be printed and inserted into the student's FI Student Answer Document for ELA: Expressing Ideas, and then returned in the Special Handling envelope. Prior to inserting the responses, the assessment administrator must write the following information in the upper-right corner of each word-processed page:

- the student's name, birth date, grade, and state Unique Identification Code (UIC)
- the school and district name/code
- the assessment window (Spring 2021)
- · the content area

Alternatively, the assessment administrator can print and place a student barcode label from the OEAA Secure Site (www.michigan.gov/oeaa-secure) in the upper-right corner of the pages.

Additional Pre-identification labels with this information may be printed from the OEAA Secure Site and affixed to the pages, if desired. **Important:** The word-processed document must be returned with the Student Answer Document in the Special Handling Envelope (Green). Ensure that the envelope is marked appropriately when returning it.

Nonstandard Accommodation

Any student who receives a nonstandard Universal Tool, Designated Support, or Accommodation will not count as having been assessed. A nonstandard accommodation alters what the test is intended to measure. When nonstandard Universal Tool, Designated Support, or Accommodation are given/used, coordinators are required to file an Incident Report in the Secure Site. Refer to the Incident Report section in Appendix H of this manual for further details.

Please note that special requests for a Universal Tool, Designated Support, or Accommodation not appearing on the Supports and Accommodations table may be made to the Michigan Department of Education. If approved, most of the special requested accommodations are considered "standard."

District Coordinators

Introduction

MI-Access District Coordinators are responsible for overseeing all testing activities in their district. Specifically, they are expected to perform the following functions.

- Establish a strong line of communication with buildings and ensure that they have all necessary materials and online technical supports for a successful administration.
- Serve as a backup to coordinators at the building level.
- Make sure that all MI-Access Building Coordinators and assessment administrators in the district receive training on how to administer the online and paper/pencil FI assessments.
- · Develop necessary testing policies and establish roles associated with online and paper/pencil testing.
- Make sure that all assessment materials received from the MI-Access contractor are disseminated to appropriate building staff and are returned as directed.
- Make sure Building Coordinators have read the Assessment Integrity Guide (AIG) and participated in the MDE Assessment Security online training. See the Assessment Security section of the General Information portion of this manual for details.
- Distribute, collect, complete, and keep on file all signed OEAA Assessment Security Compliance Forms.

The OEAA continues to allow districts the option of having MI-Access test materials delivered directly to buildings. This is intended to:

- 1. Help with the logistics of getting materials directly to the buildings in a timely fashion
- 2. Provide buildings with a direct means of returning the material after testing is completed
- 3. Reduce the time spent handling materials between district and schools

Note: Materials will be sent to the district contact by default if no building chooses to have its test materials shipped to it. Information in this section is designed to cover all facets of the District Coordinator's responsibilities, whether materials are delivered to schools or district.

OEAA has developed a complete training guide for Assessment Coordinators. This guide is designed to assist in every aspect of the coordinators' responsibilities and is a great training tool for new coordinators and staff members. The link to this training platform is found at the top of the MI-Access web page, along with a Bookmark feature that allows selection of the Guide to be imported to your computer desktop for quick reference.



District Coordinator Quick List

BEFORE (Mark when complete)

- o Read the MI-Access FI Test Administration Manual (this manual).
- o Read the Assessment Integrity Guide.
- o Complete the MDE Assessment Security online training course.
- o Train Building Coordinators for both online and paper/pencil testing.
- o Review the list of important dates found on the MI-Access web page.
- o Manage Secure Site and DRC INSIGHT Portal access and permissions.
- o Review, inventory, and distribute building order of materials for paper/pencil testers, including ELA: Expressing Ideas for every student (see content areas in the Overview section of this manual); place additional material orders as needed.
- o Ensure all student information is accurate in the Michigan Student Data System (MSDS).
- o Coordinate the pre-identification of students, and the ordering and distribution of test materials.
- o Ensure that students are pre-identified for only one assessment per content area.
- o Remove students taking paper/pencil versions of MI-Access FI from any online testing session in the DRC INSIGHT Portal for MI-Access or M-STEP.
- o Arrange for the destruction of any unneeded online test tickets and rosters already printed.
- o Manage the distribution, collection, and storage of all signed OEAA Assessment Security Compliance Forms.
- o Determine whether Reporting and Research Codes will be used. **Note:** Reporting codes will only be entered on the Secure Site, but Research codes may be entered on the answer documents.
- Ensure students are placed in online test sessions in the Secure Site and the DRC INSIGHT Portal.
- o Prepare materials for distribution to buildings, unless materials are shipped directly to buildings.
- o Establish procedures for ensuring all students are assigned and receive any Universal Tools, Designated Supports, or Accommodations as required by their IEP.
- o Retrieve the Return Kit found in each material order, which district coordinators should retain and use to return all materials after testing.
- o Establish an internal district return date for schools and district.
- o Ensure all Educational Entity Master (EEM) information is accurate for district ad schools buildings.

DURING (Mark when complete)

- Assist Building Coordinators and assessment administrators as needed.
- o Be available to answer questions or to forward questions to the OEAA as needed.
 - o Monitor the progress of online testing.
- o Enter Incident Reports into the Secure Site as needed.
- o Ensure that professional assessment administration practices are followed.

AFTER (Mark when complete)

- o Inventory and review the returned assessment materials for accuracy.
- o Coordinate materials returns if the district has selected to handle returns. (See Materials Return Instructions section of this manual for further details.)
- Return materials to the MI-Access contractor (see Appendix D for packing diagram).
- o Complete all tasks under the Accountable Student and Test Verification drop-down menu in the OEAA Secure Site.
- o Complete the Coordinator Feedback survey.

Pre-Testing Activities

Pre-Identification (Pre-ID) Information

The OEAA requires that all students taking state-level assessments be pre-identified. The OEAA will automatically pre-ID all students from the fall MSDS general collection to the general assessment (M-STEP, MME, and PSAT for 8th grade components). It is the responsibility of the school or district to pre-identify students for the type of MI-Access assessments being given by content area and type (FI, SI, or P). Pre-identifying for MI-Access requires that coordinators manually remove students from the general assessment to the MI-Access assessment.

Pre-identification can be done using the Secure Site Mass Update function; specific instructions for this process can be found the training site (www.michigan.gov/securesitetraining).

Check the DRC INSIGHT Portal to see if students whose Pre-ID was changed from M-STEP to MI-Access are currently assigned to an online M-STEP session; remove students who do not belong in such sessions, and destroy any associated M-STEP test tickets.

Once the pre-ID is completed, you can place test material orders.

All students testing with MI-Access must be identified in the Michigan Student Data System (MSDS) as being in a special education program. If such a student is not flagged as "Special Education," they will be considered "Not Tested." Contact your local Pupil Accounting Person to ensure that students are flagged correctly in the MSDS data files.

MI-Access science will continue to be assessed in grades 4, 7, and 11. Buildings will assign these students to the correct MI-Access test in the Secure Site. Students in grades 5 and 8 are not to take the M-STEP Science assessment if the IEP team determines the FI science assessment is most appropriate. These students will not be administered a science test in 2021. During the Verification of Not Tested window, a Not Tested reason must be entered for these students to ensure they do not count against your building's participation rate in accountability. Additional information will be provided as the Verification of Not Tested window draws nearer.

Pre-identified (Pre-ID) Student Barcode Labels



Students taking the paper/pencil Functional Independence (FI) assessment must have Pre-Identified Student Barcode Labels affixed to their student answer documents.

Contractor-printed Pre-ID Student Barcode Labels



Schools that pre-identify FI students by the designated deadline (February 17, 2021) will receive Pre-ID student barcode labels printed by the MI-Access contractor. The labels will be organized and shipped by school. MI-Access Building Coordinators are to affix the appropriate labels to the appropriate student answer documents prior to distribution.

District/School-printed Pre-ID Student Barcode Labels



Districts and schools that miss the designated contractor-printed Pre-ID deadline must print Pre-ID student barcode labels locally from the OEAA Secure Site.

When printing labels locally from the OEAA Secure Site, coordinators must:

- · print them from the MI-Access FI Test Cycle so the correct MI-Access labels are generated
- use Avery 5161 style labels, 1 inch by 4 inches, 20 per page (no paper with glue, paste, staples, or tape)
- print the labels on a laser printer

If FI student answer documents are returned to the contractor without Pre-ID labels, a \$10 per document processing fee might be assessed to cover the costs associated with correcting the error. A missing label might also cause the test to be invalidated if a student's participation in the testing cannot be confirmed.

Ordering Assessment Materials



It is up to the district to determine who will handle placing orders for paper/pencil test materials—either the District or the Building Coordinator. All test material orders must be entered through the OEAA Secure Site (www.michigan.gov/oeaa-secure). There are important things to remember:

- A user must have a Michigan Educator Information System (MEIS) login to access the Secure Site system.
- If Coordinators do not have a Secure Site user ID and password (required to enter the site), they should contact their District Administrator (as assigned by the District Superintendent), who has responsibility for maintaining the site at the district level.

The Secure Site Login screen contains a link to the Request the MEIS ID credential process.

- If the user has a MEIS ID but does not have access to the Secure Site system, the system will display a screen to request access after logging on with the MEIS login.
- Every year, enhancements are made to the Secure Site to streamline and improve the ordering process. Therefore, be sure to review the "Material Ordering" section in the training site (www.michigan.gov/ securesitetraining).
- The Assessment Coordinator Training Guide also provides specific chapters devoted to the material ordering process on the MI-Access web page.

Standard test material orders for MI-Access FI are based on the number of students pre-identified for paper/ pencil testing in the Secure Site. Orders will be processed according to the pre-identification of the students. There are two different types of orders that can be placed: initial material orders and additional material orders.

Initial Material Orders

Before each assessment window, OEAA reminds District and Building Coordinators to enter initial material orders in the OEAA Secure Site. These orders must be submitted at specific times and will be used by the MI-Access contractor to determine the number and types of assessment materials that will be printed and sent to each district/school for distribution.

Additional Material Orders

If the initial material orders entered by District/Building Coordinators are based on sound estimates and there are no changes, additional materials should not be needed. However, the Building Coordinators might need to make additional orders in the OEAA Secure Site if:

- · there are new students, or there have been some unexpected changes
- a student's Individualized Education Program (IEP) Team determines that a different assessment should be administered

If secure materials are missing from the shipment, or if the contents of the shipment do not match what is listed on the security list, contact the OEAA Call Center to report the discrepancy. This will start the process to:

- · alert the vendor that there may be a problem with the packing of assessment materials
- provide a tracking mechanism so that the materials order status can be traced

Receiving Assessment Materials

MI-Access assessment materials orders are shipped based on the number of students pre-identified and will arrive in boxes with purple MI-Access labels. The boxes will include the following materials (**Note:** Some buildings may not receive all these materials):

- one Return Materials Kit, which includes Instructions for Materials Return, pre-printed FedEx Airbills, yellow Materials Return Labels, a divider sheet (gold), and a Special Handling Envelope (one kit per order)
- OEAA Security Compliance Forms (to be completed and signed by all those involved with administering MI-Access)
- a security list, packing lists, and box lists for use in inventorying returned materials (whether they are shipped to district or building)
- standard print student assessment booklets (all assessment types and content areas as ordered for Functional Independence)
- audio CDs of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets and student answer documents)
- braille versions of the Functional Independence assessment booklets, if ordered (with companion Assessment Administrator Booklets for Braille [AABB], listening scripts, and student answer documents)
- enlarged print versions of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets and student answer documents)
- student answer documents
- ELA: Expressing Ideas material—will arrive for all students taking ELA regardless of mode of testing
- · Listening Scripts for ELA: Accessing Print and Using Language listening items in all grades
- Pre-ID student barcode labels (for students pre-identified by the designated deadline as taking MI-Access assessments)

Inventorying Materials

A critical first step after receiving the test materials is to take an inventory of the order. This will help to determine if the order is accurate or if any material is missing. Taking inventory will also assist you if you return any items.

Ordering Missing and Additional Materials

If additional materials are needed, an additional material order may be placed in the OEAA Secure Site. The additional materials will then be sent to the district/building coordinator for distribution.

Completing OEAA Security Compliance Forms

All staff members involved in any testing activities should first complete and sign an OEAA Security Compliance Form, using the directions at the bottom of the form. The completed forms should be kept at the district/school for three years following assessment administration. For more information, see the Security section of this manual.

Using Reporting Codes

The use of reporting codes (optional) allows districts and buildings to receive reports organized by a class or group designation(s). It is up to the district or building to determine whether this option will be used and to define the codes that will be most helpful to them. If these codes are used, District Coordinators must inform Building Coordinators, so they can tell test administrators the four-digit reporting code selected.

Reporting codes must be entered in the Secure Site before the end of Accountable Students and Test Verification window.

Research I and II Fields

The use of research fields is an optional feature. Research codes are reported in the student data file results only; dynamic online reports do not include the research code information.

In the past, districts have used the optional research fields to identify variations in results by a defined student group. For example:

- Is there a relationship between the number of years students have attended school in our district and their test scores?
- Is there a difference in attainment of achievement objectives among those students who were in reading program A v reading program B (v reading program C, and so on)?

The following important points should be considered before deciding to use research fields.

- Codes for research fields may be developed at the district or building level and assigned a different number, from one to 10.
- Districts may elect to use one or both research code options at any or all of the grades assessed.
- Research codes can be filled in on the Secure Site through the end of Accountable Students and Test Verification window.

If research codes are used, District Coordinators need to inform Building Coordinators and Test Administrators, so the codes can be either be entered on the students' answer documents or added in the Secure Site before the end of Answer Document Verification Window.

Preparing Materials for Distribution



Matching Assessment Booklets with Answer Documents

MI-Access Coordinators should understand how the assessment booklets and student answer documents are organized. OEAA has color-coded the material content areas to assist with the matching process.

MI–Access FI Student Assessment Booklets and Answer Documents				
Content Areas	Each content area has its own booklet and answer document for: • ELA: Accessing Print and Using Language (includes listening scripts) • ELA: Expressing Ideas (administered to all students in paper/pencil mode) • mathematics • science • social studies			
Grades	 ELA: Accessing Print and Using Language—covers grades 3–8 and 11 (one answer document for all grades) ELA: Expressing Ideas—covers grades 3–8 and 11 (one answer document for all grades) mathematics—covers grades 3–8 and 11 (one answer document for all grades) science—covers grades 4, 7, and 11 (one answer document per grade) social studies—covers grades 5, 8, and 11 (one answer document per grade) 			
Colors	The colors for each of booklets and answer documents are: • purple - ELA: Accessing Print and Using Language • blue - ELA: Expressing Ideas • orange - mathematics • red - science • olive green - social studies			

Building Materials

The MI-Access contractor will provide a copy of each building's packing list (included with the building's boxes). These lists can be used to track the materials that were sent to each building and to help inventory them.

Security Barcode Numbers

All MI-Access assessment materials and accommodated versions of the assessments have security barcode numbers on the back cover. These numbers are scanned by the contractor prior to distribution and will be scanned upon return to make sure that all the booklets—which are secure materials—have been shipped back. The MI-Access contractor will provide District MI-Access Coordinators with information on the security barcode numbers distributed to each building on the school security lists. These numbers can be used to track assessment booklets and ensure they are returned.

Packaging of Accommodated Versions

Accommodated versions of the assessments are packaged in very specific ways.

 Each of the accommodated materials have been packaged in a kit and will arrive with all the necessary items to administer the test. For complete details refer to the Accommodations and Support section or the Building Coordinator section of this manual.

Establishing an Internal District Return Date

If your district decides to process all returns, it is important to establish a return date for all materials. While the MI-Access assessment window is eight weeks long, we strongly encourage district and building coordinators to discuss establishing realistic deadlines for returning testing materials as soon as testing is completed. Before distributing materials to buildings, determine the date by which materials must be returned to the district to ensure they will be shipped to the MI-Access contractor on time. All answer documents must be returned no later than June 9, 2021 in order to be scored.

Informing Others about Professional Practices

District MI-Access Coordinators must inform Building MI-Access Coordinators and assessment administrators about the Assessment Integrity Guide. It is available on the MI-Access web page (www.mi.gov/mi-access), and must be reviewed by all coordinators involved with MI-Access prior to assessment administration. See the Assessment Security Training table in the Preparing for FI Test Administration section of this manual for complete requirements.

Distributing Assessment Materials to Buildings

Once all the "before" steps have been completed, District MI-Access Coordinators may distribute assessment materials to each building participating in MI-Access, unless materials are shipped directly to buildings.

Testing Activities

Although District MI-Access Coordinators do not have any specific tasks to complete during the assessment window, it is important that they be available to:

- answer questions from MI-Access Building Coordinators
- relay any questions they cannot answer to OEAA staff (see the contact information section of this manual)
- · monitor overall testing progress for online and paper/pencil testing
- file Incident Reports for any testing irregularities that occur before, during, or after testing; reports are
 filed in the OEAA Secure Site as soon as possible; for detailed information, access and use the Secure Site
 Incident Reporting tool (http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf)
- periodically check in with MI-Access Building Coordinators to make sure they have the materials and information they need to accurately administer the MI-Access assessments and that professional administration practices are followed

Post-Testing Activities

Inventorying Returned Materials



Buildings and districts are responsible for taking an inventory of test materials before these are returned to the vendor. The OEAA requires these inventory practices to prevent test materials from being left in buildings or districts, which is a test security risk. Coordinators must take an inventory of the test materials using the packing list that comes with the material orders — the critical part of their packing process. Refer to the Materials Return Instructions section of this manual for detailed information on the processing and shipping of returned materials.

Checking Special Handling Envelopes



District Coordinators will check each Special Handling Envelope (green) to make sure it is accurately completed.

- · Make sure the information on the envelope label has been checked, including documents with wordprocessed responses, damaged documents, and Do Not Score items.
- Check to make sure that each used (or scorable) student answer document has a Pre-ID label; any missing labels should be printed from the OEAA Secure Site (www.michigan.gov/BAA-secure) and affixed to the answer documents.
- Once the contents of and the information on the Special Handling Envelope(s) have been verified, put the materials back into the envelope(s), and then place all the UNSEALED envelopes into one pile; see the packing diagram in Appendix D of this manual if you have questions about how to organize the materials inside the envelopes.

If for any reason the Special Handling Envelope is not used, it does not need to be returned with the materials and may be discarded.

Preparing Materials for Return Shipment

The method of returning materials to the contractor for processing is very similar for districts and for buildings. For this reason, instructions for this process have been condensed in the final section of this manual, "Material Return Instructions." A packing diagram in Appendix D outlines the sequence of how the material should be packed for return.

Instructions for Returning Materials via FedEx Express®



The instructions for using FedEx for material returns are the same for buildings and for districts; therefore, they have been included in the "Material Return Instructions" in the final section of this manual.

Completing the Coordinator/Assessment Administrator Feedback Survey

When the district's assessment materials have been returned to the MI-Access contractor, the Coordinator/ Assessment Administrator Feedback Survey is to be completed (www. mi.gov/mi-access). OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process. Watch the weekly OEAA Spotlight newsletter for the announcement of when the survey is available.

Checking Accountable Students and Test Verification

The Accountable Students and Test Verification window allows Secure Site users to review the scanned answer documents and online responses, as well as the demographic information that was submitted for students on their answer documents and in the MSDS. While this window is open (during the month of June), district/buildings must verify that:

- · all students and their answer documents have been accounted for
- student demographic information is accurate
- students taking alternate assessments are flagged as "Special Education"
- any student tests with "Prohibited Behavior" or "Nonstandard Accommodations" flagged are marked correctly
- · the Expected to Test information has been reviewed

The Accountable Students and Test Verification period is the final opportunity districts will have to:

- report missing answer documents and absent students, and
- appeal/correct Prohibited Behavior and Nonstandard Universal Tools, Designated Supports, or Accommodations if they are incorrectly marked
- update student demographic information in the MSDS to be used for assessment reporting and accountability calculations
- appeal Students Expected to Test
- mark a reason for students who did not take the science assessment in grades 5 and 8, and who would otherwise take MI-Access

The Accountable Students and Test Verification window also provides a list of enrolled students and demographic information that will be used for accountability purposes. For more information, see the <u>instructions</u> (www.michigan.gov/securesitetraining).

Important note: It is the primary responsibility of the district coordinator to review all tested student records in the verification window. Coordinators should watch for the announcement in the weekly Spotlight on Assessment and Accountability newsletter for when the verification window will open in June.

Building Coordinators

Introduction

Each school building involved with administering MI-Access must designate a Building Coordinator. Staff members new to this role should consult the MI-Access web page for the Assessment Coordinator Training Guide and other materials for a successful administration. The resources will be helpful to those starting the new role and as a refresher for experienced staff.

Building MI-Access Coordinators are responsible for:

- · acting as the contact person between the school and the District MI-Access Coordinator
- participating in professional development sessions organized by the District MI-Access Coordinator, for training Building MI-Access Coordinators and assessment administrators how on to administer the MI-Access assessments
- watching the state's training videos located on the MI-Access website, which provide important information from the OEAA staff about the assessment administration process
- making sure that all assessment materials received from the vendor or the District MI-Access Coordinator are disseminated to appropriate building staff and returned as directed
- ensuring that secure testing materials—such as booklets, listening scripts, test tickets, and rosters—are kept in a secure location until the test session are scheduled to begin
- making sure assessment administrators and other testing staff have either read the Assessment Integrity
 Guide or participated in the MDE Assessment Security online training
- ensuring all OEAA Assessment Security Compliance Forms are kept on file for three years at the building or district
- making sure online students are loaded to INSIGHT properly and with the correct Universal Tools,
 Designated Supports, or Accommodations assigned as needed, and that test tickets are produced prior to
 administration

The MI-Access contractor ships all assessment materials to the District or Building Coordinator based on the district's preference as recorded in the Secure Site. District Coordinators are then responsible for distributing the materials to Building Coordinators, and/or to assessment administrators.

The following information will assist Building Coordinators with what to do before, during, and after the assessments are administered.

Coordinator Checklist for Online Testing



Mark when complete

- Watch the District/Building Coordinator Online Testing WebEx (presented live March 3, 2021 the recording will be posted in the DRC INSIGHT Portal under General Information > Documents > Document type: Training Presentations & FAQs).
- Participate in district test administration training. 0
- Read the Assessment Integrity Guide. 0
- Complete the MDE Assessment Security online training course. 0
- Create a testing schedule for all students for both online and paper/pencil. 0 **Note:** These schedules must be retained by the school/district for three years.
- Read this MI-Access FI Test Administration Manual. 0
- 0 Provide assessment administration training for all staff involved in student testing.
- Read through the Assessment Security section of this manual for detailed instructions for coordinators. 0
- Ensure all Test Administrators have access to and have read the appropriate portions of the MI-Access o Test Administration manuals (posted to MI-Access web page).
- Sign the Security Compliance Form and ensure that the testing staff have completed the form as well. 0
- Coordinate and verify the DRC INSIGHT test engine and Central Office Services (COS) setup with the 0 Technology Coordinator (test that the system is properly installed by accessing OTTs).
- Ensure Coordinators who do not have a Secure Site user name and password (required to enter the 0 site) have contacted their District Administrator (as assigned by the District Superintendent), who has responsibility for maintaining the site at the district level.
- Coordinate student use of Online Tools Training (OTT) and the viewing of the MI-Access Tutorial. 0
- Manage the Student Roster in the DRC INSIGHT Portal; update incorrect/missing information in the 0 **OEAA Secure Site.**
- Schedule the Test Sessions and Create or Edit Test Sessions in in the DRC INSIGHT Portal, if necessary. 0
- 0 Assign appropriate FI Universal Tools, Designated Supports, or Accommodations to students who need them (complete before generating login tickets).
- 0 Print/sort/distribute student test login tickets to assessment administrators (daily).
- Monitor testing and support assessment administrators during test window (daily). 0
- Post-testing housekeeping: collect/destroy all login tickets, rosters, used scratch paper, and reference documents; verify that student statuses show "completed" for each student (in the DRC INSIGHT Portal: Test Setup Student Status).

Coordinator Checklist for Paper/Pencil



BEFORE

Mark when complete

- Read this MI-Access FI Test Administration Manual.
- Participate in district test administration training. 0
- Read the Assessment Integrity Guide. О
- Complete the MDE Assessment Security online training course. 0
- Complete an OEAA Assessment Security Compliance Form. 0
- Inventory the materials received and make sure listening scripts are included with the ELA paper materials. 0
- Provide training for all testing staff and administrators.
- Print students labels as needed and apply to answer documents. 0
- Prepare materials and distribution to assessment administrators. 0
- Develop a testing schedule and arrange testing location logistics. (Keep in mind that most students will 0 not complete any given test in one sitting.)
- Establish an internal school materials return date. 0
- 0 Collect the completed and signed security compliance forms from all assessment administrators, accommodations providers, and proctors (building or district must keep these on file for three years).
- Store materials in a secure and locked location prior to testing. О

DURING

Mark when complete

- Be available to answer questions.
- Relay questions to the MI-Access District Coordinator as needed. О
- Collect and provide information to the District Coordinator regarding testing irregularities.
- Periodically monitor the assessments. О
- Ensure that professional assessment administration practices are followed. 0

AFTER

Mark when complete

- Collect all used student answer documents and accommodated materials. 0
- Collect/destroy all scrap paper; coordinate the return of all paper/pencil materials from administrators. 0
- Collect test booklets and listening scripts; all secure material must be returned. 0
- Review the returned assessment materials and ensure no secure materials are missing. O
- Complete the Special Handling Envelope, if needed.
- Prepare and return materials to the scoring vendor or District Coordinator. 0
- Securely destroy unused answer documents and security compliance forms, do not return them. 0
- Complete the online survey.

Online Testing Software and Testing Devices



The DRC INSIGHT Portal (formerly known as eDIRECT) (http://mi.drcedirect.com) is the Data Recognition Corporation's (DRC) custom-built web application. It allows Michigan users to:

- · access training materials
- download testing software
- · manage online test sessions
- assign and manage online testing Universal Tools, Designated Supports, or Accommodations
- · monitor testing progress

Each user will receive his or her own login information and password, with specific permissions based on their role as entered in the OEAA Secure Site. The DRC INSIGHT Portal is used in connection with DRC's online test engine, INSIGHT.

INSIGHT and Central Office Services (COS)

The INSIGHT Online Learning System (provided by DRC) is the software that provides a secure online testing environment. The INSIGHT Online Learning System consists of client software available from the DRC INSIGHT Portal that is to be installed on each testing device. In addition, the Central Office Services (COS) Service Device—a local caching system that securely stores test content-is installed on a single machine or server for the school or district, or in some cases, for the Intermediate School District (ISD). The COS helps manage network traffic, connectivity, and bandwidth issues, reducing network load and disconnects during testing. A COS is required for the audio components to function properly, ensuring a smooth testing environment.

Supported Testing Devices

Students may test using these devices:

- Windows-based desktop or laptop
- Mac-based desktop or laptop
- iPad
- Chromebooks

All devices used for testing must have INSIGHT installed and must be configured to work with COS. For more detailed information about supported devices and versions, refer to the Technology User Guide in the DRC INSIGHT Portal.

Chromebooks should use the latest Chrome OS stable channel available and must use version 83 or later for Spring 2021. Devices more than a year past "End of Life" support may not be able to update this OS and could become unavailable as testing devices.

Pre-Testing Activities

Building Coordinators play a significant role in preparing for testing in their building. In coordination with assessment administrators and the District Coordinator, the Building Coordinators take the lead in preparing themselves and their staff for the administration each year. The following sections are designed to provide practical information to assist in preparing for the MI-Access assessments.

Getting Started with Online Test Setup



Pre-ID Process:

Participation in the MI-Access Functional Independence (FI) assessments is based on a student's Individual Education Plan (IEP). Therefore, OEAA cannot systematically pre-identify students taking the MI-Access assessments. District and schools should take the following actions directly on the OEAA Secure Site to preidentify students to MI-Access FI as appropriate:

- Unassign students from M-STEP (or PSAT or SAT).
- Be sure to remove students from any sessions they will not be participating in.
- Assign students to the correct MI-Access assessment and content, and flag for online testing.
- Assign incoming students.
- Unassign exiting students.
- Place students in test sessions in the Secure Site by the deadline or in the DRC INSIGHT Portal after the deadline.
- Review the pre-ID report prior to the start of the testing window (students must not be pre-identified for more than one content area).
- In the DRC INSIGHT Portal, remove students from online M-STEP sessions (or ensure they have been removed) and destroy any test tickets that may have been printed from that M-STEP session.
- · Remove students from FI online sessions if they are going to test using paper/pencil.

Ordering Expressing Ideas (EI)

The EI assessment is the only MI-Access assessment that is administered entirely in paper/pencil mode. Initial orders are assembled based on the number of students pre-identified to MI-Access FI: ELA testing in the Secure Site. If more EI testing material is needed, submit an order during the additional material ordering window in the Secure Site.

Loading Students (DRC INSIGHT Portal)

To add students, follow the procedure to pre-identify students in the Secure Site. Once students are identified in the Secure Site, it may take up to one business day for them to be loaded into the DRC INSIGHT Portal. Students cannot be loaded directly into the DRC INSIGHT Portal.

Assigning/Editing Sessions

Students taking MI-Access FI online will need to be assigned to an online session using the Online Sessions page on the Secure Site. If students are not put into an online testing session on the Secure Site by the posted deadline, they can be put into online testing sessions in the DRC INSIGHT Portal.

Creating FI Test Sessions

Building Coordinators carry the primary responsibility of assigning students to test sessions; however, District Coordinators may provide backup.

Prior to February 22, 2021, 5:00 p.m.: Assign students to sessions in the Secure Site. Instructions for assigning students to an online session can be found at www.michigan.gov/securesitetraining, by clicking on "Online Sessions."

After February 23, 2021, 5:00 p.m.: Pre-identified students will be pulled into their session groups from the Secure Site and entered in the DRC INSIGHT Portal. Beginning on March 5, 2021, schools may begin to place new students into a session in the DRC INSIGHT Portal and not on the Secure Site. Pre-identified students will continue to be pulled three times a day throughout the testing window.

Detailed directions on how to create and edit a test session in the DRC INSIGHT Portal, including assigning embedded accommodations, can be found on the INSIGHT website (no login required), at https://mi.drcedirect. com > General Information > Documents > Document Type Mini-modules.

Printing Test Tickets

Test tickets can be printed only for students who are entered in an online session in the DRC INSIGHT Portal. Each test ticket has a unique password. Before printing the test tickets, assign all designated supports and designated supports in the DRC INSIGHT Portal.

Students who are testing online will need a different test ticket for each part of each assessment. Each online assessment has two parts. Students must take both parts.

Detailed directions on how to print test tickets in the DRC INSIGHT Portal can be found on the <u>INSIGHT website</u> (no login required), at https://mi.drcedirect.com > General Information > Documents > Document Type Minimodules.

It is important to remember that the test tickets and online roster are considered secure materials and must be kept in a secure location until needed. All test tickets must be returned to the Building Coordinator for destruction after testing.

Online Test Tickets by Grade, Test, and Content Area							
	ELA: Accessing Print and Using Language*	Math	Science	Social Studies			
Grades	3-8, 11	3-8, 11	4, 7, 11	5, 8, 11			
Part 1	1	1	1	1			
Part 2	1	1	1	1			

^{*} ELA: Expressing Ideas is not administered online.

Test Lock and Unlock



In some cases during testing, the student might advance through the test and prematurely click "End Test." If this happens, the test will be locked and cannot be accessed. This could result in the test being submitted with responses missing.

- If the student has completed five or fewer questions, call the OEAA help desk 1-877-560-8378 (option 2) to have the test unlocked.
- If the student has completed more than five questions, you must submit an Incident Report on the Secure Site to have the test unlocked.
- · Once the test is unlocked, testing can resume.

You can help students avoid locking their tests by reminding them not to click ahead. If they do click the "Begin Test" button early, they should select the "Pause" button and wait for your directions.

S

Managing Student Login Tickets



For detailed information on printing login tickets, refer to the Test Sessions - Adding, Editing, Printing Login tickets mini tutorial. This document can be found at (http://mi.drcedirect.com) General Information > Documents > Document Type: Mini-Modules.

Test administrators have the responsibility of holding the test tickets until they are ready to login for the student. After a testing session is complete, the test administrator should return all test tickets to the Building Coordinator for destruction or secure storage.

If a student takes a break from testing and the break exceeds 20 minutes, the test ticket will be required for them to login and resume testing. The administrator may log back in using the same test ticket in order to resume. If you have any difficulty logging in, call the OEAA call center at 877-560-8378, Option 2.

Getting Started with Paper/Pencil



Pre-Identification Process:

For paper/pencil testing, the District/Schools should complete the following Pre-ID actions directly on the Secure Site:

- Review the Pre-ID Student Report to ensure all students are pre-identified for FI testing.
- Unassign students who have exited the school from the MI-Access testing.
- Assign new students from the M-STEP to the MI-Access FI assessment and select the paper/pencil mode of testing.

Students can be added and removed from a test session in the DRC INSIGHT Portal, but they cannot be removed from the DRC INSIGHT Portal.

Ordering Test Materials

Be sure to work with your District Coordinator to make sure all the appropriate materials are available for the paper/pencil administration. Reminder: The EI assessment is the only MI-Access assessment that is administered entirely in paper/pencil mode. Therefore, it is important to inventory the EI materials upon delivery to make sure the count is correct. Additional materials may be ordered in the Secure Site if there is a shortage.

Receiving Assessment Materials

Assessment materials can arrive at the school from the District MI-Access Coordinator or be shipped directly to the school in one delivery. The shipment will include:

- a school packing list (packing and security list used to inventory materials)
- return kits, for returning test materials to the contractor after testing
- standard print student assessment booklets (all assessments and content areas as ordered by the District Coordinator)
- listening scripts for FI ELA: Accessing Print and Using Language (APUL), which are designed to be read aloud to students during the assessment
- audio CDs of the FI assessment booklets (if ordered) with companion standard print assessment booklets and student answer documents

Note: The APUL and EI items are on the same CD

· braille versions of the FI assessment booklets (if ordered), with companion Assessment Administrator Booklets for braille and student answer documents

 enlarged print versions of the FI assessment booklets (if ordered), with companion standard print assessment booklets and student answer documents

Note: Braille and enlarged print kits for FI ELA Accessing Print and Using Language will include listening scripts

- student answer documents (all assessments and content areas as ordered by the District Coordinator)
- Pre-Identification barcode labels (to be affixed to answer documents for students pre-identified by the designated deadline in the OEAA Secure Site, if applicable)
- OEAA Assessment Security Compliance Forms (one for the Building Coordinator to complete and sign, and multiple copies to be distributed to assessment administrators, accommodations providers, proctors, and any other staff involved in any aspect of testing)

Inventorying Materials

Building Coordinators must inventory the materials upon arrival to ensure all materials are securely accounted for. To inventory the building's materials, obtain the packing list and security list included in the shipment. If any materials are missing or if additional materials are needed, contact the MI-Access District Coordinator immediately. The Coordinator will work through established channels to obtain the needed materials from the MI-Access contractor.

Affixing Pre-ID Student Barcode Labels

Affix all Pre-ID student barcode labels (those provided by the MI-Access contractor as well as those printed locally by the school) to the appropriate student answer documents. The labels should be affixed where indicated on the student answer document. A \$10 fee may be charged for each scored answer document returned without a barcode label.

Matching Assessment Booklets with Answer Documents

It is important for Building Coordinators to understand how the assessment booklets and student answer documents are to be organized for distribution. The OEAA has color-coded the materials by assessment type and/or by content area to assist with matching.

For Functional Independence, there is one student assessment booklet for each grade and content area. The booklets and student answer documents are color-coded by content area. The color coding is:

- purple for ELA: Accessing Print and Using Language
- blue for ELA: Expressing Ideas
- orange for mathematics
- red for science
- olive green for social studies

The Functional Independence student answer documents are organized by content area and include:

- ELA: Accessing Print and Using Language student answer document, one for grades 3–8 and 11
- ELA: Expressing Ideas student answer document, one for grades 3-8 and 11
- Mathematics student answer document, one for grades 3–8 and 11
- Science student answer document, one for each grade 4, 7, and 11
- · Social studies student answer document, one for each grade 5, 8, and 11

When assessment booklets and answer documents are distributed to assessment administrators, it is important that materials are matched correctly.

Preparing Accommodated Materials for Distribution

Accommodated versions of the Functional Independence assessments are packaged in very specific ways.

- Each audio CD comes packaged with a companion standard print assessment booklet and a student answer document. The CD will always have a form number that ends in 1 (for example, Form FIS–41 for grade 4 Functional Independence science). If the CD and its companion standard print booklet do not have the same form number, contact the MI-Access District Coordinator for assistance.
- Each braille version of the assessment comes packaged with a companion Assessment Administrator Booklet for Braille (AABB), which includes transcription notes indicating how items/directions have been adapted for braille when needed, as well as a student answer document. The braille booklet will always have a form number that ends in 9 (for example, Form FIM-79 for grade 7 Functional Independence mathematics). If the braille booklet and the AABB do not have the same form number, contact the MI-Access District Coordinator for assistance. Braille kits include listening scripts for ELA: APUL.
- Each enlarged print version of the assessment comes packaged with a companion standard print
 assessment booklet and a student answer document. The enlarged print booklet will always have a form
 number that ends in 1 (for example, Form FIA-61 for grade 6 Functional Independence ELA: APUL). If the
 enlarged print booklet and its companion standard print booklet do not have the same form number,
 contact the District Coordinator for assistance. Enlarged print kits include listening scripts for ELA: APUL.
- When distributing accommodated versions of the assessments, Building Coordinators should keep them packaged in the way they were originally shipped. This way, assessment administrators will have everything they need in one place to administer accommodated versions.

Additional Administration Items

Using Reporting Codes

- Reporting codes (optional) allow districts and schools to receive reports organized by class or group designation(s). It is up to the district or school to determine whether this option will be used and to define the codes that will be most helpful to them. If these codes are used, MI-Access District Coordinators must inform Building Coordinators.
- The Mass Updates Assessments document on the <u>Secure Site Training page</u> (www.michigan.gov/securesitetraining) explains how to assign Reporting Codes to a group of students.
- The Reporting Code Labels document, also on the <u>Secure Site Training page</u>, explains how to create a label for reporting codes.

Research I and II Fields

The use of research fields is optional. Research codes are reported in the student data file results only. (Dynamic online reports do not include the research code information.)

In the past, schools and districts have used the optional research fields to identify variations in results by a defined student group. For example:

- Is there a relationship between the number of years students have attended school in our district and their test scores?
- Is there a difference in attainment of achievement objectives among those students who had reading program A v reading program B (v reading program C, and so on)?

The following important points should be considered before deciding to use research fields:

- Codes for research fields may be developed at the district or building level and assigned a different number, from one to ten.
- Districts/Schools may elect to use one or both of the research code options at any or all of the grades assessed.
- Research codes can be filled in on the student answer documents or entered into the Secure Site through the end of Tested Verification window.

If research codes are used, District Coordinators have to inform Building Coordinators and Test Administrators so the codes can be entered, either on the student answer documents or in the Secure Site before the end of the Accountable Students and Test Verification window in June.

Establishing an Internal Building Return Date

Schools have the option of returning assessment material directly to the contractor if they choose. For this reason, a return kit is included with each building's materials order. If buildings opt to return materials to the district, they should determine the date by which materials must be returned after testing. When setting this date:

- · keep in mind any school breaks that might cause delays
- inform all assessment administrators of the building's return date
- · allow time for packing the materials for return to the contractor

We also recommend that you emphasize with your test administrators the advantages of early returns whenever possible. Note: All materials must be shipped to the contractor no later than June 2, 2021 in order to be scored.

Completing and Collecting Security Compliance Forms

Before assessment administrators begin handling and distributing any testing materials, each staff member must sign and return the OEAA Security Compliance Form to the Building Coordinator. These forms must be held by the district for at least three years. The Security Compliance Form might be found in the material order; it is also posted on the MI-Access web page (www.mi.gov/mi-access).

Distributing Materials

Once all the "before" steps in this section of the manual have been completed, MI-Access Building Coordinators may distribute the appropriate materials to each assessment administrator in the building.

Testing Activities

Although MI-Access Building Coordinators do not have any specific tasks to complete during the assessment window, it is important that they:

- · are available to address questions and concerns from Assessment Administrators
- answer questions or address any concerns of test administrators
- relay questions or concerns to the MI-Access District Coordinator for follow-up, if necessary
- immediately report any testing irregularities to the District Coordinator
- check in periodically with Assessment Administrators to make sure they have the materials and information they need to accurately administer the MI-Access assessments and that professional administration practices are followed
- check the testing status of all students, both online and paper/pencil; online may be reviewed in the DRC INSIGHT Portal while paper/pencil will require contacting the administrator(s) for updates

Post-Testing Activities

Online Test Submission



While it is the Assessment Administrators who assist the students with their online tests, it is important to remind them of several items.

- Be sure to submit the tests for the students.
- Collect all test tickets and rosters.
- Gather all used scratch paper.
- · Return all materials used during the test to the Building Coordinator for final handling.

Inventorying Returned Materials



Schools and districts are responsible for taking an inventory of test materials when they arrive and before they are returned to the vendor. The OEAA requires these inventory practices to prevent test materials from being left in schools or districts, which is a test security risk. Coordinators must take an inventory of the test materials using the packing list that comes with the material orders. Refer to the Materials Return Instructions section of this manual for specific information about the processing and shipping of returned materials.

Preparing the Special Handling Envelope

The Special Handling envelope is designed for word-processed documents, damaged documents, or documents marked as "Do Not Score." Fill in the required information on the front of the envelope. (See Appendix D for a diagram of detailed return information.) If the envelope is not needed, it should be destroyed. The envelope will primarily be used by buildings administering FI assessments, as it is used for scannable answer documents requiring special attention.

Returning Materials

If your building will be returning test materials directly to the contractor, refer to the "Material Return Instructions" section in this manual for detailed instructions and use the Return Materials Kit to ship the materials. If your district is handling your returns, be sure to gather all materials as listed in the diagram in Appendix D and make arrangements to transport them to the district coordinator.

Completing Coordinator Feedback Survey

Once materials have been returned to the District Coordinator, complete the Coordinator/Assessment Administrator Feedback Survey at www.mi.gov/mi-access. The OEAA conducts this survey in each test cycle to obtain feedback from the field on the assessment administration process.

 \triangleright

Assessment Administrator

Assessment Administrator Role

Assessment administrators are responsible for preparing for test administration activities and administering the MI-Access tests directly to students. They are required to know what is required to successfully administer the assessments. This section is designed to help administrators prepare for both online and paper/pencil testing throughout the entire testing process.

FI Administrator Quick List - Online 🔙



BEFORI

Mark when complete

- o Participate in district or building test administration training.
- o Review the required security practices section in the General Information chapter of this manual.
- Read this entire section of the manual.
- o Verify the required Universal Tools and Designated Supports are available and listed on the test tickets.
- o Make sure the test tickets and online roster are available from the Building Coordinator for student testing.
- o Complete and return an OEAA Security Compliance form to the Building Coordinator.
- o Be sure to have students take the OTTs in INSIGHT to familiarize themselves with the directions, tools, and item types they will be exposed to during testing.
- o Work with the Building Coordinator to develop and maintain a testing schedule for students.
- o Make sure testing equipment works (computers, headphones).
- o Confirm and verify the test engine (INSIGHT) and Central Office Services (COS) setup with the Technology Coordinator (test that the system is properly installed by accessing OTTs).
- o Schedule (or work with the Building Coordinator to schedule) students for the paper/pencil Expressing Ideas portion of the FI ELA test.

DURING Mark when

complete

- o Log into the DRC INSIGHT testing platform for students with test tickets, verify student information, and click on the test name and part for the student.
- o Assist student(s) with test features, such as speed and volume of text-to-speech, color chooser, contrasting.
- o Confirm the accommodations are available during testing as outlined in the IEP.
- o Assist students with the technology if needed, such as operating the mouse.
- Monitor and assist student progress.

AFTER (Mark when complete)

- Look over the Review page with the student to confirm all items have responses; submit the test when the student is finished, and log out for the student.
- Return all test tickets, rosters, and any scratch paper to the Building Coordinator for handling.
- Confirm students have taken or are scheduled to take the paper/pencil Expressing Ideas portion of the 0 FI ELA test.
- Complete the online feedback survey posted on the MI-Access web page. 0

FI Administrator Quick List – Paper/Pencil 🥒

BEFORE (Mark when complete)

- Participate in district or building test administration training.
- Review the required security practices section in the General Information chapter of this manual. 0
- Read this entire section of the manual. 0
- Complete and return an OEAA Security Compliance form to the Building Coordinator. 0
- Inventory the materials received. 0
- Set aside the assessment booklets and answer documents for each student being tested. 0
- Review the assessment booklets and answer documents to prepare for assessment administration. 0
- Review the test directions from this manual for the assessment being administered. See the directions 0 later in this section.
- 0 Confirm and prepare any needed Universal Tools, Designated Supports, or Accommodations or supports required for the student.
- Schedule the assessments. 0
- Securely store test materials until ready for use. 0

DURING (Mark when complete)

- Listening Scripts are needed for administering the ELA: APUL assessment. These must be read to student. 0
- Administer the assessments as directed (including using the scripts provided). 0
- Relay questions to the Building Coordinator as needed. 0
- Monitor the students' progress throughout the test and make sure they are marking their responses in 0 the booklet.

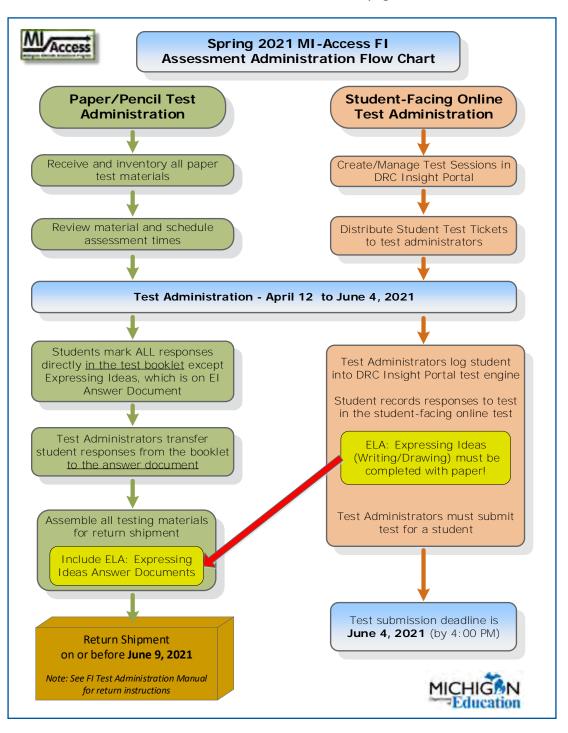
AFTER (Mark when complete)

- 0 Transfer students' answers from their booklets to their answer documents.
- Complete the other components of the student answer documents. 0
- Return used and unused materials to the Building Coordinator. 0
- Complete the online feedback survey posted on the MI-Access web page. 0

FI Assessment Administration Process Flowchart

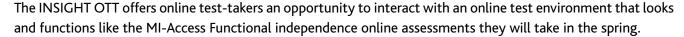
The tasks associated with the FI assessment for online and paper modes of testing can be confusing at first. To simplify the process, we have developed an administration flowchart for your reference and training purposes. This flowchart (below) describes the paper/pencil activities on the left, while the right side outlines the online tasks. There are some ELA crossover tasks, since Expressing Ideas is a paper/pencil test only and must be completed by all students even if the student is an online ELA tester.

The flowchart demonstrates how these two differing modes work together to successfully complete the test administrations. This flowchart is also available on the MI-Access web page.



Pre-Testing Activities

Online Tools Training (OTT)



Once the INSIGHT test engine (blue screen) is installed or updated on your computer, it is recommended
that you use the test engine for your students to engage with the OTT. This will allow you to use the OTT
within the same test engine your students will use to take the assessment.





- The OTT contains instructions on how to use the available tools within the test engine, as well as practice
 with questions of varying types (such as independent questions, passage-based questions, questions
 involving graphics, questions involving maps). All questions on the online assessment will be the kind
 students are used to seeing for MI-Access Functional Independence that is, multiple choice (question
 and three answer choices).
- The OTT uses text-to-speech (TTS), so you and your students will be able to experience this feature of
 online testing and become familiar with this type of audio presentation.
- TTS is defaulted to "on" for all students taking the FI assessment; the volume, speed, and visual "follow-along" may all be controlled by the user using the "Options" box.
- Students may turn off the TTS as needed or simply turn down the volume.
- Students may interact with these practice items as much or as often as they wish or as their teachers deem appropriate.
- The OTT practice includes TTS and items from all content areas. Two OTTs are available; one for grades 3-5 and another for grades 6-8 and 11.
- The purpose of the OTT is for students to become familiar with the functionality of the test environment, to learn how to use the various tools available, and to practice interacting with the system by answering sample test questions.
- Unlike the M-STEP, there are no technology enhanced items in MI-Access, and the ELA constructed response items (Expressing Ideas) must be completed on paper by all students regardless of their mode of testing. Until your computers are ready to go with the test engine (INSIGHT), the Online Tools Training can be accessed via the web (using a Google Chrome browser, go to https://wbte.drcedirect.com/MI/portals/mi/).

Receiving Assessment Materials



The MI-Access contractor ships all assessment materials to the District or School MI-Access Coordinators who will administer paper/pencil assessments. The District Coordinators are then responsible for distributing materials to buildings and to assessment administrators.

- 1. The assessment administrator receives materials from the Building Coordinator to prepare for the administration.
- 2. The administrator prepares for administration with the "extra" booklet and other classroom materials as needed.
- 3. The administrator distributes the materials to students and keeps everything (including the "extra") in locked secure storage approved by the Building Coordinator when not in use.

Completing and Returning Security Compliance Forms

As you begin the testing activities, you must obtain, complete, and sign an OEAA Security Compliance Form, using the directions at the bottom of the form. Next, distribute security compliance forms to others who will assist in the classroom with the administration of the paper/pencil and online assessments, including accommodations providers and proctors. Make sure the forms are completed and signed prior to distributing any assessment materials. Then, return all the signed forms to the Building Coordinator before assessment administration begins.

Review Assessment Materials and Test Preparation



- · Thoroughly review the assessment booklets and answer documents to become familiar with the format, questions, administration directions, materials provided by the state, and optional materials (if applicable).
- Obtain the extra assessment administrator booklets that are provided by the MI-Access contractor. (One extra booklet is provided for each assessment the administrator is administering.)
- For each assessment, review the Do Not Read Aloud Table in the front of the booklet; then, mark those items that cannot be read aloud in the assessment administrator copy of the booklet, so they are administered correctly. (General directions on the types of items that should not be read aloud can be found in Appendix B of this manual.)
- Also, using the extra assessment administrator booklet, insert the appropriate page numbers in the assessment administrator scripts provided in this manual. The page numbers vary by content area and grade level.
- · Be sure each FI ELA: Accessing Print and Using Language test booklet is paired with a listening script for the listening section (the script is for use by the assessment administrator only).
- For each student being tested, obtain the correct assessment booklet and student answer document. In the space provided on the front of the student assessment booklet, fill in the student name (corresponding with the Pre-ID student barcode label on the student answer document), teacher name, and school name.
- In consultation with the building coordinator, schedule the assessment, keeping in mind that for most students it is to be administered individually, while a few students will participate in group administration. (See the General Information section of this manual for more information about group administration of the Functional Independence assessments.)

- Remember, the assessments are NOT timed; therefore, it is up to each assessment administrator to determine how much time should be allotted for the assessment and how much of the assessment should be administered in one sitting.
- It is not required or recommended that students complete all parts and content areas in one sitting.
- For each student being tested, find out if any assessment accommodations are needed. Keep in mind that an Accommodation may be used ONLY if both:
 - 1. A student's IEP indicates it is appropriate for the student
 - 2. It is what the student routinely uses or is how he or she routinely responds during instruction. (See the assessment accommodations section of this manual for more information.)
- Determine whether optional materials are needed for the student being tested or if the graphics and words/labels in the assessment booklet are sufficient. If optional materials are needed, make arrangements to obtain them.
- For students using a braille version of the assessment, be sure to have the Assessment Administrator
 Booklet for Braille (AABB) on hand, as it includes transcriber notes indicating how items/directions
 have been adapted for braille when necessary. Also, download the tables showing print and braille page
 correspondences from the MI-Access web page (www.mi.gov/mi-access) and use them to ensure the
 student is on the correct item on the correct page. (The correspondence tables were developed because
 the student's assessment booklet is formatted somewhat differently than the AABB.)
- For students using an audio CD version of the assessment, review the "Instructions for Using Audio CDs" section of Appendix A in this manual. Also, go over the instructions with the student immediately prior to assessment administration. In addition, download the track lists for CDs, which are posted on the MI-Access web page (www.mi.gov/mi-access).

If there are any questions or concerns about the assessments, refer them to the Building Coordinator. Any questions the Building Coordinator cannot answer will be referred to the District Coordinator for follow-up.

Testing Activities

Administration of the FI Online Tests



The MI-Access online mode is designed for students whose IEP teams have determined it is the appropriate mode of testing.

- The online testing environment is a student-facing assessment experience that will require some active
 participation from the administrator. It is vital that the administrator know the student well and be
 familiar with MI-Access testing practices.
- Administrators may assist the students with the technology, but not with the test responses.

Here are some specific instructions to assist in the administration.

• The test administrator must log into the DRC INSIGHT testing platform (blue screen) using the test ticket, and the student may begin the test process. **Note:** User names and passwords are not case sensitive.

MI-Access Functional Independence - Spring 20XX Test Ticket - G5 Math Student Name: Sample A. Student Date of Birth: mm/dd/yyyy Username: ASample1 Password: JH35K2H2 (Note: Username and passwords are not case sensitive.) Universal Tools - Designated Supports - Accommodations: Test Session: Sample Session A

The text-to-speech (TTS) feature is the default setting at start up; it can be turned off using the
audio settings from the "Options" tab. Headphones should be used if TTS is the preferred option.
 Note: TTS must be turned on for the two "listening" items that are found at the beginning of Part 2 of the
ELA: Accessing Print and Using Language assessment.



- The type of intervention the administrator can undertake to assist the student is at the administrator's discretion, based on the administrator's knowledge of the student's unique needs and abilities. Administrators may help students navigate the test; however, the administrator must not give the student the answers (or hints to the answers).
- If for any reason the student cannot operate the computer or remain engaged with the items being
 presented, the assessment administrator may take control of the computer and ask the student to follow
 along; the administrator will record the student's selections. Administrators may say or do whatever is
 routinely done during normal instruction to help the student engage in this process.
- The administrator may click on the student's response bubbles online as the student makes each selection,
 if needed.
- The test is designed so that a single part can be completed in one instructional day.
- If the student is unable to engage with the online testing, it is possible for the paper/pencil version of the
 test to be used. The District Coordinator must fill out an Incident Report on the Secure Site requesting
 the online test be marked "Do Not Score." The District Coordinator will also use the Secure Site to preidentify the student for paper/pencil testing and to order test materials for the student.
- If a student requires the Color Chooser or Contrasting Text support, these must be turned on by the Test
 Administrator in the DRC INSIGHT test engine by selecting the Options button once the student has
 signed in. (See screenshot above.)

- If a student requires the Masking support, it must first be turned on by the Building Coordinator in the DRC INSIGHT Portal, then turned on by the Assessment Administrator in the DRC INSIGHT Portal by selecting the Options button once the student has reached the first item. Note: Masking must be selected for each item for which it is needed. (See screenshot on previous page.)
- If the student is testing on an iPad and the assessment is using the audio Universal Tool (TTS), make sure the volume rocker buttons are enabled to adjust headphone volume.
- If a student needs to pause the test for a few minutes, use the blue "Pause" button in the tool bar on the bottom of the screen. Once the Pause button is selected, the test questions are removed from the screen for security reasons, and the student has up to 20 minutes to return and resume testing before being logged out of the test.
- If a student needs to exit the test to move to another workstation or to resume at a later time or day:
 - select the Pause button
 - select Exit
 - select "Yes, Exit" on the pop-up screen
 - log in the student test ticket again
- To end the test, select "End Test." Administrators are to check the review screen for any flags that were selected on any items and ensure all questions have been answered. Students will click "Submit" to submit the test. Clicking "Submit" ends the test and returns the users to the DRC INSIGHT testing platform sign-in screen.
- Return all test tickets, test rosters, and used scratch paper to the Building Coordinator for secure destruction.

Directions and Scripts for Paper/Pencil Administration



Before assessment administration:

- · Obtain the correct assessment booklet for each student being tested.
- · Check to make sure the proper information has been recorded for each student on the front of the answer document in the spaces provided.
- Verify and apply the student barcode labels to the answer document.

During assessment administration:

- Administer each question in the assessment booklet as directed, ensuring that professional assessment administration practices are followed. (Use the directions and scripts in the following pages.)
- · Students' answers must be recorded directly in the assessment booklets, either independently by the student or with assistance from the assessment administrator.
- With the exception of ELA: Expressing Ideas, students are not be given or have access to the answer documents.
- · Administrators should be aware of student needs when considering the timing of the tests. If breaks are required, the testing may resume at a different time or day.

After assessment administration:

 Assessment administrators will transfer answers from the assessment booklet to the student's answer document after administration is complete.

Directions and Scripts for Administration - ELA: Accessing Print and Using Language (APUL)

The Directions and Scripts for each content area should be read by an assessment administrator, along with the correct materials, to ensure the test is administered as expected.

The assessment administration directions for ELA: APUL are divided into five distinct parts. Turn to the section of the assessment on which the student will begin testing. The scripts below are designed to guide the administration; the directions must be read to the student from the booklets.

1. Vocabulary

All directions printed in bold type must be read aloud to students as directed. Have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to page 3 in your assessment booklet, Part one — Vocabulary.

Make sure all students are on page 3 and continue.

SAY: You are about to take the MI-Access Assessment. You have been given a test booklet. In order for the results to be valid, you must NOT:

- talk to or help another student
- · look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

If you do not understand these requirements or have questions, please raise your hand.

It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Read each sentence. Choose the BEST answer for each question or choose the word that belongs in the sentence. Mark your answers in your test booklet.

You may begin now. Start with question 1 and stop after you have reached the end of this part and wait for further directions.

If you are reading the assessment aloud to a student, you will need to fill in the bubble on the student's answer document indicating that a reader was used. Also keep in mind that readers may be used ONLY in small group (defined as five or fewer students) or one-on-one assessment situations.

2. Language

All directions printed in bold type should be read aloud to the students exactly as written. Have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to Part 2, Language in your assessment booklet on page _

(The assessment administrator will fill in the page number prior to administration.)

Make sure students are looking at the correct page.

SAY: Part 2 of the assessment is called Language. It tells me how well you understand what words to use.

Follow along as I read the directions aloud. "Read each question. Choose the BEST answer for each question or choose the word that belongs in the sentence. Make your choice by marking it in the booklet."

Stop after you have reached the end of this part and wait for further directions.

3. Research and Inquiry

All directions printed in bold type should be read aloud to the students exactly as written. Have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to Part 3 in your assessment booklet on page.

(The assessment administrator will fill in the page number prior to administration.)

Make sure students are looking at the correct page.

SAY: Part 3 of the assessment is called Research/Inquiry. It tells me how well you understand and use printed information.

Follow along as I read the directions aloud. "Read each question. Choose the BEST answer for each question. Turn to the next page of your assessment booklet. You may begin with the first question now."

Stop after you have reached the end of this part and wait for further directions.

4. Listening

All directions printed in bold type should be read aloud to the students as directed. Have the listening scripts on hand to read to the student(s) for each item in this part.

SAY: Turn to Part 4 in your assessment booklet on page _

(The assessment administrator will have to find the page number prior to administration.)

Make sure the students are looking at the correct part. Also, be prepared to read each of the Listening items for the student(s).

SAY: Part 4 of the assessment is called Listening. It tells me how well you understand and respond to details read to you.

The next section contains questions that require listening only. There will be no text to read. Listen to the passage or information and answer the question that follows. Choose the BEST answer for each question.

Stop after you have reached the end of this part and wait for further directions.

The assessment administrator will read the item from the provided listening script for the student and provide time for the student to respond. There are two listening items and the same process should be followed for each of them.

5. Understanding Text

All directions printed in bold type should be read aloud to the students exactly as written. Have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to Part 5 in your assessment booklet on page

(The assessment administrator will fill in the page number prior to administration.)

Make sure students are looking at the correct page.

SAY: Part 5 of the assessment is called Understanding Text. It tells me how well you understand what you have read or heard. Follow along as I read the directions aloud. "Read the passage. Then, answer the questions that follow. Choose the BEST answer for each question.

Turn to the next page of your assessment booklet. There are three passages in this part of the assessment. Each passage is followed by some questions to answer. You may begin with the first passage now."

Stop after you have reached the end of this part and wait for further directions.

Directions and Scripts for Administration - ELA: Expressing Ideas



Students will be asked to respond to two different prompts contained in questions 1 and 2 of each ELA: Expressing Ideas assessment booklet. Students may respond by writing, drawing, or using a combination of the two response modes to express their ideas. Students may also dictate their responses if their disability prevents them from writing or drawing them (see the Scribing Protocol for guidance). The scoring rubric in Appendix F of this manual provides additional details on how students may respond to the prompts.

The assessment administrator and the student should work together to determine which mode the student will use to respond to each of the prompts. (Students do NOT have to use the same response mode for both prompts.) Please note that the student is permitted to use one mode or a combination of modes as appropriate.

There are two places on the student answer document where students can complete their responses to each prompt. Option 1 contains lines, and therefore is probably best suited for written or transcribed responses. Option 2 contains a blank space, which is probably best suited for visual representations (or drawings). The assessment administrator will direct each student to record his or her response in the most appropriate place given the student's chosen response mode. If a student needs more space than is available, he or she may use the adjacent page of the student answer document. Note: ALL responses—written, drawn, or dictated/transcribed must be completed using a Number 2 pencil.

Following is some important information regarding each of the different response modes.

- If a student writes his or her response, the assessment administrator may not transcribe and/or translate what the student has written. Scorers are trained to read all types of student handwriting.
- If a student visually represents (or draws) a response, he or she may enhance the drawing with labels (one or more words or sentences) or provide a brief oral explanation of the drawing for the assessment administrator to transcribe onto the student's answer document. See the scoring rubric in Appendix F of this manual for more information.
- If the student dictates or uses braille for his or her response, the assessment administrator must transcribe the response verbatim onto the student answer document using Option 1. Then, the administrator must indicate that the response was transcribed by initialing the space at the bottom of the student's answer document where indicated and by filling in the appropriate accommodation section.
- If the student word processes his or her response, the assessment administrator should (1) label each word-processed page as described the accommodations section of this manual, (2) fill in the appropriate bubble in accommodation section of the student's answer document, and (3) insert the word-processed response into the student's answer document.

To begin this assessment, distribute the assessment booklets and answer documents to the student. The assessment administrator will need to keep a copy of the appropriate assessment booklet AND the corresponding student answer document on hand to refer to while giving directions.

The directions printed in bold type should be read aloud to the student as directed.

SAY: Turn to page 3 in your assessment booklet.

Make sure students are looking at the correct page.

SAY: ELA; Expressing Ideas You are about to take the MI-Access Assessment. You have been given a test booklet and an answer document.

In order for the results to be valid, you must NOT:

- talk to or help another student
- · look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

If you do not understand these requirements or have questions, please raise your hand.

It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Read the prompt. You may use the test booklet as a scratch paper, but be sure to record your response directly on the answer document.

Then, use the checklist to review and proofread your response.

Now turn to the next page of your assessment booklet. Listen and follow along as I read the prompt for question 1.

Read the prompt aloud from the booklet.

SAY: You will complete your response to the prompt on the student answer document that I gave you. I will show you where you should put your response. You may write or draw your answer here.

Refer the students to their answer documents and direct them to the page where they should complete their response—either Option 1 or Option 2—for question 1, depending on the response mode chosen. Make sure the students have a Number 2 pencil to record their responses.

SAY: When you are finished with your response, you may use the checklist in your booklet to review and proofread what you have written, drawn, or said.

Review this checklist with the students and encourage them to use it.

SAY: CHECKLIST: Use this checklist as you review and proofread your response to the prom	ot.	
Did I answer each part of the prompt?		
Did I support my ideas with details?		
Did I organize my ideas and details clearly?		
Did I review my response one more time to make sure it is just the way I want it?		
Did I put my response on the student answer document?		

SAY: Now, complete your response to the prompt in question 1. Raise your hand when you are finished.

The assessment administrator may reread the prompt if necessary. He or she also will determine when students are ready to continue with the prompt in question 2. If the assessment administrator decides to continue with question 2 at a later time, he or she must collect the student answer documents and store them in a secure locked location. If continuing with question 2, the assessment administrator will go on with the following directions.

SAY: Now, turn to page 6 in your assessment booklet.

Make sure students are looking at the correct page.

SAY: Now, listen and follow along as I read the prompt for question 2.

Make sure students are looking at the correct page. Then, read the prompt aloud from the booklet.

SAY: As before, you will complete your response to the prompt on your student answer document. I will show you where to put your response to question 2.

Direct students to the page on their answer documents where they should complete response—either Option 1 or Option 2—for question 2, depending on the response mode chosen. Make sure students have a Number 2 pencil to record their responses.

SAY: When you are finished with your response, you may use the checklist in your booklet to review and proofread what you have written (drawn or said).

Review this checklist with the students and encourage them to use it.

SAY: CHECKLIST: Use this checklist as you review and proofread your response to	the prompt.	
Did I answer each part of the prompt?		
Did I support my ideas with details?		
Did I organize my ideas and details clearly?		
Did I review my response one more time to make sure it is just the way I want it?		
Did I put my response on the student answer document?		

SAY: Now, complete your response to the prompt in question 2. Raise your hand when you are finished. You may write or draw your answer here.

The assessment administrator may reread the prompt if necessary. When all the students are finished, collect the student booklets and answer documents and store them in a secure locked location. Note: If a student uses additional pages for a response, affix a student label to the pages.

Directions and Scripts for Administration - Mathematics 🧳



Directions that are printed in bold type should be read aloud to students as directed. Have the extra booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to page 3 in your assessment booklet.

Make sure the student is on page 3 and continue.

SAY: You are about to take the MI-Access Assessment. You have been given a test booklet. In order for the results to be valid, you must NOT:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- · post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

If you do not understand these requirements or have questions, please raise your hand.

It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Read each question. Choose the BEST answer for each question. Mark your answers in your test booklet.

You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet.

These directions will have to be altered if you are not administering the entire assessment in one sitting.

If you are reading aloud to a student, begin reading now. You will need to fill in the bubble on the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used only in small groups (defined as five or fewer students) or one-on-one assessment situations. Additionally, some item stems, answer choices, and/or keys must not be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those items, or parts of items, that cannot be read.

Directions and Scripts for Administration - Science



Directions that are printed below in bold type should be read aloud to students as directed. Have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to page 3 in your assessment booklet.

Make sure all students are on page 3 and continue.

- SAY: You are about to take the MI-Access Assessment. You have been given a test booklet. In order for the results to be valid, you must NOT:
 - talk to or help another student
 - look at or copy another student's answers
 - ask for or accept any help from another student
 - use your cell phone or any other electronic device including an eBook
 - take pictures or make copies of any test materials
 - cause a disturbance
 - remove test booklet from the room
 - post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

If you do not understand these requirements or have questions, please raise your

It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Read each question. Choose the BEST answer for each question. Mark your answers in your test booklet.

You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet.

If you are reading aloud to a student, begin reading now. You will have to fill in the bubble on the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used ONLY in a small group (defined as five or fewer students) or one-on-one assessment situations. Additionally, some answer choices (those with graphics and no accompanying labels) must not be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those answer choices.

Directions and Scripts for Administration - Social Studies 🥒



Directions that are printed below in bold type should be read aloud to students as directed. Have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: Turn to page 3 in your assessment booklet.

Make sure all students are on page 3 then read this security statement to them:

SAY: You are about to take the MI-Access Assessment. You have been given a test booklet. In order for the results to be valid, you must NOT:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet from the room
- · post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

If you do not understand these requirements or have questions, please raise your

It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Read each question. Choose the BEST answer for each question.

Mark your answers in your test booklet. You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet.

If you are reading aloud to a student, begin reading now. You will have to fill in the bubble in Section 5 of the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used ONLY in small groups (defined as five or fewer students) or one-on-one assessment situations. Additionally, some answer choices (those with graphics and no accompanying labels) must NOT be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those answer choices.

When the student has completed part 1 you may proceed to part 2 below.

SAY: Turn to page _____ in your assessment booklet.

(For grade 5, the page number is 19; for grade 8, it is page 21; for grade 11, it is page 25.)

Make sure students are looking at the correct page.

SAY: Part 2 uses a passage or a story to remind you about what we have learned in social studies. You will be asked social studies questions that go with the story or time period.

Read each passage. Then, answer the questions that follow. Choose the BEST answer for each question.

Turn to the next page of your assessment booklet. There are five passages in this part of the assessment. Each passage is followed by four questions to answer.

You may continue now with the passages until you have completed all the questions.

If you are reading the assessment aloud to a student, begin reading the passages and questions now. The passages, questions, and answer choices may be read (by the student and/or the assessment administrator) as many times as necessary. However, each time a passage or question is read aloud by the assessment administrator, he or she must read it from beginning to end, unless the student requests to have a specific sentence, paragraph, or word reread. Be sure to fill in the bubble in Section 4 of the student's answer document indicating that a reader was used. Keep in mind that readers may ONLY be used in small groups (defined as five or fewer students) or one-on-one assessment situations.

If you want students to stop between each passage (as they are directed to in the student assessment booklet), or if you are not administering all five passages in one sitting, tell your students when you would like them to stop and start. Otherwise, direct them to continue reading the passages and answering the questions until they have answered all the questions. Note: If all the passages are not administered in one sitting, you must reread the part 2 directions (above) each time you begin.

 \triangleright

Post-Testing Activities



Completing the online test session

When testing is complete, the test administrator must be fully engaged with the process of assisting the student.

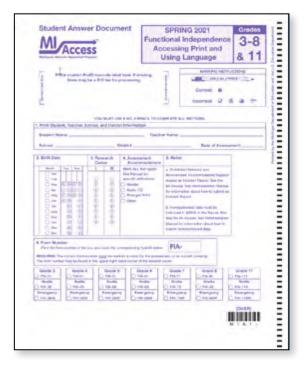
- Make sure the student has completed the test by checking the review screen. If a question has not been answered, ask the student if they have finished or if they need to provide answers for any that are missing.
- If the student is finished, the administrator must submit the test for the student. In some cases, the administrator may discover the student has preemptively submitted the test. While this is not uncommon, we continue to recommend assisting student through the final stages of submitting the test.
- Collect any scratch paper and test tickets or rosters and return them to the Building Coordinator for secure destruction as soon as possible.

Completing the Student Answer Document



When the student has completed the test and marked their responses in the booklet, it is the responsibility of the assessment administrator to transfer those responses to the answer document and to:

- obtain the student's answer document for the matching assessment (sample image below)
- · make sure the student label is affixed and that it matches the student information
- complete all sections of the front page and reverse side, using a Number 2 pencil
- complete the form number section by writing in the form number and selecting the matching bubble
- use the test booklet to transfer the student's responses directly onto the answer document, on the reverse side
- review the completed answer document to make sure everything has been recorded accurately and there
 are no duplicate or stray marks



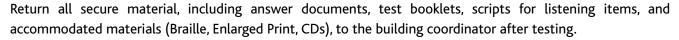


The "Notes" section on each answer document has a few reminders to administrators.

- Homeschooled (not "Homebound")—a student who is tested but, because he or she is homeschooled, should not be included in the district's reports. Homeschooled students are not required to take MI-Access assessments; however, this does not preclude them from taking the test. The homeschooled designation must be set in Michigan Student Data System or in the Secure Site. There will be no bubble for the homeschooled designation on the answer document.
- Nonstandard Accommodation: If a nonstandard Universal Tool, Designated Support, or Accommodation
 was used during testing, notify the district coordinator to file an Incident Report in the Secure Site (see
 Appendix H for instructions for Incident Report submission). Keep in mind a "Nonstandard Accommodation"
 will invalidate the test for that student(s). See the Accommodations section of this manual for further
 details for nonstandard Universal Tool, Designated Support, or Accommodation. There is no bubble for
 Nonstandard Accommodation designation on the answer document.
- <u>Prohibited Behavior</u> is closely associated with test security, since it involves a student who among other things:
 - talks to or helps another student
 - looks at or copies another student's answers
 - asks for or accepts any help from another student
 - uses a cell phone or any other electronic device, including an eBook
 - takes pictures or makes copies of any test materials
 - causes a disturbance
 - removes test booklet from the room
 - posts or chats about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter)

If an assessment administrator observes a paper/pencil or online tester(s) who appears to be engaged in one or more of these behaviors, the student(s) should be allowed to finish the assessment. The administrator must then contact the district coordinator to file an Incident Report in the Secure Site. There is no bubble for Prohibited Behavior designation on the answer document.

Returning Materials to the Building Coordinator



- Check that all answer documents have the correct student barcode label and that the front covers have been filled out completely.
- Transcribe responses onto the regular answer document when appropriate for students with accommodations. **Note:** Responses marked in the test booklet will not be scored.
- Extra answer documents that are blank and unused must be returned to the building coordinator for destruction.

Completing Administrator Feedback Survey

Every year, the OEAA gathers input after the assessment cycles have been completed. With this feedback, we can make adjustments and decisions to help build efficiencies into all areas of assessments. Please take the time to complete the Administrator Feedback Survey, which is found on the MI-Access web page, as soon as possible after the administration.

Materials Return Instructions

Districts and buildings have options for how they return testing materials. A return kit is included in every school building's materials order to allow the building or the district to make the return shipment. Material returns will include used and unused materials. The table below shows what to do with each type of material once testing is complete. You may have multiple types of MI-Access materials in your returns (FI, SI and P), so much of the following instructions will reference all three types of materials.

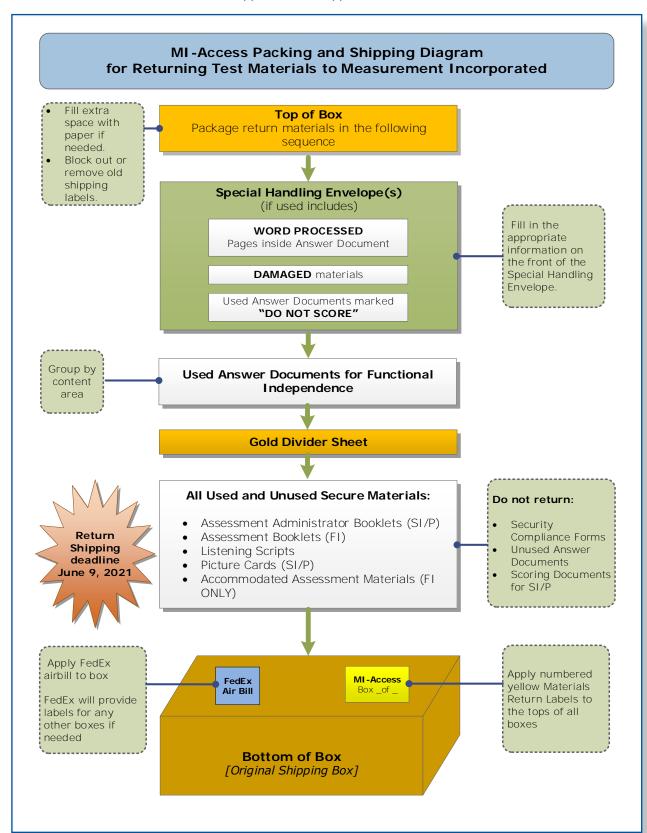
How to Process MI-Access Test Materials After Testing

Test Materials	Return to Scoring Contractor	Buildings Keep	Buildings Destroy
Used Answer Documents	√ Answer documents must be returned no later than June 9, 2021 in order to be scored		
Unused Answer Documents			V
Student Test Tickets and Test Rosters			√
Green Special Handling Envelope(s) with contents	V		
Used and Unused Test Booklets (grades 3–8 & 11)	V		
FI Accommodated versions of the test (braille, enlarged print, audio CD, and AABBs)	V		
ELA Listening Scripts	√		
P/SI Scoring Documents		3 years	
P/SI Student Picture Cards (with bar coded cover sheet)	V		
OEAA Security Compliance Form(s)		3 years	
Biohazardous material (usually caused by student illness/accidents)			√*

^{*} If the material is secure, instruct the school to call the OEAA Call Center with the numeric portion of the secure bar code to report that it is destroyed. This will alert the contractor who tracks all secure materials.

Return Material Diagram

This Return Material Diagram is designed to provide a graphic aid for coordinators when packaging materials for return to the vendor. The flowchart also appears in the Appendix D section of this manual.



Return Tools

The MI-Access contractor provides districts/schools with several tools for returning materials. These include:

- green Special Handling envelopes
- gold divider sheet
- FedEx Express Airbills for shipping
- yellow Material Return stickers for the outside of return boxes
- · Return Materials cover sheet
- · Instructions for Materials Return sheet

Districts and buildings are encouraged to complete and return test materials as soon as testing is completed. Fees may be assessed for the late return of scorable materials.

Additional return materials may be ordered (if needed) during the Additional Material Order window.

Instructions for Materials Return

- First, collect all your used and unused materials. Materials may be returned by district or school coordinators. Inventory all materials by using the school packing lists and school security lists. If secure materials are missing, please obtain them. Please do NOT return security compliance forms, unused answer documents, or Scoring Documents for Participation and Supported Independence.
- 2. Second, assemble Functional Independence answer documents by doing the following:
 - A. Separate used answer documents from unused/blank answer documents. Make sure that all used answer documents are free of sticky notes, paper clips, or other extraneous materials and that the front covers are accurately completed.
 - B. Ensure that responses for students who received accommodations have been transcribed, as appropriate, on the regular scannable answer document. Also ensure that no answer documents have been tucked inside of a test booklet.
 - C. Verify that each answer document being returned for scoring has a correct Pre-ID student barcode label. If any barcode labels are missing or incorrect, you can print them from the Secure Site (www.michigan.gov/oeaa-secure). A \$10 fee might be charged for each scored answer document returned without a barcode label.
 - D. Organize used answer documents by type. Group all mathematics answer documents together, all ELA: Expressing Ideas documents together, and so forth. If you have any answer documents with word processed pages or any that require special handling, separate those answer documents from the others and follow the instructions for Special Handling below.
 - E. **SPECIAL HANDLING:** Some answer documents you are returning might require Special Handling. These are used secure documents that have been damaged, should not be scored for some reason, or include word processed pages. Use the green Special Handling Envelope to return these materials. Complete the front of the envelope as directed by the instructions on the envelope. Ensure that any answer document that should not be scored is clearly marked "Do Not Score" at the top of the document. **Make sure the student and item information is written on any word processed pages and that the pages are inserted into the student's answer document.** Do not return blank or unused answer documents. The envelope itself does not need be returned if it is not used.

- 3. **Use the original shipping boxes to return your materials to Measurement Incorporated.** If the original boxes are not available, use other sturdy boxes. Please **do not use copier paper boxes.**
- 4. Pack materials into your box(es) in the following order. **Note:** All secure items must be returned. A packing diagram is available in the appendix section of the MI-Access manual. District coordinators can return materials for more than one school in the same box.
 - A. Begin by placing all used and unused assessment booklets (FI, SI and P) and other test materials —such as used or unused picture cards, listening scripts, and used or unused accommodated versions (CDs, enlarged print, or Braille) in the bottom of the box. Place the gold divider sheet on top of these materials. **Note:** Do not return security compliance forms, SI/P Scoring Documents, or unused answer documents.
 - B. Place all used answer documents on top of the gold divider sheet. If all of your materials will not fit into one box, make sure that the used answer documents are in Box 1 of your return shipment. If there are too many used answer documents to fit into one box, proceed by packing the remainder into Box 2.
 - C. If green Special Handling Envelopes have been used by your school(s), they are to be placed at the top of Box 1, on top of other regular used answer documents. Ensure they are filled out completely.
- 5. Do not return the OSA Security Compliance Form to the contractor. The state requires districts to keep these forms on file for three years following the assessment administration.
- 6. Scoring Documents sheets that were used during the Supported Independence and Participation observations and online score entry should be retained by the school and do not need to be returned. Assessment Administrator booklets are secure and should be returned.
- 7. After all your materials have been placed into the box(es), fill any excess space with crumpled paper or cardboard to keep the items protected during transit.
- 8. Remove or black out any old shipping labels. Then, adhere a yellow Materials Return label to the top of each box. Fill in the district name and district code and the "Box ____ of ____" fields for each box. Securely seal each box with three strips of plastic shipping tape on the top and bottom.
- 9. Last, complete the "from" or sender's section on the FedEx Express airbill and attach it to Box 1 of your shipment. You only need one airbill on Box 1 of your entire shipment. Follow the instructions below to arrange your pickup. If you do not have enough yellow Materials Return labels and/or FedEx Express airbills, place an order on the Secure Site.

Note: Do not mark in any other section on the airbill. They have been preprinted with the accurate shipping destination and billing information.

Instructions for Returning via FedEx Express

- 1. Place the boxes where the FedEx driver normally delivers or picks up packages.
- 2. To schedule a pickup, call **1-800-GoFedEx (1-800-463-3339)**. After the voice prompt, **press 9 or say** "Premier Customer Service Program."
- 3. When prompted, enter 999 999 933 as the nine-digit FedEx account number. When transferred to a Customer Service Representative, specify that you need to schedule a FedEx Express pickup for the MI-Access project.
- 4. Have the following information available when you call:
 - phone number (if you have called to schedule FedEx pickups or shipped materials prior to this call, FedEx will have your address information in their system; otherwise, this information must be provided)
 - the pickup date
 - the total number of boxes you are returning (specify a "multiple piece shipment" if returning more than one box)
 - the average box weight (you can use 20 pounds per box)
- 5. For multiple-piece shipments, the FedEx driver will produce individual labels for each box, linking them to the airbill on Box 1. **Retain the sender's copy of the airbill** for your records, as it contains the master tracking number for your return shipment.
- 6. After returning all MI-Access materials for this administration, destroy any remaining FedEx Express airbills, as these are year-specific.

Appendices

Appendix A

Additional Information on Accommodated Versions

Accommodated versions of the assessment booklets might be used on the Functional Independence assessments. Here is information on these versions, as well as assessment administrator and student instructions for using audio CDs.

Braille Versions of the Assessments

Braille versions of the Functional Independence assessments are available for students with visual impairment whose IEPs indicate that braille is an appropriate assessment Accommodation, and who routinely use it during instruction. All braille booklets are produced by the American Printing House for the Blind (APH); follow APH transcription and printing standards; use Unified English Braille (UEB); use tactile graphics in place of print graphics; and use Nemeth numbers where needed.

All braille versions of the assessments come packaged with a companion Assessment Administrator Booklet for Braille (includes transcriber notes indicating how the items and/or directions have been adapted for braille), and a student answer document. Braille kits for ELA: APUL will include listening scripts. Students are to indicate their answers in the assessment booklet during administration; the assessment administrator will transfer the responses later to the student's answer document.

Enlarged Print Versions of the Assessments

Enlarged print versions of the Functional Independence assessments are available for students with visual impairment whose IEPs indicate that enlarged print is an appropriate assessment Accommodation and who routinely use it during instruction. Enlarged print booklets are produced by APH and printed in approximately 15-point font.

All enlarged print versions of the assessments will come packaged with a companion standard print booklet and a student answer document. Enlarged print kits for ELA: APUL will include listening scripts. Students are to mark their answers in the assessment booklet during administration; the assessment administrator will transfer the responses later to the student's answer document.

Audio CD Versions of the Assessments

Audio CD versions of the Functional Independence assessments are available for students whose IEPs indicate that CDs are an appropriate assessment Designated Support and who routinely use them during instruction. The audio CDs will come packaged with a companion standard print assessment booklet and a student answer document.

CDs may be used to administer the Functional Independence assessments to small groups (defined as five or fewer students) as long as each student is able to mark his or her own answers in the assessment booklet, uses headsets, and has personal control over his or her equipment. Otherwise, CDs may only be used in one-on-one assessment situations.

Instructions for Using Audio CDs

Audio CDs function in very specific ways. Therefore, assessment administrators might want to review this information on how to use CD versions with students of the Functional Independence assessments prior to testing.

- CDs must be handled with great care. They will not work properly if they are damaged by fingerprints and/ or scratches.
- If you need to temporarily stop the CD during the assessment, be sure to hit the "Pause" button. When the "Pause" button is hit, the CD will pause and can be restarted at the same place. If you hit the "Stop" button, most CD players will return to the beginning of the CD.
- CD track listings are posted on the MI-Access web page (www.mi.gov/mi-access). These listings include
 a question number and a page number for each CD track, and can be printed out for use during the
 assessment.
- To avoid confusion, the CD tracks are set up so that the question number always corresponds with the track number on the CD. For example, question 11 is located on track 11.
- Note: The CDs are not be copied onto a computer hard drive, nor are any copies of the CDs be made.
- All CD versions of the assessments—as well as other accommodated versions—must be returned to the MI-Access Building Coordinator along with the other used and unused assessment materials (except manuals). The Building Coordinator will pass these materials along to the MI-Access District Coordinator for ultimate return to the MI-Access contractor.
- The content for ELA: Accessing Print and Using Language and ELA: Expressing Ideas will continue to be on one CD as in the past, even though these tests have separate test booklets.

Appendix B

General Directions for "Do Not Read Aloud" Items

Although readers are a designated support on all MI-Access assessments, the individual tests may include a number of items, or parts of items, that cannot be read aloud, as doing so would give the answer away. Therefore, Do Not Read Aloud Tables have been developed and included at the front of each MI-Access assessment booklet. Assessment administrators must review the tables prior to testing and note any items that cannot be read aloud in their own assessment booklets. Reading items that are designated as "Do Not Read" is a nonstandard accommodation and an Incident Report must be filed on the OEAA Secure Site.

Following are descriptions—organized by content area—of the general types of items where reading aloud would be considered a nonstandard accommodation. **Note:** Each test is different and the information provided here is general.

Note: The Do Not Read Aloud table should be considered the final and correct reference for a given test.

ELA: Accessing Print and Using Language (FI)

- All MI-Access ELA items have been developed in such a way that they do not have specific limitations on reading aloud. The Do Not Read Aloud table on the inside cover will read N/A.
- For items where picture answer choices are not accompanied by labels, the answer choices usually cannot be read aloud.

Mathematics

- For all coin/money items, the coin(s) or bill(s) must never be identified by name. The item stem can be read, but the money must not be named, unless otherwise specified in the item.
- For all base 10 block items, only the item stem should be read, never the key or answer choices.
- For items where reading the numeral or corresponding word in either the item stem or the answer choices would give the answer away, the answer choices cannot be read aloud (see the example below).

Example: What numeral represents the number seventeen?

A 7
B 17
C 27

- For FI sequencing items with numbers, for example "8, 10, 14, 16", the numbers in the stem usually cannot be read aloud. Reference the Do Not Read Aloud tables for exceptions.
- For sequencing items comprised of pictures/symbols (for example "heart, circle, square, heart, circle, BLANK"), the pictures/symbols in the stem and the answer choices usually cannot be read aloud or described.
- Graphics keys cannot be read aloud.
- Picture answer choices that are not accompanied by labels usually cannot be read aloud or described, unless otherwise specified in the Do Not Read Aloud tables.

Science

• Picture answer choices that are not accompanied by labels usually cannot be read aloud.

Social Studies

• Social studies assessments usually do not contain any "Do Not Read Aloud" items. Consult the Do Not Read Aloud table for exceptions.

Appendix C

Material Handling Instructions

Return Cover Letter

MI -Access Return Materials Kit

IMPORTANT! Please save the contents of this kit!

This kit contains materials needed for the return of:

- 1) Scorable answer documents.
- 2) Used and unused test booklets and assessment administrator booklets.
- 3) Other used and unused secure test materials (including picture cards, listening scripts, CDs, enlarged print and Braille materials).

Enclosed in this kit:

- Instructions for Materials Return
- FedEx Airbills
- Yellow Materials Return Labels
- Two Gold Divider Sheets
- One Special Handling Envelope (green)

If you do not have enough of any of these items, you may order more on the OEAA Secure Site.



Special Handling Envelope - Green





Special Handling Envelope

INSTRUCTIONS: Please fill out all the applicable information below, insert the documents requiring special handling, and return this envelope with the rest of the testing materials. Please do not return unused answer documents or biohazardous materials.

District Code District Name	_
School Code School Name	_
CHECK THE REASON(S) FOR USING THIS ENVELOPE: Word-processed document(s) Damaged answer document(s) Misadministration Other	
CHECK THIS BOX IF ANY ANSWER DOCUMENT INCLUDED IS NOT TO BE SCORED. PLEAS EXPLAIN. WRITE "DO NOT SCORE" ACROSS THE TOP OF EACH ANSWER DOCUMENT THAT IS NOT TO BE SCORED.	

WORD-PROCESSED PAGES:

All word-processed pages used by students as an accommodation **must be inserted into the student's answer document AND properly identified** with student identification and assessment information to be scored. Proper identification of **EACH** page can be accomplished two ways:

OR

Option A

Place the following information on each page:

- 1. Student's barcode label;
- Content area and item number.

Option B

- Write the following information on each page:
- Student name and birth date;
- School code;
- Grade, content area, and item number.



Assessment Security Compliance Form - page 1



COMPLIANCE

MICHIGAN DEPARTMENT OF EDUCATION

Office of Educational Assessment and Accountability

All staff who participate in a state assessment or handle secure assessment materials must be fully trained in assessment security and test administration procedures according to their role and sign this OEAA Assessment Security Compliance Form before participating in administering any of the state's assessments. Each staff member only needs to sign one form per academic year, if involved in the administration of multiple assessments. (Staff roles include, but are not limited to, coordinators, administrative staff, test administrators, proctors, and monitors)

Directions

TO COMPLETE:

- 1. Read this form in its entirety.
- 2. Date and sign the bottom of this page.
- 3. In the area under Building Information print both school name and district name on the lines provided. If known, provide school and district codes (these codes are found in the Educational Entity Master [EEM]).

IMPORTANT:

Districts or buildings must keep all completed Security Compliance Forms on file at their district for a period of three years following the assessment window. Do NOT return completed forms to the testing contractor. For complete documentation on required test security practices, policies, and procedures refer to the **Assessment Integrity Guide**.

I, the undersigned, do certify and attest to all of the following:

- 1. I have been trained in assessment security as pertaining to my role.
- 2. I have received training on the appropriate procedures and administration of the state assessments.
- 3. I have read the information and applicable instructions provided in the manual, directions, and any other documentation for the assessment(s) I am involved with and I agree to follow these procedures as they pertain to my role.
- 4. I understand my obligations concerning the security and confidentiality of these tests.
- 5. I understand that any deviation from required test administration practices may result in one or more of the following: test invalidation, further investigation, required additional training, and the revocation of authorization to administer the state's assessments. I also understand that the local school district may also impose reprimands and sanctions according to local district policies.
- 6. I am aware of my obligation to report any suspected violations of test security.
- 7. I have not and will not keep, copy, reproduce, paraphrase, distribute, review, or discuss any test materials that have not been released via posting on the <u>OEAA web page</u> (www.michigan. gov/oeaa) by the Michigan Department of Education (MDE).
- 8. I will not use test items, test booklets/answer sheets, or any of the information contained in an assessment to review/prepare students for a test unless and until it is released via posting on the OEAA web page (www.michigan.gov/oeaa) by the MDE.

MICHIGAN

Department Education

1

ASSESSMENT

Assessment Security Compliance Form - page 2



MICHIGAN DEPARTMENT OF EDUCATION

Office of Educational Assessment and Accountability

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NCE	Date: .
<u> </u>	Signati
1PL	Printed
\ddot{O}	Buildin
\succeq	School
<u>R</u>	District
ASSESSMENT SECU	Note: Ele manuals, t informatic (OEAA), 6 michigan.

- 9. I will not alter or influence students' responses in any manner (indicate answers, point out rationale, prompt, etc.)
- 10. I will not disclose individual student test scores or test performance data to unauthorized persons.
- 11. I will keep embargoed data secure until the public release of testing data by the MDE.

Date: _____ School Year: _____

Signature: _____

Printed Name: _____

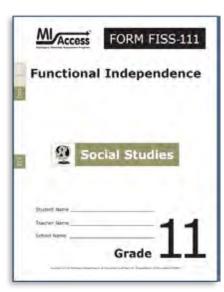
Building Information	
School Name:	School Code:
District Name:	District Code:

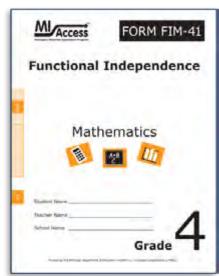
Note: Electronic copies of the **Assessment Integrity Guide** and assessment administrator documentation (including manuals, training materials, directions) are available on the <u>OEAA web page</u> (www.michigan.gov/oeaa). For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability (OEAA), 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, call toll-free **877-560-8378**, or e-mail mde-oeaa@michigan.gov.

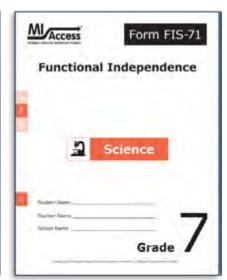
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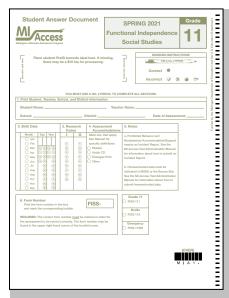
FI Form Samples

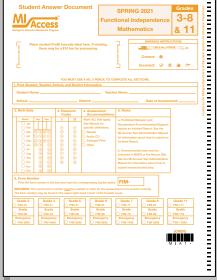


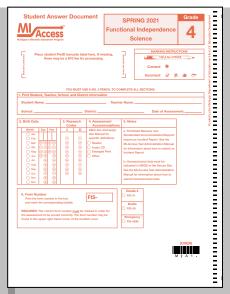




FI Answer Documents





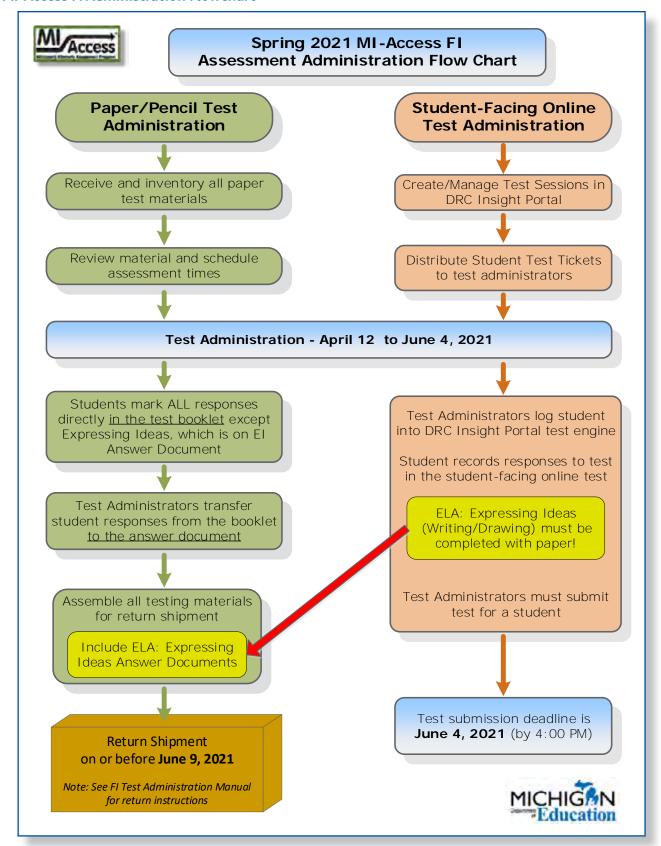


FI Audio CD sample label

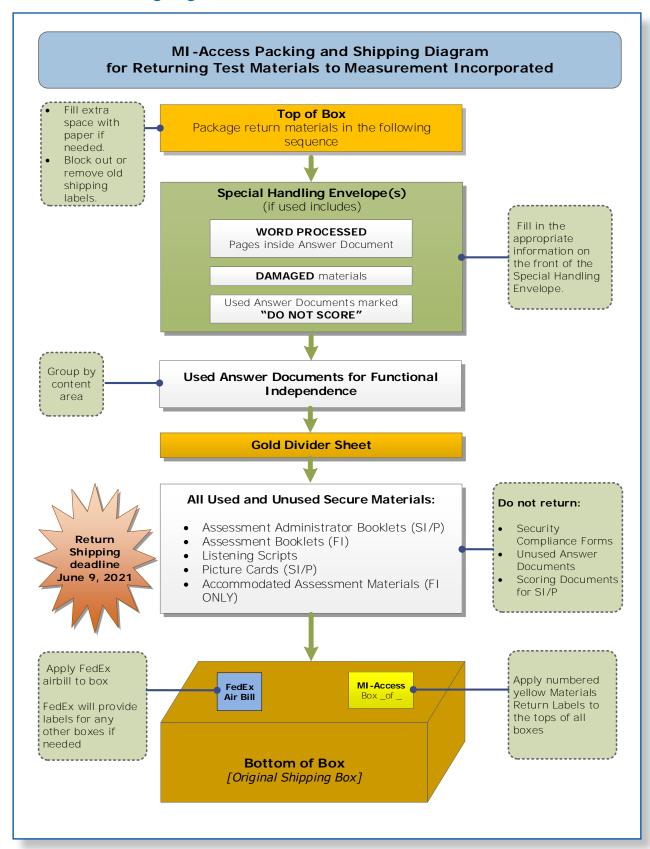


Appendix D

MI-Access FI Administration Flowchart



Return Materials Packing Diagram



Appendix E

Passage Readability: ELA: Accessing Print and Using Language

The readability target for all narrative, expository, and functional reading passages has been determined by the professional judgment of the MI-Access Functional Independence Assessment Plan Writing Team, item writers, content editors, and item-review committees composed of Michigan educators.

In addition, the Degrees of Reading Power® (DRP®) software has been used to analyze the difficulty levels of passages. All Text Comprehension passages are written to approximate the following word count and DRP ranges:

Grades	Difficulty Level	Narrative Length (number of words)	Informational/ Functional Length (number of words)
3	35–45 DRP units	200–275	100–175
4/5	40–50 DRP units	225–300	150–225
6/7/8	45–55 DRP units	250–325	200–275
11	50–60 DRP units	275–350	250–325

Readability is a systematic method—typically embodied in one formula or another—of quantifying the differences that educators intuitively know exist in written materials. While there are many different formulas for measuring readability (for example Dale-Chall, Flesch-Kincaid), all or nearly all include the following features of text: word length, sentence length, and the frequency of word use in the language as a whole. This last feature, referred to as word frequency, can be known from the many counts of words in English that have been made over the years. While many of these features are related to one another—for example, the tendency of shorter words to also be words that occur with higher frequency—each feature makes its own contribution to the various formulas and, therefore, to the measures that each formula provides of readability. While the many formulas share features in common, each has been developed to serve slightly different purposes.

The DRP approach to readability makes use of many of the surface, countable features of text mentioned above to measure readability. DRP readability values reflect the important features of text that will interact with a student's reading ability to determine the likelihood of success in reading comprehension. Because DRP values are based upon such things as word length, word frequency, and sentence length, they also reflect the semantic (vocabulary) and syntactic challenges that students will confront and will need to master if they are to become successful readers.

In order to illustrate the DRP readability scale, the table below provides selected titles that might be used at various MI-Access Functional Independence grade levels, along with their DRP readability values. The selections are mostly award winners, popular titles, and newer copyrights.

Grades/Difficulty Levels

Grades	Difficulty Levels	Selections
	33 DRP units	One Fish, Two Fish, Red Fish, Blue Fish, Dr. Seuss
3	37 DRP units	Clifford, the Big Red Dog, Bridwell
	41 DRP units	Frog and Toad Together, Lobel (Newbery Honor) Strong to the Hoop, Coy (32 pgs)
	42 DRP units	What a Trip, Amber Brown, Danziger Teach Us, Amelia Bedelia, Parish
4/5 45 DRP units		Tales of a Fourth Grade Nothing, Blume Train to Somewhere, Bunting (Children's Notable—Middle Readers) Superfudge, Blume
	48 DRP units	Because of Winn-Dixie, DiCamillo The Middle Moffat, Estes (Newbery Honor)
	47 DRP units	Toning the Sweep, Johnson (Coretta Scott King Award) Somewhere in the Darkness, Myers (Boston Globe-Horn Honor, Coretta Scott King Honor, Newbery Honor)
6/7/8	49 DRP units	Holes, Sachar (Boston Globe-Horn Award, National Book Award, Newbery Medal) My Louisiana Sky, Holt (Boston Globe-Horn Honor, Children's Notable— Older Readers, Josette Frank Award)
	53 DRP units	A Girl Named Disaster, Farmer (Newbery Honor) Postcards from No Man's Land, Chambers (Michael L. Printz Award)
	48 DRP units	The Cuckoo's Child, Freeman (Children's Book Award) Miracle's Boy, Woodson
11	52 DRP units	Before We Were Free, Freeman (Children's Notable—Older Readers) Hope Was Here, Bauer (National Book Award)
	55 DRP units	The Amber Spyglass, Pullman (Children's Notable—Older Readers) Kit's Law, Morrissey (Alex Award)

Appendix F

ELA: Expressing Ideas Scoring Rubric

Scoring Rubric - Grades 3–8, and 11					
	Writing	Drawing			
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are (1) clearly present in the drawing, (2) present in the drawing and enhanced through written explanation by the student and/or oral explanation transcribed by the assessment administrator, or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.			
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/ or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/ or examples are (1) present in the drawing, (2) mostly present in the drawing and supported through written and/or transcribed oral explanation, or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.			
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing, (2) present in the drawing and supported through minimal written and/or transcribed oral explanation, or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.			
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.			

A – Off topic, B – Illegible, C – Written in a language other than English, D – Blank/Refused to respond

Appendix G

List of Important Dates



Spring 2021 MI-Access List of Important Dates

Start	End	Task/Activity	Mode
10/20/20	11/24/20	Online waiver window – request waiver to administer paper/pencil by 5 p.m.	PP
01/06/21	02/17/21	Initial Material Order window (all grades) by 5 p.m.	PP
01/06/21	02/17/21	Pre-identification of students for barcodes labels by 5 p.m.	PP
01/06/21	02/23/21	Online test session setup in the OEAA Secure Site by 5 p.m.	OL
01/06/21	06/03/21	Pre-identification of students by 5 p.m.	Both
1/06/21	06/03/21	Off-Site Test Administration Request	Both
01/14/21	03/05/21	Alternate Insight Availability Request	OL
03/03/21	03/03/21	Online District and Building Coordinator Training WebEx - DRC INISIGHT Portal (formly known as eDIRECT) and Test Setup at 10 a.m. – recording available 03/04/21	OL
03/05/21	06/04/21	Create/Manage Online Test Sessions and assign Universal Tools, Designated Supports, and Accommodations in DRC INSIGHT Portal (formerly eDIRECT)	OL
03/29/21	03/31/21	Materials arrive in schools (all grades)	Both
04/08/21	06/01/21	Additional Materials Order Window (closes at noon)	PP
04/12/21	06/04/21	Test Administration Window	Both
04/12/21	06/04/21	P/SI Online Answer Document score entry by 4 p.m.	Both
04/14/21	TBD	Preliminary Reports (within 48 hours of online test submission)	OL
06/02/21	06/09/21	Return of Materials Deadline	PP
June 2021	June 2021	Accountable Students Enrolled and Demographics - watch Spotlight for details	Both
June 2021	June 2021	Answer Documents Received - watch Spotlight for details	Both
June 2021	June 2021	Students Not Tested – watch Spotlight for details	Both
June 2021	June 2021	Submitted Issues for Answer Documents - watch Spotlight for details	Both
TBD	TBD	Final Reports - watch Spotlight for details	Both

Watch the weekly Spotlight on Student Assessment and Accountability (www.michigan.gov/mde-spotlight) for updates and additional information.

See the **Change Log** on the following page for a list of changes made to the table...



March 23, 2021 1

Appendix H

MI-Access Incident Reporting Guide

Any testing irregularities that occur before, during, or after testing must be reported to the Office of Educational Assessment and Accountability (OEAA) within two school days. It is required that all incident reports are reported; do not neglect to report an incident even if more than two school days have passed since you were aware of the incident. This table identifies the incident categories and sub-categories that are used in the Secure Site Incident Reporting tool and provides sample scenarios for each category or sub-category.

You will find detailed information on how to access and use the tool at the <u>Secure Site Incident Reporting tool</u> (www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf).

Incident Category: Test Not Completed				
Test submitted prior to completion	Student accidentally ends/submits the test without answering all questions	If 5 or fewer questions have been answered, contact the Call Center at 1-877-560-8378 Option 2. If more than 5 questions have been answered, an Incident Report is required.	N/A	Online: Required if more than 5 item responses Paper/Pencil: N/A
Student became ill	Student becomes ill and goes home before finishing a test	Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session.	Collect test materials and flag the last question answered. Resume testing when/if student returns.	Online: Optional Paper/Pencil: Optional
Student was removed from school by parent/ guardian	Student is removed from class by a parent or guardian during the test administration	Pause and Exit test (do not End test). Resume testing with the original test ticket in a makeup session.	Collect test materials and flag the last question answered. Resume testing when/if student returns.	Online: No Incident Report Necessary Paper/Pencil: No Incident Report Necessary

Incident Category: Test Not Completed				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional
Student moved from school	Student transfers or moves from school with an incomplete content area test Note: Be prepared to accept a phone call from student's receiving school requesting information on test completion and needed accommodations or designated supports.	Submit an incident report with request for test to be marked Do Not Score .	Mark the answer document Do Not Score and return it in the Special Handling Envelope.	Online: Required Paper/Pencil: Required
Do Not Score requested	Student has taken (or logged into) incorrect assessment (took M-STEP instead of MI-Access assessment) Note: A student who begins a test and subsequently becomes ill does not meet the requirements for the test to be marked Do Not Score.	Submit incident report with request for the test to be marked Do Not Score.	Mark the answer document Do Not Score across the front and return in the Special Handling envelope. Submit an Incident Report documenting the Do Not Score request	Online: Required Paper/Pencil: Required

Incident Category: Accommodation/Designated support Issue				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional
Designated support/required accommodation not provided	Student is not provided appropriate designated support or accommodations	Test misadministration. Submit an Incident Report. For students with an IEP or Section 504 plan that requires the missing designated support or accommodation: A new test with appropriate designated support or accommodation may be administered with: • notification to and approval of parents or guardians • documentation provided that identifies required designated support or accommodation (such as IEP plan) For students who do not have an IEP or Section 504 plan that requires the missing designated support: A new test with appropriate designated support may be administered with: • notification to and approval of parents or guardians • signed documentation from the person responsible for day-to-day instruction in the content area affirming the student's daily use of the designated support during regular instruction	Test misadministration. Submit an Incident Report. Emergency test with appropriate designated support or accommodation may be administered with notification to and approval of parents or guardians. Original answer document must be marked Do Not Score and returned in the orange Special Handling Envelope.	Online: Required Paper/Pencil: Required

Incident Category: Accommodation/Designated support Issue				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional
Nonstandard designated support/ accommodation provided	Nonstandard accommodation provided (Refer to the "Nonstandard Accommodations" information on page 33 of this manual.)	The student's test is invalidated. Inform parents or guardians. Submit an Incident Report—working with the OEAA, in some cases students may be able to retest with the appropriate accommodation, if the student's parents and school agree it is in the best interest of the student. Perform an internal investigation as needed and keep the resulting documentation on file, as Nonstandard Accommodations may be appealed during the Answer Document Verification window.	Mark the student's test as Nonstandard Accommodation on the answer document and return with scorable materials. The student's test is invalidated. Inform the parent or guardian. Submit an Incident Report—working with the OEAA, in some cases students may be able to retest with the appropriate accommodation, if the student's parents and school agree it is in the best interest of the student. Perform an internal investigation as needed and keep the resulting documentation on file as Nonstandard Accommodations may be appealed during the Answer Document Verification window.	Online: Required Paper/Pencil: Required

	Incident Category: Misadministration				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional	
Wrong test administered	Student is administered the incorrect test (for example, an M-STEP test instead of a MI-Access test)	Inform parents or guardians. Students must be assigned to the correct test in the Secure Site and the appropriate test must be given in order to be included in accountability calculations. Submit an Incident Report—the test will be marked Do Not Score .	Inform parents or guardians. Mark the answer document with Do Not Score and return in the orange Special Handling Envelope. Student must be given the correct test in order to be included in accountability calculations — material orders should be ordered on the Secure Site using the normal additional material order process.	Online: Required Paper/Pencil: Required	
Wrong test ticket used	Student is issued wrong test ticket and begins the test	Stop the test as soon as the error is identified. Pause and Exit the test (do not End the test). Submit an Incident Report.	N/A	Online: Required Paper/Pencil: N/A	
Part missed or not administered	Student is not administered one part of a test	If it is identified within the testing window, administer the test. If it is past the testing window, submit an Incident Report. The test may not be administered.	If it is identified within the testing window, administer the test. If it is not identified within the testing window, submit an Incident Report. The test may not be administered.	Online: Optional Paper/Pencil: Optional	

	Incident Category: Misadministration					
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional		
Wrong answer document used	Assessment Administrator uses wrong answer document when testing	N/A	If the wrong answer document is the correct grade and test, but has a wrong barcode label, then a new correct barcode label should be printed and affixed. An Incident Report is not required. If the answer document is the wrong grade and/or content, then mark the wrong answer document(s) used with Do Not Score and return in the orange Special Handling Envelope. Submit an Incident Report.	Online: N/A Paper/Pencil: Optional		
Other	Other misadministration not previously listed	Submit an Incident Report – working with the OEAA, the district may be able to quickly resolve issues.	Submit an Incident Report – working with the OEAA, the district may be able to quickly resolve issues.	Online: Required Paper/Pencil: Required		

Incident Category: Building Emergency					
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional	
Building emergency	Building emergency occurs during the test and requires student(s) to leave the room or otherwise interrupts testing	Address the building emergency—pause tests as appropriate/possible. Submit an Incident Report.	Address the building emergency—secure test materials as appropriate/ possible. Submit an Incident Report.	Online: Required Paper/Pencil: Required	

	Incident Category: Prohibited Behavior					
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional		
Electronics/social media	Student(s) taking photos of test items, use of social media during testing.	The student's test will be marked Prohibited Behavior and invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window. Submit an Incident Report.	Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window. Submit an Incident Report.	Online: Required Paper/Pencil: Required		

	Incident Categ	gory: Prohibited E	Behavior	
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional
Other	Disruptive behaviors impacting test session/completion or cheating Note: The use of nonpermitted tools results in test invalidation.	Students engaged in disruptive or egregious behavior must be removed from the testing room. Where feasible, students are to be redirected and allowed to continue testing. Students engaged in prohibited behavior need not be removed from the testing room unless they are affecting other students. The student's test will be marked Prohibited Behavior and invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file, as Prohibited Behaviors may be appealed during the Answer Document Verification window. Submit an Incident Report.	Students engaged in disruptive or egregious behavior must be removed from the testing room. Where feasible, students should be redirected and allowed to continue testing. Students engaged in prohibited behavior need not be removed from the testing room unless they are affecting other students. The student's test will be marked Prohibited Behavior and invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file, as Prohibited Behaviors may be appealed during the Answer Document Verification window. Submit an Incident Report.	Online: Required Paper/Pencil: Required

Incider	Incident Category: Technical Problems with Online Testing					
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional		
Repeated disconnections	Student(s) has repeated disconnections during testing session Entire classroom has repeated disconnections during testing session	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report. Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the	N/A	Online: Optional Paper/Pencil: N/A Online: Optional Paper/Pencil: N/A		
		matter. Submit an Incident Report.				
INSIGHT freezing, crashing, or not advancing	INSIGHT stops working and the student(s) cannot continue testing	Contact local tech support. Tech support can contact DRC Customer Support if they need additional help to resolve the matter. Submit an Incident Report.	N/A	Online: Optional Paper/Pencil: N/A		

Incident Category: Technical Problems with Online Testing					
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	Incident Report Required/ Optional	
Item functionality	An item on the test is not functioning as expected; for example, the student believes the correct answer cannot be selected	Instruct the student to answer as best they are able. Submit an Incident Report with the test and question number (if known), and computer used for testing (Windows PC, Mac, iPad, Chromebook).	N/A	Online: Required Paper/Pencil: N/A	
Hardware failure	Power outage, internet connection interrupted through local error, stolen computers	If the problem is with just one computer, move the student to another computer and resume testing. If the problem can be resolved in sufficient time to complete testing (restore power or internet connection), continue testing another time or day. If online testing becomes impossible, file an Incident Report.	N/A	Online: Required IF it is necessary to move to emergency paper forms; otherwise optional Paper/Pencil: N/A	
Other	Use this category if your technical problem does not conform to the listed technical issues.	Contact your local IT staff; if further support is required, contact DRC Customer Support.	N/A	Online: Optional Paper/Pencil: N/A	

Incident Category: Materials				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/ Pencil Testers	IR Required/ Optional
Answer document damaged, defective, or lost	Answer document becomes damaged in such a way that will impact scanning—ripped, torn; is defective upon arrival; or is lost during test administration.	N/A	Assessment Administer must transcribe the all responses from the original answer document to a new answer document. If the Expressing Ideas answer document is damaged, follow the rules for scribing (see page 32). All responses must be transcribed exactly as they were recorded the original answer document in a one-on-one proctored session. Print and affix a bar code label to the new answer document and return with the scorable materials. Original answer document must be marked Do Not Score and be returned in the Orange Special Handling Envelope. Note: Materials with biohazards are should not be returned. Any secure material with biohazardous material should be securely destroyed.	Online: N/A Paper/Pencil: Optional

Incident Category: Other				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	IR Required/ Optional
Other	Use this category only if an incident occurs that does not fit into the listed categories.	Varies	Varies	Online: Optional Paper/Pencil: Optional

	Incident Category: Staff Unethical					
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	IR Required/ Optional		
Staff Unethical	District administration or management company must report an incident involving inappropriate test administration practices of District/ Building Coordinators or Building Administration Note: When using this category, only the incident report submitter and anyone identified in the CC field of the report will receive notification of progress of this incident.	Submit an Incident Report – working with the OEAA, the district may be able to quickly resolve issues.	Submit an Incident Report – working with the OEAA, the district may be able to quickly resolve issues.	Online: Required Paper/Pencil: Required		

Incident Category: COVID-Related					
Incident Sub-Category Scenario		Response for Online Testers	Response for Paper/Pencil Testers	IR Required/ Optional	
COVID-Related	Any COVID-related issue that does not conform to any other incident category Note: School closures should be submitted on the School Closings page of the OEAA Secure Site. Not Tested Issues should be submitted during the Accountable Students window.	Varies	Varies	Online: Optional Paper/ Pencil: Optional	

The Michigan Department of Education has its updated incident reporting requirements to ensure accurate and valid student-level assessment data for the specific situations described below. The requirements cover situations in which a student:

- · becomes ill and leaves school early due to illness on the day that the test was completed and submitted
- spends fewer than 15 minutes testing and submits a test

These tests can be regenerated if the incident report is submitted on the date of the incident (by 11:59 PM) and parent permission is documented. If it is not possible to obtain documentation of parent permission on the date of the incident, the school must submit the incident report on the date of occurrence and provide documentation of parent permission subsequently.

Regeneration of any test for any of these listed reasons will only occur once. For example, if a student becomes ill and goes home on one test day, the test is regenerated; then, if the student spends less than 15 minutes on the test on the next test day, the second test will not be regenerated.

Incidents Requiring Immediate Action (must be submitted by 11:59 PM on the date of occurrence)

Incident Category	Incident Sub- Category	Scenario	Response for Online Testers	Response for Paper/ Pencil Testers	IR Required/ Optional
Test Not Completed	Student became ill	Student becomes ill, completes and submits test, and then goes home from school sick	Submit an Incident Report on the date of occurrence by 11:59 PM requesting regeneration Gather documentation that verifies: Parent permission to retest (use form provided in OEAA Secure Site) Student left school early due to illness	N/A	Online: Optional Paper/Pencil: N/A
Misadministration	Other	Student submits test after spending fewer than 15 minutes testing in one test session	Submit an Incident Report on the date of occurrence by 11:59 PM requesting regeneration Gather documentation that verifies parent permission to retest (use form provided in OEAA Secure Site)	N/A	Online: Optional Paper/Pencil: N/A

Appendix H

MI=Access keidente Peporting Guide

Anytheting irregularities at a transmet of orned wings cess the beging these bakes and the offices of Educational Assessment and Accountability (OEAA) within two school days. It is required that all incident reports are reported; do not neglect to report an incident even if more than two school days have passed since you were aware of the MI-Access Web page www.michigan.gov/mi-access incident. This table identifies the incident categories and sub-categories that are used in the Secure Site Incident Ceproming sees same pto Administration enarios for each category or sub-category.

You will printed detailed information on thosy vide occass and use the tool rat the oding e Site Incident Reporting tool (www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf).

- incident Category: Test Not Completed
- Assessment Integrity-Guide
- Security Compliance Form
- DRC INSIGHT Portal Support and Documentation

Student Supports and Accommodations

Frequently Asked Questions Student Supports and Accommodate Student accidentally Pencil Supports and Accommodate	cother Call Center at	d aNi∕∂ ns Guidance Docume	Online: Required if more than 5 item responses Paper/Pencil: N/A
Assessment Coordinator Training G Student becomes - In ill and goes home Student became ill and goes home Student became ill and goes home Assessment Selbefore finishinges Training G New Test Coordinator Resources	teractive Decision Makir Resume testing with inthe original test	Collect test materials Sand flag the last question answered. Resume testing when/if student returns.	Online: Optional Paper/Pencil: Optional
• FI Online Tools Training Student is removed from class by a from class by a parent or guardian during the test guardian high Assessment System administration • MI-Access - What it is, What it Mean	Resume testing with the original test ticket in a makeup	Collect test materials and flag the last question answered. Resume testing when/if student returns.	Online: No Incident Report Necessary Paper/Pencil: No Incident Report Necessary

Spotlight on Assessment and Accountability Weekly Update

Appendix J

Change Log

Date of Revision	Page Number	Description of Revision
2/26/21	95	Added updated version of the List of Important Dates document.
4/1/21	7	Updated the COVID-19 section to include references to updated policies and procedures as a result the USED approval of MDE's accountability waiver.
4/1/21	10	Replaced Spring 2021 Testing Schedule for Summative Assessments with updated dates reflective of the Test Window Extension.
4/1/21	thru-out	Replaced references to a seven (7) week testing window to an extended eight (8) week testing window.
4/1/21	thru-out	Extended the end of the MI-Access testing window from May 28, 2021 to June 4, 2021.
4/1/21	thru-out	Extended the Additional Material Order window from May 25, 2021 to June 1, 2021.
4/1/21	thru-out	Extended the Return of Materials deadline from June 2, 2021 to June 9, 2021.
4/1/21	thru-out	Extended the Off-Site Test Administration Request window from May 27, 2021 to June 3, 2021.
4/1/21	16	Provided clarification in the Homebound and Hospitalized Students section in the event students learning from home due to the pandemic return to school for in-person instruction during the testing window.
4/1/21	16	Added a new section to provide policy for Remote Learners and Virtual Schools.
4/1/21	24	Update to Testing Schedules requirement. Schools that previously completed Test Schedules are encouraged, but not required, to recreate Testing Schedules for the Spring 2021 administration only.
4/1/21	96	Updated Appendix H, MI-Access Incident Reporting Guide with updated response in some Incident Sub-Categories and reformatted the table to better associate information provided for the Incidents Requiring Immediate Action.
4/1/21	110	Updated Appendix I, MI-Access Resources to include a new document under development, "Spring 2021 Flexibilities for Statewide Summative Assessment (pending)" to list of resources on MI-Access Web page.



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MI-Access Functional Independence (FI) Test Administration Manual (TAM)

Office of Educational Assessment and Accountability (OEAA)

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Appendix A.3 MI-Access Participation and Supported Independence Test Administration Manual



Supported Independence and Participation

TEST ADMINISTRATION MANUAL

Instructions for Distributing, Administering, and Returning MI-Access Assessments









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General Information

How to Use This SI/P Manual

This manual is intended to help those involved with administering MI-Access Supported Independence (SI) and Participation (P) assessments understand:

- · how the administration process works from beginning to end
- the unique features of SI/P
- the roles that school personnel play in the administration process

Note: This manual is developed for SI/P administrations only; a separate manual is available for Functional Independence (FI) on the MI-Access web page (www.michigan.gov/mi-access).

This manual covers paper/pencil aspects of the assessments, and the online score entries in the respective assessments.

Throughout, this manual might, for brevity's sake, reference "SI/P" when referring to Supported Independence and Participation in the common areas of the assessments. The content of this manual is developed entirely for SI/P unless otherwise stated.

The manual is divided into eight sections.

General Information provides calendar-related information in one place, to help school/district personnel prepare for, schedule, and administer the tests.

SI/P Assessment Overview provides assessment information that everyone involved in the MI-Access administration process needs to know. This includes resources to prepare all staff for the testing window.

Supports and Accommodations discusses the unique approach to supports and accommodations used while administering the SI/P tests.

District Coordinators covers information specific to fulfilling the role of a District MI-Access Coordinator before, during, and after testing, along with resources and checklists.

Assessment Administrators covers information specific to fulfilling the roles of a Primary and Shadow Assessment Administrator (PAA/SAA).

Building Coordinators covers information specific to fulfilling the role of a MI-Access Building Coordinator before, during, and after testing, along with resources and checklists.

Materials Return Instructions describes in detail how buildings or districts are to return all testing materials to the MI-Access contractor for processing of secure materials. This section also provides a material return chart describing the packing and shipping process.

Appendices includes detailed information to assist administrators before, during and after the MI-Access administration.

COVID-19 Statement

On January 25, 2021, the Michigan Department of Education (MDE) delivered a request to the U.S. Department of Education to waive certain assessment and accountability requirements of the federal Every Student Succeeds Act (ESSA) including the Spring 2021 MI-Access. On March 26, MDE received approval of our request to waive certain high-stakes components of accountability including the requirement to assess 95% of our student population. As of April 1st, we have not received a response that will allow us to waive the administration of the MI-Access for 2021.

To comply with current law, MDE and the Office of Educational Assessment and Accountability (OEAA) continue to prepare for the required spring assessments in the event the USED does not grant our waiver request. All students, even students receiving remote-only instruction, should have the opportunity to take the assessment. Districts have to offer remote or virtual students the opportunity to come into school to take the appropriate state summative assessments. However, those remote-only students would not be required to come into school for the sole purpose of taking the assessments. Updates regarding the status of this request will be provided through the weekly Spotlight on Assessment and Accountability newsletter. Please know the health, safety, and well-being of students, educators, and their families is MDE's first priority.

The OEAA has developed a Safe Testing Planning Document to help districts and schools plan for the safe administration of the Spring 2021 assessments, including MI-Access. The planning document includes guiding questions and considerations for each aspect of testing to help you plan for your test administrations. This document is available on the MI-Access web page (www.michigan.gov/mi-access) https://www.michigan.gov/documents/mde/Safe_Testing_Planning_Guide_716132_7.pdf.

While the COVID-19 pandemic has significantly impacted the 2020-2021 school year, it does not change the policies and procedures of MI-Access test administration. The MI-Access must be proctored in-person by a trained test administrator according to the requirements of the Assessment Integrity Guide. Any administration in an Off-Site location must receive prior approval through the Off-Site Test Administration request process through the OEAA Secure Site.

Note: This does not apply to schools who are closed for in-person instruction due to the COVID-19 pandemic. These schools must complete the new COVID-19 school closures page on the OEAA secure site.

Manual Updates

If updates to this manual are necessitated by the uncertainty caused by the ongoing COVID-19 pandemic, they will be announced in the Spotlight newsletter.

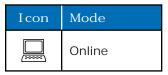
What's New This Year?

There is a new page on the OEAA Secure Site called the COVID-19 School Closures page. Use this page to document when your school is closed for in-person instruction due to the COVID-19 pandemic during the testing window.

This page provides a form for schools to document their COVID-related closures and for MDE to understand which schools and districts are impacted by COVID closures. It does not remove or impact accountability requirements at this time.

Online Score Entry Icon

All MI-Access SI/P assessment administration activities are completed exclusively with paper/pencil materials. Once testing is completed, the students' responses are entered in an online answer document by test administrators. Throughout this manual, a computer icon will be used to highlight online score entry information. Sections without icons pertain to general paper/pencil administration processes.



Everyone involved in MI-Access testing must be familiar with sections of the manual specific to their role(s) in the test administration process. It is strongly recommended that educators read the entire manual to better understand how their role fits into the overall administration process. The following table shows who must read which sections of the manual, and where those sections are found.

Role	Required Sections	Page
District Coordinator	All sections:	<u>32</u>
Building Coordinator	 General Information Assessment Overview Building Coordinators Assessment Administrators Supports and Accommodations Materials Return Instructions 	<u>40</u>
Assessment Administrator	 General Information Assessment Overview Assessment Administrators Supports and Accommodations 	<u>46</u>

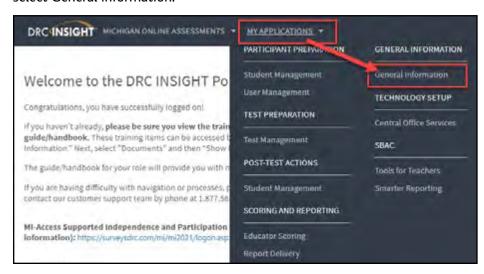
Accessing Documentation in the DRC INSIGHT Portal

Users can access documents and resources in the DRC INSIGHT Portal (https://mi.drcedirect.com).

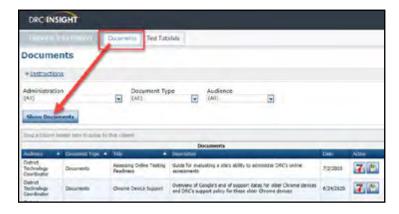
Test Administrators without secure access to the DRC INSIGHT Portal: Select "here" in the **Documents and Training Materials** bullet point to view all of the materials that are available without secure access.



District and Building Coordinators with secure access to the DRC INSIGHT Portal: Go to My Applications and select General Information.

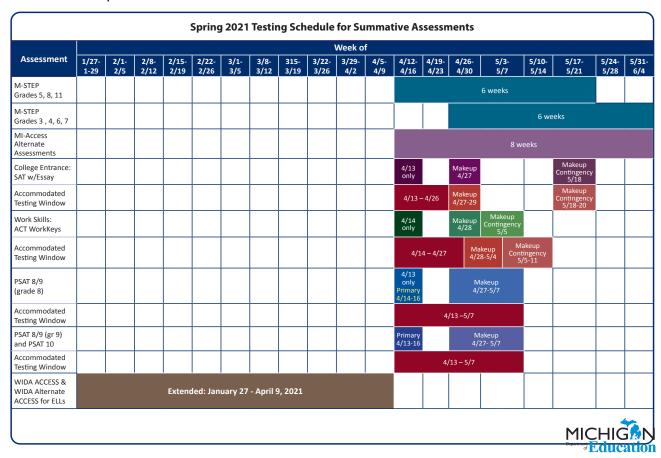


Then, select the Documents tab.



Assessment Calendar

The MI-Access assessments are a part of Michigan's overall assessment program. The calendar below provides a quick view of all the spring assessments. The 2021 Summative Testing Schedule is located on the MI-Access web page (www.michigan.gov/mi-access). On March 18, MDE announced the extension of the testing window to eight weeks for MI-Access. The Spring 2021 Testing Schedule for Summative Assessments has been updated to reflect these updates.



Important Dates

The window for administering the MI-Access tests covers eight weeks; however, you are advised to make every effort to complete testing as early in the window as possible. You will also notice that the testing dates for specific grades are not scheduled, as in the M-STEP assessment; this means MI-Access administrators can select an assessment based on student needs and their own internal scheduling at any time during the administration window. A <u>list of important dates</u> for activities before, during, and after the assessment is found on the MI-Access webpage (https://www.michigan.gov/documents/mde/MI-Access_List_of_Important_Dates_634789_7. pdf). The list of important dates is a stand-alone document and can also be saved, printed, and distributed for testing staff members.

Important Testing Activities				
Pre-ID Window	Opens January 6, 2021 Remains open for new students through the test window			
Initial Order Window	January 6–February 17, 2021			
Additional Order Window	April 8 – June 1, 2021 (at noon)			
District and Building Training for Online Testing WebEx	March 3, 2021 (live) The recorded version will be available in DRC INSIGHT Portal soon after the live production (This webex covers INSIGHT Portal functions. Watch Spotlight for details.)			
DRC INSIGHT opens to add/edit test sessions	March 5, 2021			
Test Materials arrive in districts	For all grades March 29 – March 31, 2021			
Test Administration Window	April 12 – June 4, 2021			
Online Answer Document Entry Deadline	June 4, 2021 4:00 p.m.			
Return of Materials	June 9, 2021			
Accountable Students enrolled, Demographics and Answer Document Verification window	Date: TBA - will be announced in Spotlight			

The Educational Entity Master (EEM)

The Educational Entity Master (EEM) is a repository that contains basic contact information for public schools, nonpublic schools, intermediate school districts, and institutions of higher education.

Because the EEM is the directory for identifying and linking educational entities with other data collection applications, it is imperative that districts and school buildings keep their information up to date. The Office of Educational Assessment and Accountability (OEAA) will use this information in various ways throughout the MI-Access testing process.

For the MI-Access administration, it is especially important to ensure the district and building MI-Access coordinator contact information and physical address is accurate and up to date, to ensure testing materials are sent to the correct address. **Note:** Test materials are sent to the address provided for the MI-Access Coordinator and cannot be shipped to a post office box.

The EEM can be accessed on the <u>EEM web page</u> (www.michigan.gov/eem). The EEM may be viewed by anyone, but it can only be updated by the authorized district EEM user. If you do not know who your EEM authorized user is, you can locate the name, email, and phone number of your EEM authorized user on the District and School Contact page of the OEAA Secure Site. The EEM authorized user is listed on the District and School Contact page.

What's New This Year

Every year brings some changes or adjustments to the assessment process. Some of these changes are highlighted here.

- The DRC site formerly known as eDIRECT has been changed to "DRC INSIGHT Portal." Access to the
 site remains the same, as shown in the page footers of this manual. All training materials for your online
 answer document entry instructions and training needs may be found in the site's library, in General
 Information.
- The Supported Independence and the Participation Administrator Assessment Booklets have been
 revised to include specific directions in the "Do Not Read Aloud" instructions for each item. Also, these
 booklets now incorporate expanded clarifications of how to adapt routine classroom elements to help
 facilitate ideas while presenting items to students with visual impairments.
- There is a new page on the OEAA Secure Site called the COVID-19 School Closures page. Use this page
 to document when your building is closed, due to the COVID-19 pandemic, for in-person instruction
 during the testing window. This page provides a form for schools to document their COVID-related
 closures and for MDE to understand which schools and districts are impacted by COVID closures. It does
 not remove or impact accountability requirements at this time.

Call Center and Contact Information

The OEAA call center can help answer any questions related to MI-Access testing. Agents are available at the following toll-free phone number during the specified hours.

Call Center number: 877-560-8378

Normal Hours: 8:00 a.m.-5:00 p.m. (M-F)

Testing Window Hours: 7:00 a.m.-5:00 p.m. (M-F)

This table shows the options related to MI-Access testing that can be selected from the OEAA Call Center menu.

Торіс	Option
Known or suspected cheating or unethical testing practices on any state assessment	1
DRC INSIGHT Portal, Central Office Service (COS), or online assessment tools	2
Secure Site, M-STEP, MI-Access, Accountability, or Reporting	3

Any assessment-related questions may also be submitted by sending an email at any time to mde-oeaa@
michigan.gov, for a quick and thorough response.

For DRC INSIGHT Portal questions or questions about accessing or entering scores in the Online Answer Document, you may also send an email to MISupport@datarecognitioncorp.com.

Incident Reporting

Incident reporting is a transparency process designed to open a line of communication between the OEAA and a district or building that is experiencing a testing irregularity and is:

- · requesting a new online answer document
- reporting administration errors, irregularities, and misadministration
- requesting a test to be marked "Do Not Score"
- · reporting Prohibited Behavior

If any testing irregularities occur before, during, or after testing, the District MI-Access Coordinator must file an incident report in the OEAA Secure Site as soon as possible.

Follow this link to find detailed information on how to access and use the <u>Secure Site Incident Reporting tool</u> (https://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf). Incident reports are submitted on the OEAA Secure Site under the student assessment drop-down menu (see example below).

Once the report has been filed and submitted, the OEAA will be notified of the report. Most Incident Reports are processed within the same business day. Some reports might require extended time to process and resolve.

OEAA expects buildings and districts to report any testing irregularities through this process, even if they are unsure of the outcome. Withholding information could present a more serious security issue if an incident is unreported and then discovered later. For more detailed information on situations necessitating an Incident Report, see Appendix I of this manual.



SI/P Assessment Security

The primary goals of test security are to protect the integrity of the assessment and to ensure that results are accurate and meaningful. Test security is integral in ensuring that no student has an unfair advantage or a disadvantage in assessment performance.

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The Assessment Integrity Guide (AIG) was revised and updated in November 2019. This document, available for download on the MI-Access web page (https://www.michigan.gov/documents/mde/Assessment_Integrity_ Guide_291950_7.pdf) details how state-level assessments should be securely administered. The AIG also includes information on the roles and responsibilities of testing staff, test preparation, administration irregularities, and security. District and Building Coordinators are required to read the AIG in its entirety. By following the guidelines in the AIG, schools ensure that:

- · student test results are valid and reliable
- · the testing context is equitable for all students
- all practices are ethical

Overview of required security practices

Training

The District Assessment Coordinator is responsible for providing clear and comprehensive annual training on test administration and security procedures to building-level staff, in compliance with state assessment requirements.

Assessment Security Training

All staff members who participate in a state assessment must be fully trained in assessment security.

District/Building Assessment Coordinator Training Requirements:

 complete the MDE Assessment Security online course through <u>Michigan Virtual</u> (http://bit.ly/ MDEAssessmentSecurity).

This four-module training series is used to train building staff on the importance of test security by following the AIG. Upon completion of the four modules and demonstration of knowledge on a short test, the participant will receive a Certificate of Completion, which must be retained on file with signed security compliance forms. After successful completion of this training, staff are required to participate in the refresher course in subsequent years.

· read the Assessment Integrity Guide

Primary and Shadow Assessment Administrators/Training Requirements:

read the AIG and/or complete the above MDE Assessment Security online course through Michigan Virtual (http://bit.ly/MDEAssessmentSecurity).

Technology Coordinators and Other Staff (anyone who handles or has access to secure materials) Training Requirements:

· read the "Keeping Assessment Materials Secure" section of the AIG (page 41).

Material Security

- All materials that allow access to or contain test questions or student responses are considered secure
 materials and must be handled in a way that maintains their security before, during, and after testing.
 This includes paper/pencil materials, accommodated materials, used scratch paper, online test tickets,
 and test rosters.
- Secure materials must be retained in one secure, locked location in the school building. During the test administration window, the materials must be distributed and collected daily.

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- Secure materials are barcoded and recorded on the security checklists that accompany shipments and that must be returned to the scoring contractor. Note: Buildings are expected to account for every secure item recorded on the materials list.
- Test tickets used to enter students' scores are considered secure materials and must be treated as such. Test rosters, which automatically print along with test tickets, are also considered secure.
- The administrator booklets and picture cards are considered secure and must be handled securely before, during, and after testing.
- The use of cameras or cell phones and posting of pictures to social media sites during testing is prohibited. Therefore, students or testing personnel may not take photographs at any time during testing.

Test Administration

All testing staff must follow these guidelines.

- Begin all standardized test administration procedures according to the explicit directions in this test administration manual and test directions found in the administrator booklets.
- Primary and Shadow administrators must monitor student behavior closely for adherence to proper test-taking practices.
- Ensure that students whose Individualized Education Program (IEP) requires them to use adaptive materials have these available to them at the time of testing.
- · Maintain test material security at all times.

OEAA Assessment Security Compliance Form

All District Assessment Coordinators, Building Assessment Coordinators, TAs, Room Supervisors, Proctors, and other staff who participate in a state assessment or handle secure assessment materials must be trained and must sign an OEAA Assessment Security Compliance Form before participating in the administration of the test. All staff are required to receive training on assessment security and test administration procedures and are responsible for complying with state assessment requirements. The District Assessment Coordinator must be well prepared and is responsible for providing clear and comprehensive annual training on test administration security and procedures.

By signing an OEAA Assessment Security Compliance Form, district and school staff affirm that they understand that all test items are considered secure and may not be copied, photographed, or communicated in any way; and have followed the practices found in the test administrator manual relative to their role. In the event that staff have multiple roles in administering the assessment or participate in administering more than one assessment only one OEAA Assessment Security Compliance Form must be used.

Each district or school must keep a copy of all OEAA Assessment Security Compliance Forms, testing schedules, and assessment training materials (including presentations, handouts, and sign-in sheets) for three years. These materials may be archived digitally. If a school experiences an irregularity, the state may ask for these materials. In some cases, certain state-mandated assessments may require an additional security form to be signed. These must also be kept on file for three years.

Homebound and Hospitalized Students

Students who are homebound or hospitalized during the test window are required to test. "Homebound" refers to students who are receiving educational services at home due to a documented medical condition; this does not include students learning from home due to the COVID-19 pandemic or students who are quarantining at home. If these students return to school for in-person instruction during the testing window, they must be assessed. The off-site test administration request form is available in the OEAA Secure Site.

Remote Learners and Virtual Schools

During the COVID-19 pandemic, MDE does not support bringing otherwise remote or virtual students into school solely for the purpose of state assessment. Pending the approval of MDE's assessment waiver, districts have to offer remote or virtual students the opportunity to come into school to take the MI-Access assessments. However, those remote-only students are not required to come into school for the sole purpose of taking the assessments.

Online or virtual schools must offer students the opportunity to test at a remote site. Virtual schools are those schools that offer full-time virtual learning for their educational program. Note: Schools offering remote learning due to the COVID-19 pandemic are not considered virtual schools. They may test at their building or at another district location. The section below does not apply to them.

Virtual school personnel should plan to work closely with the OEAA to ensure that testing at remote sites is managed in a secure fashion. An Off-site Test Administration Request must be submitted and approved. The request form is available in the OEAA Secure Site (www.michigan.gov/oeaa-secure).

OEAA Communications with Schools and Districts

Keeping educators up to date regarding important dates, changes, and accountability is critical. The OEAA communicates with the field in several ways, including:

- District and Building Training for Online Testing WebEx scheduled for March 3, 2021 (10:00 a.m.), with
 focus on SI/P score entry in the Online Answer Document (the recorded session will be posted to the
 MI-Access web page and to the DRC INSIGHT Portal)
- the weekly OEAA newsletter "Spotlight," which is available to the public; subscribe to receive the newsletter and/or read archived copies on the MI-Access web page



- the DRC INSIGHT Portal (https://mi.drcedirect.com)
- the "Announcement" page on the Secure Site (www.michigan.gov/oeaa-secure)
- presentations at state conferences, including the Michigan School Testing Conference, held every year in February
- the <u>MI-Access web page</u> (www.michigan.gov/mi-access) contains all necessary materials and training resources for a successful administration

Check these sources regularly to stay up to date on assessment and accountability-related dates, issues, and activities.

SI/P Assessment Overview

MI-Access is Michigan's alternate assessment based on alternate content expectations. It is designed for students with the most significant cognitive disabilities whose Individualized Education Program (IEP) teams have determined that it is not appropriate for them to participate in the state's general education assessments (the Michigan Student Test of Educational Progress [M-STEP] or the Michigan Merit Examination [MME]).

Students Tested with MI-Access

MI-Access assessments are available at three levels.

- Functional Independence (FI) assessments are for students who have, or function as if they have,*a significant cognitive disability. It is for students whose IEP goals, objectives, and course of instruction align most closely with the "<u>High</u>" range of complexity of the Essential Elements or Alternate Content Expectations. Typically, these students can, with assistance, assess their personal strengths and limitations, and can access resources, strategies, supports, and linkages to help them maximize their independence.
- Supported Independence (SI) assessments are for students who have, or function as if they have,* a significant cognitive disability. It is for students whose IEP goals, objectives, and course of instruction align most closely with the "Medium" range of complexity of the Essential Elements or Alternate Content Expectations. These students may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.
- Participation (P) assessments are for students who have, or function as if they have,* a significant cognitive disability. It is for students whose IEP goals, objectives, and course of instruction align most closely with the "Low" range of complexity of the Essential Elements or Alternate Content Expectations. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and that make it difficult to determine their actual abilities and skills.

It is the role of the IEP team to determine which MI-Access assessment is most appropriate, based on the student's adaptive behavior, curriculum, and instruction. Adaptive behaviors are essential to living independently. When adaptive behaviors are significantly impacted, the student is unlikely to develop the skills necessary to live independently and function safely in daily life. Significant cognitive disabilities impact students both in and out of the classroom and across multiple life domains, including academic domains.

Students whose instruction is based on Michigan's general content standards should be assessed using the general assessments, not MI-Access. Also, under federal law, students with a Section 504 Plan are not eligible to take MI-Access, since these students have a disability condition but are not receiving specialized instruction under the Individual with Disability Education Act.

Students with disabilities who are publicly placed in private schools as a means of providing special education and related services are required to be included in the statewide assessment system.

FootNote: *The phrase "function as if they have" refers to students who adaptively function in environments that differ from their special education categories and, as a result, should be given the MI-Access assessment that best suits their "adaptive functioning" level of independence. To obtain more information on the students being tested, go to the MI-Access web page (www.mi.gov/mi-access). Target Essential Elements are as developed by: Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps for Mathematics and English Language Arts. Lawrence, KS: University of Kansas.

Standardized Testing

Uniform procedures are essential to a standardized testing program. To ensure comparable scores, all testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual.

Make sure that you and all testing staff comply with all applicable laws, including those relating to discrimination. By strictly following policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

Implications of Assessment Decisions

When deciding whether a student should participate in an alternate assessment based on alternate content expectations, IEP teams must consider some important implications.

- If a student participates in a MI-Access Functional Independence assessment, it is assumed that the student is receiving instruction based primarily on Michigan's alternate content expectations (such as the Essential Elements using the High Range of Complexity).
- Students who are placed on a path to follow alternate content expectations, especially at a young age, may encounter undesired and unintended consequences later in their school experience. This may include an impact on the student meeting the requirements of the Michigan Merit Curriculum or other local requirements for graduation. Such discussions must take place with all members of an IEP team.

IEP team decisions that place students in an alternate assessment should only be made using:

- the <u>state guidelines for participation</u>, which can be found at MI-Access guidelines (https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf)
- the instructional norms for the student
- the <u>Interactive Decision-Making Tool</u>, located on the MI-Access web page at https://mdoe.state. mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html

Content Areas Assessed

Currently, the SI/P assessments cover three content areas: English language arts (ELA), mathematics, and science. As required by federal law, the assessments reflect Michigan's state standards Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and/or Benchmarks in these content areas. Alternate content expectations, reflecting the previously mentioned general content areas, exist as an option for students with the most significant cognitive disabilities. The Essential Elements with Michigan's range of complexity (EEs), Extended GLCEs (EGLCEs), Extended HSCEs (EHSCEs), and Extended Benchmarks (EBs) on which the SI/P assessments are based can be downloaded from the MI-Access web page (www.mi.gov/mi-access).

Content Area				Grade			
	3 rd	4 th	5 th	6 th	7 th	8 th	11 th
English Language Arts (ELA)	✓	\checkmark	✓	\checkmark	\checkmark	\checkmark	\checkmark
Mathematics	✓	✓	✓	✓	✓	✓	✓
Science		√			√		✓

Following is a brief description of each SI/P content area assessment.

SI/P ELA Assessments

The SI/P ELA assessments focus on the four claim areas of:

- · Reading and Reading Comprehension
- · Writing and Sharing Ideas
- Communication and Language
- · Research and Inquiry.

There are 15 items on each Participation ELA assessment and 20 items on each Supported Independence ELA assessment.

SI/P Mathematics Assessments

The SI/P mathematics assessments focus on the four mathematics claim areas of:

- · Number Sense
- Geometry
- · Measurement Data and Analysis
- Problem Solving.

There are 15 items on each Participation mathematics assessment and 20 items on each Supported Independence mathematics assessment.

SI/P Science Assessments

The SI/P science assessments focus on five areas or strands:

- 1. Constructing New Scientific Knowledge
- 2. Reflecting on Scientific Knowledge
- 3. Using Life Science Knowledge
- 4. Using Earth Science Knowledge
- 5. Using Physical Science Knowledge

There are 20 items on each Participation science assessment and 22 items on each Supported Independence science assessment.

Social Studies Assessment

Currently, there are no MI-Access SI/P assessments for social studies in grades 5, 8, and 11. Therefore, a student's IEP Team must determine what other assessment will be used. In addition, the Michigan Department of Education (MDE) requires district/schools to report information on students who would take a state-level alternate assessment in that content area if it were available. In the OEAA Secure Site (at https://baa.state. mi.us/BAASecure), under Accountable Students and Test Verification, district/schools must indicate for all SI/P students:

- which social studies assessment the student took (either a locally or commercially developed assessment)
- 2. the item types used on that assessment
- 3. whether the student was proficient
- 4. how proficiency was determined

Supported Independence and Participation Materials

For SI/P, all of the content areas are covered in the same administrator assessment booklet, with one booklet per grade. The Participation booklets are blue, and the Supported Independence booklets are green.

- The administrator booklets are designed to be used by the Primary and Shadow Assessment Administrators (PAA and SAA), not by the student. The administrators should write their names on the cover of their booklets and use them in preparation for testing students.
- The student picture cards are provided with the booklets and should be used to help plan the
 administration of the test. While the cards are designed for use by the students, in certain situations,
 the PAA may choose to substitute the cards with items the student is familiar with as part of their daily
 routine.
- The Scoring Documents will be provided for the PAA and SAA with the material orders and may also be copied or printed from the MI-Access web page to meet assessment needs.
- The Scoring Documents are non-scannable tally sheets used during observations; they are also used when student scores are entered after testing.
- The SI/P Answer Document is an online document only—no paper answer documents are produced for SI/P.
- The student responses will be transferred from the Scoring Documents into the online answer
 document by the PAA for all the content areas; this transfer will require the PAA to have a test ticket to
 enter the student responses.
- The entry directions may be viewed/downloaded from the MI-Access SI/P Online Answer Document Instructions located on the MI-Access web page (www.mi.gov/mi-access).

MI-Access Assessment Materials						
	Assessment Administrator Booklets					
	Participation Supported Independence					
Content Areas	ELA, mathematics, and science.					
Grades	There is one booklet per grade.					
Colors	Blue Green					
	Student Picture Cards					
Two cards a item.	Two cards are provided for each selected—response item. Three cards are provided for each selected—response response item.					
Scoring Documents						
SI/P Scoring Documents used to record student responses No paper answer documents, since the responses are entered in the online answer document						

Assessment Flexibility

Historically, IEP teams have had the flexibility to determine that a student should be assessed with an alternate assessment (MI-Access FI only) and the general assessment (M-STEP) in different content areas, based on decisions made using state assessment selection guidelines and the students overall instructional routines.

This assessment program flexibility includes adjacent levels of the MI-Access assessments. This flexibility:

- provides a continuum of assessment throughout the MI-Access assessments to better accommodate for a student's needs and progress
- allows the IEP team to determine that a student may take MI-Access assessments at different levels
- limits the flexibility to only two adjacent levels.

The following graphic displays how the adjacent and non-adjacent participation may affect students' test results. For example, sample students One and Two participated in adjacent levels of testing and received valid test scores. The sample students Three and Four were incorrectly administered non-adjacent tests and at more than two levels, which yielded an invalid test results for both scenarios.

Sample Student	MI-Access (FI)	MI-Access (SI)	MI-Access (P)	Test Results
1	Participated in <u>Adjacent</u> assessments			Valid
2		Participated in <u>Adj</u>	Valid	
3	Participated in more than 2 assessments			Invalid
4	Participated in Non-Adjacent assessments		Participated in <u>Non-Adjacent</u> assessments	Invalid

There are several limitations to be aware of with this flexibility.

- An M-STEP assessment cannot be combined with any level of SI/P.
- A student may only take adjacent levels of any assessments, and any non-adjacent testing would invalidate test results.
- The SI/P assessments may not be split between PSAT™ 8/9 nor the SAT® with Essay.
- Students must not be pre-identified for multiple assessment programs and/or levels in the same content area. For more information, review the Pre-Identification portion of the District Coordinator section of this manual.

Testing Schedule

Building Coordinators and District Coordinators should work together to develop a testing schedule that takes into consideration the unique needs of the students. MI-Access SI/P tests are designed for administration in one-on-one settings with both Primary and Shadow Assessment Administrators. Since the testing environment for these students may be unpredictable, the MDE has allowed broad flexibility to schools in determining their own schedules within the eight-week window to complete all the content areas of testing. Documentation of testing schedules for MI-Access must minimally include the following information:

- · district name
- building name
- · building coordinator's name
- date of assessment administration
- location of testing session(s) (for example, the room number or classroom)
- starting and ending time of testing session(s)
- assessment/grade/content being administered for each testing session
- test administrator(s) both PAA and SAA for each testing session

Testing schedules must be retained by the district or school for three years. The OEAA may request a copy of a building's testing schedule for monitoring and irregularity investigation purposes. Sample schedules can be found in the Assessment Integrity Guide. As a result of the testing window extension from seven to eight weeks, for Spring 2021 only, districts and schools that created Testing Schedules prior to the extension announcement are not required to recreate new testing schedules.

Item Formats

The SI/P assessments use two item formats.

- Activity-Based Observations: Items are presented to students during familiar classroom activities or routines. These activities or routines provide a performance context in which specific Essential Elements, EGLCEs, EHSCEs, and/or EBs can be assessed.
- Selected—response: Students are read a question, and asked to select the correct response.
- The following table provides a detailed description of each item format and how it is to be administered.

Supported Independence and Participation Item Formats						
Itam Farmant	Supported Independence			Participation		
Item Format	ELA	Mathematics	Science	ELA	Mathematics	Science
Activity-based observation	✓	✓		√	✓	✓
Selected–response with two picture answer choices				✓	✓	✓
Selected–response with three picture answer choices	✓	✓	√			

Ungraded Students

For the very rare cases of students who are ungraded in the Michigan Student Data System (MSDS), the table below shows how to determine which "grade" assessment these students should take. (If a student is retained, they must be retested in grades 3–8, but not in grade 11.)

Age-to-Grade Conversions				
Ungraded Student Age*	Corresponding Assessment Grade			
9	Grade 3			
10	Grade 4			
11	Grade 5			
12	Grade 6			
13	Grade 7			
14	Grade 8			
15	Grade 9			
17	Grade 11			

^{*} Students must be these ages on or before December 1 of the school year in which the assessment is administered. For ages to apply, the student must be entered in the Michigan Student Data System (MSDS) as "ungraded."

Roles and Responsibilities

Technology Coordinators

- The only technical requirement for SI/P is access to the internet so the PAA can enter student scores.
- It is not necessary to use the DRC INSIGHT testing engine for the SI/P assessments.
- The Technology Coordinator should be available to District and Building Coordinators in the event of a technology issue during score entry by the PAA.
- Access to the DRC INSIGHT Portal is needed to manage test sessions and print test tickets and rosters for score entry after testing.

District Coordinators (see DC section for further details)

- · Serve as backup support for Building Coordinators.
- · Make sure all needed materials are ordered or delegate this task to the Building Coordinator.
- Be responsible for pre-identification of students in the Secure Site.

Building Coordinators (see BC section for further details)

- Schedule and coordinate administration during the testing window.
- Schedule and conduct training of Assessment Administrators.
- Coordinate score entries online with the PAA.
- Print and distribute test tickets for the PAA to use when entering the student scores into the online answer document after testing.

Assessment Administrators (see AA section for further details)

- The Primary Assessment Administrator (PAA) provides a lead role in the SI/P assessments, including preparing for the test, conducting the administration, and entering scores when completed.
- The Shadow Assessment Administrator (SAA) works with the PAA to prepare for the test and provide an independent score of the student responses.
- Read through all the test materials and coordinate testing preparation with the shadow administrator to develop the optimum approach for the students' assessment needs.
- Arrange the testing environment, which includes creating an environment that resembles an
 instructionally embedded routine for the students.
- · Assist students with assessment items as directed in the rubric.
- PAAs and SAAs must independently and simultaneously observe and score the student responses on the scoring documents.
- The PAA must collect the scoring documents and is responsible for entering the PAA and SAA scores in the online answer document.
- All secure testing materials must be returned. See the <u>Return Materials</u> section of this manual for the proper disposition of other testing materials.

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Preparing for SI and P Test Administrations

State testing requires carefully considered test administration strategies. Schools and districts should ensure that all staff members receive professional development that applies to their specific role. Past assessment survey feedback indicates that many test administrators simply read the test administration manual to prepare for testing — this is not sufficient. The OEAA has made training a major focus in recent years and has provided the training resources listed below, as well as other documentation noted in Appendix I of this manual.

Planning and support for staff members who administer tests to students receiving accommodations is especially critical. These staff members will need guidance to avoid irregularities and misadministrations that could negatively affect students, schools, and districts.

Training Documents

The following resources are available for you and your staff members, for training at their own pace.

Recorded Presentation	Description	Where to Find It
District and Building Coordinator Online Testing WebEx	This recording of a live presentation provides an overview of the online administration, a "tour" of the training resources available for MI-Access, and how to enter SI/P student responses.	http://mi.drcedirect.com General Information > Documents > Document Type: Training Presentations and FAQ (Available March 6, 2021) Live presentation – March 3, 2021
Spring 2021 MI-Access Administration Presentation	This PowerPoint presentation with audio outlines the overall administration process For MI-Access.	The recording can be viewed on the MI-Access web page (www.michigan.gov/mi-access). (Available mid-March - watch Spotlight for details.)
Technology Coordinator Recorded Presentation	This recording of a live presentation provides an overview of the software and technology setup required for M-STEP and MI-Access Spring 2021 testing. Optional viewing for District and Building Coordinators.	http://mi.drcedirect.com General Information > Documents > Document Type: Training Presentations and FAQ (available now.)

Training Manual and Tools	Description	Where to Find It
MI-Access SI/P Test Administration Manual (TAM)	Manual	Electronic only: www.michigan.gov/mi-access > Current Assessment Administration
Assessment Coordinator Training Guide	Chapter-based training for coordinators on specific assessments tasks	Electronically at MI-Access web page Assessment Coordinator Training Guide
Assessment Selection Guidelines Training	Web-based presentation focused on helping IEP teams understand how to decide between general and alternate assessments	Electronically at MI-Access web page in the Assessment Training and Resources for Educators section
Assessment Selection Interactive Decision-Making Tool for IEP Teams	Question-based navigational tool to help IEP teams decide the most appropriate level of assessment for students	Electronically at MI-Access web page in the Current Assessment Administration section
SI/P Online Answer Document Instructions for Score Entry Instructions	Instructions for accessing and using the Online Answer Document to enter SI/P score	Electronically at MI-Access web page in the Current Assessment Administration section

Mini Tutorials

Mini Tutorials are short videos designed to instruct District and Building Coordinators and Test Administrators in online testing tasks. Each Mini Tutorial is accompanied by a printable document with the same information (users can choose the video, the printed document, or both).

Mini Tutorial	Description	Where to find it	Role
How to Access Documents on the DRC INSIGNT Portal	How to Access Documents on the DRC INSIGNT Portal	http://mi.drcedirect.com General Information >Documents >Document Type: Mini-Modules.	All
How to Search for Students	How to search for students in the DRC INSIGHT Portal	http://mi.drcedirect.com General Information >Documents >Document Type: Mini-Modules.	DC, BC
How to Create Test Sessions and Print Test Tickets	How to create test sessions and print test tickets in the DRC INSIGHT Portal. Test tickets are used to enter student responses after testing.	http://mi.drcedirect.com General Information >Documents >Document Type: Mini-Modules.	DC, BC
How to Enter Student Responses in the MI-Access Online Answer Portal	How to enter student responses into the Online Answer Document Portal for MI-Access Supported Independence and Participation.	http://mi.drcedirect.com General Information >Documents >Document Type: Mini-Modules.	All
How to Find Student Testing Status	How to find student testing status	http://mi.drcedirect.com General Information >Documents >Document Type: Mini-Modules.	DC, BC

Assessment Security Training Table

For information regarding the MDE Assessment Security online training, see the <u>informational flyer</u> posted on the MI-Access web page under the Assessment Training and Resources for Educators section.

Who	What
District/Building Assessment Coordinators	 Read the Assessment Integrity Guide located on the MI-Access web page in the Current Assessment section. Complete the MDE Assessment Security online course through Michigan Virtual (http://bit.ly/MDEAssessmentSecurity).
Assessment Administrators, Proctors, and Accommodation Providers	 Read the Assessment Integrity Guide located on the MI-Access web page in the Current Assessment section. and/or Complete the MDE Assessment Security online course through Michigan Virtual (http://bit.ly/MDEAssessmentSecurity).
Technology Coordinators and Other Staff (anyone who handles or has access to secure materials)	Read the <i>Keeping Assessment Materials Secure</i> training document available in Appendix E of the Assessment Security Training Guide.

Supports and Accommodations

The MI-Access SI/P assessments were developed using universal design principles, which are based on the premise that every child deserves to participate in assessment, and that assessment results should not be affected by disability, gender, ethnicity, or English language ability. In addition, universally designed assessments aim to reduce the need for assessment accommodations, by removing access barriers associated with the assessments themselves. The following are examples of some of the universal design principles that were used to develop the SI/P assessments.

- Many of the items use an activity-based observation format, because this is appropriate for the student populations being tested.
- The selected—response items on the SI/P assessments use picture card answer choices instead of
 word answer choices, because most students taking these assessments are not fluent readers and
 because picture identification is a typical part of their instruction. The use of objects is also allowed if
 assessment administrators believe students will respond more readily to objects than to pictures or if
 students with visual impairment cannot see the pictures adequately.

Despite every effort to ensure that the MI-Access assessments are accessible, it is understood that some students may still need accommodations to participate fully and meaningfully in assessment. Additional information about allowable Universal Tools, Designated Supports, and Accommodations can be found in this link for the Supports and Accommodations Guidance Document (https://www.michigan.gov/documents/mde/Michigan_Accommodations_Manual.final_480016_7.pdf).

Assessment Accommodation Decisions

All decisions about which accommodations a student needs must:

- · be made by the student's IEP Team
- · be documented in the student's IEP by content area
- reflect what the student routinely uses or how he or she routinely responds during instruction (in other words, it is not appropriate to introduce a new accommodation just for the assessment)

Assessment administrators are responsible for making sure the appropriate accommodations are available during the assessment and for tailoring them, as needed, to the assessment situation.

Assessment Accommodations for SI/P

Because the items on the SI/P assessments use a selected—response mode, as well as an activity-based observation format, and are administered during everyday classroom activities and routines, designated supports and accommodations specific to the assessment may not be needed. The student will simply do whatever he or she typically does during instruction, using the same adaptations he or she would use in the classroom. Nonetheless, assessment administrators do have the option of using accommodations if they are needed.

Group v One-on-One Administration

There are some activity-based observation items where the activities take place in the context of a group. However, only one student should be observed and scored at a time. This will enable the PAA and the SAA to focus their full attention on the student being assessed. Similarly, because selected—response items require the use of picture cards and specific presentation styles, these items must be administered in a one-on-one situation, even though some students may be able to read the items and mark their own responses in the assessment booklet.

Modifying Items for Students with Physical Limitations

Assessment administrators may modify activity-based observation items for students with physical limitations when necessary, as long as the modifications still allow the student to demonstrate his or her understanding or knowledge of the scoring focus. For example, a mathematics item that requires students to demonstrate their ability to count to ten while completing a physical fitness routine—such as doing jumping jacks or sit-ups—can be modified so students with physical limitations can count in some other way, perhaps by clapping, blinking, nodding, or tapping the desk. The important part of this item is not the context—a physical fitness routine—but the scoring focus, which measures counting.

Adaptations and Do Not Read Aloud items

For administrators assessing students with Supported Independence and Participation tests, the booklets have been revised to include some helpful hints. Each selected—response item is followed by:

- 1. specific text within the questions that may not be read aloud to the students
- 2. sample adaptations for students who may be blind or visually impaired

An example of what this looks like in the booklets (Sample Items Booklets) may be found on the MI-Access web page under the Supported Independence and Participation section or by selecting <u>Sample Item Booklets</u> in the Supported Independence and Participation section of the MI-Access web page.

Readers

The only time readers might be needed for the SI/P assessments is on selected—response items. For these items, a reader is considered a standard assessment accommodation; this means that both the item stem and the words that accompany the picture answer choices may be read aloud to the student, except when specifically noted in the administrator assessment booklet. The SI/P administrator booklets provide Do Not Read Aloud instructions and adaptations under each selected—response questions.

Timing, Setting, and Response Modes

Regardless of the item format (activity-based observation or selected—response), assessment administrators are allowed to adjust the assessment timing, setting, presentation, and response mode to enable a student to demonstrate his or her knowledge of the concepts being assessed. For example, when presenting items, assessment administrators may adjust the presentation of a picture or sound item so that students with visual or hearing impairment can access them in the same way they would access such information during instruction, as long as the adjustment does **not** change the construct being measured. It is also important to note that not all items or even an entire content area are required to be completed in the same day. It is preferable that the activity-based observation items be delivered during a familiar, typical instructional situation. With regard to response modes, the assessment administrator may decide to have the student vocalize, eye gaze, or point instead of providing an oral response to indicate a choice or to demonstrate knowledge.

Other types of adjustments that could be made without affecting a student's score on the SI/P assessments are detailed on the following pages.

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Timing/Scheduling

Among other actions, the PAA may:

- · determine the number of assessment items the student will be administered in one sitting
- · allow adequate motor and processing response time for the student
- · allow adequate time for the completion of comprehension activities
- monitor the student for fatigue (stop as needed)

Setting

Among other actions, the PAA may:

- · administer the assessment in a setting that is familiar to the student
- choose a distraction-free space, when appropriate

Presentation

Among other actions, the PAA may:

- · tailor directions to a student's movement abilities or physical access
- enlarge or minimize materials specific to a student's visual acuity and field
- determine whether the student requires an object, actual photograph, or line-drawing pictorial representation to better understand materials or to demonstrate responses to questions
- use objects or tactile symbols when pictures cannot be visually accessed
- set up a system (or systems) for students using computer scanning, augmentative communication, or low-tech picture and/or word communication, so the PAA can scan through or point to pictures, words, numbers, objects, or other materials while administering the assessment

With Activity-Based Observations (ABOs), the PAA may present items in the same way as during a routine instructional day for the student. Not every item lends itself to being presented twice, as is done with objects or picture cards.

Response

Among other actions, the PAA may:

- set up materials (such as pictures or objects) that the student can gaze at, touch, or point to with a pointer to demonstrate understanding
- use a picture symbol program and arrange familiar pictures, numbers, and/or words in the student's vocabulary in a computer scanning program or on a communication system
- provide access to voice output systems (screen readers), word predictors, or storywriter programs with switch outputs for students who use these tools for written output
- allow the student to smile, eye gaze, nod, use an assistive technology device, or other methods to indicate a choice or preference
- watch for signals of communicative intent from the student (including changes in posture, body position, respiration, voice, movement, or facial expression)
- look for a pattern of behavior (such as head down, twitching) that may indicate attention or a consistent response from the student
- provide appropriate computer access, including computers with switching systems, voice output, voice activation, accessible keyboards, touch windows, or screen enlargement programs
- convert pictures to tactile graphics or even braille basic text (using a format the student is familiar with)
 for students who are emerging braille readers

District Coordinators

Introduction

The OEAA Secure Site allows districts to determine if they will handle the testing materials for each of their schools, or opt to have the materials delivered directly to the schools, as is done with other assessments. This practice is now a permanent option in the Secure Site and requires Coordinators to make this decision for their district. If no decision about the handling of materials is made and recorded, the materials will by default ship to the districts. See the "Overview" section of this manual for ordering instructions or to review the **training** available (www.michigan.gov/securesitetraining).

District MI-Access Coordinators have numerous responsibilities, including:

- informing administrators, teachers, related services providers, school psychologists, and others in the district about MI-Access, which is one component of Michigan's statewide assessment program
- making sure that all Building MI-Access Coordinators and Assessment Administrators in the district receive training on test security and how to administer the MI-Access assessments
- making sure that all assessment materials received from the MI-Access contractor are disseminated to appropriate school staff, and returned as directed
- making sure that all those involved with administering the MI-Access assessments have been provided the State Board of Education (SBE)-approved <u>Assessment Integrity Guide</u> (www.mi.gov/mi-access and www.mi.gov/oeaa)
- distributing, collecting, completing, and keeping on file all signed and returned OEAA Assessment
 Security Compliance Forms and scoring documents

Once District MI-Access Coordinators receive materials from the contractor, they are responsible for distributing the materials to Building MI-Access Coordinators, who in turn distribute them to assessment administrators.

The OEAA has developed a complete training guide for Assessment Coordinators. This guide is designed to assist in every aspect of the Coordinator's responsibilities and is a great training tool for new coordinators and staff members. The link to this training platform may be found at the top of the MI-Access web for quick reference.



District MI-Access Coordinator Quick List

Major Tasks to Complete Before, During, and After Assessment Administration

BEFORE (Mark when complete)

- o Watch the District/Building Coordinator Online Testing WebEx (presented live March 3, 2021 the recording will be posted in the DRC INSIGHT Portal under General Information >Documents >Document type: Training Presentations & FAQs.
- o Participate in district test administration training.
- o Read the Assessment Integrity Guide.
- o Complete the MDE Assessment Security online training course.
- o Ensure all Educational Entity Master (EEM) information is accurate for district ad schools buildings.
- o Read this Test Administration Manual in its entirety.
- o Complete all pre-identification of students by assigning students to MI-Access and the appropriate type.
- o Review the list of important dates found on the MI-Access web page.
- o Manage Secure Site and INSIGHT access and permissions.
- o Ensure all student information is accurate in the Michigan Student Data System (MSDS).
- o Develop and provide training to Building Coordinators (who in turn will provide training to staff in schools).
- o Manage the distribution, collection, and storage of all signed OEAA Assessment Security Compliance Forms.
- o Inventory materials received (if handled by district).
- o Determine whether Reporting or Research Codes will be used (reporting codes will only be entered on the Secure Site).
- o Prepare and distribute testing material orders to schools (unless materials are shipped directly to schools).
- o Establish procedures for ensuring all students are assigned and receive any Accommodations, Universal Tools and Designated Supports as required by their IEP.
- o Establish an internal district return date for schools and district, if district is handling the returns; return kits are part of each school's initial order—the district should retain these if it is handling distribution and return.

DURING (Mark when complete)

- o Report all testing irregularities by submitting an incident report in the Secure Site.
- o Assist Building Coordinators and Assessment Administrators as needed.
- o Be available to answer questions.
- o Remind Building Coordinator/Administrators to have all student responses entered in the online Answer Document after the administration of the tests.
- o Monitor the status of online score entry to ensure all scores are entered prior to May 28, 2021 at 4:00 p.m.
- o Relay questions to the OEAA as needed.
- o Ensure that professional assessment administration practices are followed.

AFTER (Mark when complete)

- o Review the returned assessment materials for accuracy.
- o Prepare all testing materials for return to the vendor; review the Materials Return section for details and the packing diagram in Appendix E.
- o Ship materials to the MI-Access contractor as needed.
- o Complete the administration feedback online survey.
- o Check the "Accountable Students and Test Verification" window when it opens in June 2021.

Pre-Testing Activities

Pre-Identification (Pre-ID) Information

The OEAA requires that all students taking state-level assessments be pre-identified. The OEAA will automatically pre-ID all students from the fall Michigan Student Data System (MSDS) general collection to the general assessment (for example, M-STEP or MME components). It is the responsibility of the school or district to:

- unassign and move students from the general assessment to the correct MI-ACCESS assessment
- identify which type of MI-Access assessment will be given (FI, SI, or P); this can be done using the Mass Update feature; specific instructions for this process can be found on the <u>Secure Site Training web</u> <u>page</u> (www.michigan.gov/securesitetraining)
- remove students from M-STEP or MI-Access FI online test sessions and destroy any printed test tickets

All students who will be assessed using the MI-Access assessment must be identified in MSDS as being in a special education program by the end of May. If a student who is not flagged as "Special Education" tests with MI-Access, he or she will be considered "Not Tested." Contact your local Pupil Accounting Person to ensure that students are flagged correctly in the MSDS data files. Students may also be flagged at the same time to indicate that they are participating in a Shared Educational Entity (SEE) or in a Specialized Shared Educational Entity (S2E2).

Ordering Assessment Materials

Orders are generated in the Secure Site based on the pre-identification of students assigned to the MI-Access assessments and adjusted for the PAA and SAA counts. Coordinators have numerous responsibilities in making sure materials make it to the respective buildings through the Secure Site (www.michigan.gov/oeaa-secure). Here are several factors to remember:

- If Coordinators do not have a Secure Site user ID and password (which are required to enter the site), they should contact their District Administrator, who is responsible for maintaining the site at the district level.
- A user must have their own unique Michigan Education Information System (MEIS) Login to log onto the Secure Site system.
- The Secure Site Login screen contains a link to the Request MEIS ID Process.
- If the user has a MEIS ID but does not have access to the Secure Site system, the system will display a screen where the user can request access after logging on with a MEIS login.
- Each year, enhancements are made to the Secure Site to streamline and improve the ordering process; therefore, be sure to review the "Material Ordering" section in the <u>Secure Site Training web page</u> (www.michigan.gov/securesitetraining)
- Districts have the option to have all assessment materials delivered directly to each building or to the district (default). Based on the size of your district, this could be a great time saving feature to consider. District Coordinators can mark this designation in the Secure Site.

There are two different types of orders that may be placed—initial material orders and additional material orders.

Initial Material Orders

The initial orders sent to schools are automatically populated based on the pre-identification of students entered into the Secure Site through February 17, 2021. Coordinators are reminded to review the materials orders in the Secure Site before this date to confirm the data is correct. If you require more materials, these can be ordered during the additional material order window.

Additional Material Orders

If the initial material orders arrive and are sufficient for your testing needs, additional materials should not be needed. However, the Building Coordinators might need to make an additional order in the OEAA Secure Site if:

- there are new students, assessment administrators, classrooms, or schools
- · a student's IEP Team determines that a different assessment should be administered
- · an initial material order was not placed or received

When materials are shipped, school packing lists and security lists are included, indicating which assessment materials are enclosed and in what quantity. If the number of materials shipped does not match what is stated on the packing list and security list, the District/Building Coordinator must immediately report the discrepancy to the OEAA Call Center using option 3. **Note:** There is an "Order Summary" screen on the MDE Secure Site that shows what materials districts have been ordered.

Receiving Assessment Materials

MI-Access assessment materials will arrive in boxes with purple MI-Access labels for each school. The boxes will include the following materials (**Note:** Orders may not include all materials):

- · one Return Materials Kit, which includes
 - instructions for Materials Return
 - pre-printed FedEx air bills
 - yellow Materials Return Labels
 - divider sheet (gold)
 - a Special Handling Envelope
- OEAA Assessment Security Compliance Forms, to be completed and signed by all those involved with administering MI-Access

School orders, whether they are shipped to the district or to individual schools, will contain:

- · one copy each of the security lists, packing lists, or box lists for use in inventorying returned materials
- Special Handling Envelopes (green)
- · standard print assessment booklets
- the student picture cards, packaged together and shrink-wrapped

Completing OEAA Assessment Security Compliance Forms

Before taking any further steps, complete and sign an OEAA Assessment Security Compliance Form, using the directions at the bottom of the form. Put the completed form in a safe, easily remembered place; it will have to be kept on file, along with all other forms, for three years following assessment administration. For more information on assessment security, see the Security section of this manual.

Inventorying Materials

A critical step after receiving the test materials is to take an inventory to determine if any material is missing. Taking inventory will also assist you when the time comes to return these items.

Ordering Missing and Additional Materials

If additional materials are needed, an additional material order may be placed in the OEAA Secure Site. The additional materials will then be sent to the District/Building Coordinator for distribution.

Using Reporting Codes

Use of optional reporting codes allows districts and schools to receive assessment score reports organized by class or group designation(s). It is up to the district or school to determine whether they will use this option and to define the codes that will be most helpful.

Reporting codes must be entered in the Secure Site before the end of Accountable Students and Test Verification window. Watch the Spotlight newsletter in June for the opening of the verification window dates.

Using Assessment Administrator Booklets with Student Picture Cards

Coordinators and Administrators should understand how the test booklets and picture cards are organized. The OEAA has color-coded the materials by assessment type (Supported Independence and Participation) and content area. See the Assessment Administrator section of this manual for detailed information on the Student Picture Cards.

Preparing Materials for Distribution

In addition to understanding how to use assessment booklets, student picture cards, and scoring documents, there are several other important factors to keep in mind when preparing materials for distribution.

School Materials

The packing list and security list (included with the school[s] boxes) can be used to track the materials that were sent to each school and to inventory school materials.

Security Bar Code Numbers

All MI-Access assessment materials have security bar code numbers on the back cover. These numbers are scanned by the contractor prior to distribution and will be scanned upon return, to make sure that all the booklets (which are secure materials) have been shipped back. These numbers can be used to track assessment booklets and ensure they are returned. **Note: Student picture cards are secure materials and they must be returned along with the cover sheet,** which contains the secure barcode for the entire group of cards.

• Establishing an Internal District Return Date

If your district decides to process all returns, it is important to establish a return date for all materials. While the MI-Access assessment window is eight weeks long, District and Building Coordinators are strongly encouraged to establish realistic deadlines for the return of assessment materials after testing. Before distributing materials to schools, determine the date by which materials must be returned to the district to ensure they will be shipped to the MI-Access contractor, no later than June 9, 2021.

Reminder: All the SI/P student online score entries must be made by June 4, 2021 at 4:00 p.m. (ET).

Informing Others about Professional Practices

District MI-Access Coordinators must inform Building MI-Access Coordinators and Assessment Administrators about the Assessment Integrity Guide available on the MI-Access web page (www.mi.gov/mi-access) and about other test security and test administration training requirements.

Distributing Assessment Materials to Schools

Once all the "before" steps have been completed, District MI-Access Coordinators may distribute assessment materials to each school participating in MI-Access (unless materials are shipped directly to schools). The MI-Access contractor will ship each school's materials in a separate box (or boxes), so the District Coordinator simply must inventory the materials and pass them along to the appropriate schools as packaged.

Testing Activities

Although District MI-Access Coordinators do not have any specific tasks to complete during the assessment window, it is important that they be available to:

- answer questions from Building MI-Access Coordinators
- relay any questions they cannot answer to the OEAA staff (see the Contact Information section of this manual)
- file Incident Reports for any testing irregularities that occur before, during, or after testing
 Reports are to be filed in the OEAA Secure Site as soon as possible. Detailed information on Incident
 Reporting is available through the <u>Secure Site Incident Reporting tool</u> (http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf). Appendix I contains the Incident Reporting Guide
 for SI and P assessments.
- periodically check in with Building MI-Access Coordinators to make sure they have the materials and information they need to accurately administer the MI-Access assessments, and that administrators are entering student responses on the online answer document

Post-Testing Activities

Inventorying Returned Materials

Schools and districts are responsible for taking an inventory of test materials before they are returned to the vendor. The OEAA requires these inventory practices to avoid having test materials being left in schools or districts, which is a test security risk. Coordinators must take an inventory of the test materials using the packing list that comes with the material orders as the critical part of their packing process. Refer to the Materials Return Instructions section of this manual for specific details on returning materials processing and shipping information.

Checking Special Handling Envelopes

District Coordinators will check that the information on the label of each green Special Handling Envelope—which contain any materials requiring special handling (damaged documents)—is accurately completed.

Once the contents and information are verified, the District Coordinator will put the materials back into the Special Handling Envelope(s), and then put all the unsealed envelopes into one pile. (For how to organize the materials inside the envelopes, see the graphic in Appendix E of this manual.)

If the Special Handling Envelope is not used, it does not have to be returned with the other assessment materials and may be discarded.

Preparing Materials for Return Shipment

The procedure for returning materials to the contractor for processing is very similar for districts and for schools. For that reason, an explanation of the process has been condensed into the final section of this manual, "Materials Return Instructions." There is also a one-page diagram in Appendix E that outlines the sequence of how the materials should be packed for return shipping. For detailed information, refer to these two sections.

Instructions for Returning via FedEx Express®

The FedEx instructions for schools and districts are also similar; they are included in the "Materials Return Instructions" in the final section of this manual.

Completing the Coordinator/Assessment Administrator Feedback Survey

After the district's assessment materials have been returned to the MI-Access contractor, the Coordinator/ Assessment Administrator Feedback Survey should be completed at www.mi.gov/mi-access. The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

Checking Accountable Students and Test Verification

Information provided to the OEAA Secure Site during the Accountable Students and Test Verification window includes the answer documents that were entered in the online answer documents and the demographic information in MSDS. While this verification window is open (watch Spotlight for availability), district/schools must verify that:

- all students and their online response entries have been accounted for
- · student demographic information is accurate
- students taking alternate assessments are flagged as "Special Education"
 Note: If a student taking MI-Access is not flagged as special education, the scores will be invalidated.



- any student tests with "Prohibited Behavior" or "Nonstandard Accommodations" are correctly flagged
- · the Expected to Test list has been reviewed and verified
- the Not Tested Reasons have been reported (including any alternate social studies assessments that might have been administered for students taking SI and P in grades 5, 8, and 11)

The Accountable Students and Test Verification period is the final opportunity districts will have to:

- report missing answer documents and students not tested, and appeal/correct Prohibited Behavior and Nonstandard Accommodations if incorrectly marked
- update student demographic information in MSDS used for assessment reporting and accountability calculations
- appeal Students Expected to Test listings

The Accountable Students and Test Verification window also provides a list of enrolled students and demographic information that will be used for accountability purposes. For more information, go to the OEAA Secure Site Training web page (www.michigan.gov/securesitetraining) and scroll down to the Accountable Students and Test Verification section.

Important Note: It is the primary responsibility of the District Coordinator to review all tested student records in the Answer Document and Test Verification window. Coordinators should watch the OEAA Spotlight newsletter for the announcement of when the verification window will open (usually in June).

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Building Coordinators

Introduction

All schools administering MI-Access must designate a Building MI-Access Coordinator. The coordinator's principle responsibility is to ensure that the assessment is administered appropriately according to IEP team decisions and the procedures found in this manual.

The OEAA has developed a complete training guide for Assessment Coordinators. This guide is designed to assist in every aspect of the Coordinator's responsibilities and is a great training tool for new coordinators and staff members. The link to this training platform is located at the top of the MI-Access web page for quick reference.

Roles and Responsibilities

Building MI-Access Coordinators are responsible for:

- informing school administrators, special education teachers, related services providers, and others in the school about MI-Access, which is the one component of the Michigan statewide assessment programs that is available for IEP consideration
- participating in the professional development sessions organized by the District MI-Access Coordinator on how to administer the MI-Access assessments
- making sure that all assessment materials received from the contractor or the District Coordinator are
 disseminated to appropriate school staff and returned as directed
 if the district has elected to have test materials shipped directly to schools, coordinators should read the
 District Coordinator section for how to order, receive, and return materials
- making sure that assessment administrators have been provided with the <u>Assessment Integrity Guide</u> (www.mi.gov/mi-access and www.mi.gov/oeaa)
- · distributing, collecting, and retaining signed OEAA Assessment Security Compliance Forms
- making sure all students are loaded to INSIGHT Portal sessions and that test tickets are produced for the PAA score entries on the online answer document after testing
- providing assessment administration and security training to testing staff

The MI-Access contractor will ship all assessment materials to the District or the Building Coordinator, based on the district's selection in the Secure Site order page. District Coordinators are responsible for distributing the materials to schools for administration if needed.

The following information will assist Building Coordinators with what they should do before, during, and after the assessments are administered.

Building Coordinator Checklist

BEFORE

Mark when complete

- o Watch the District/Building Coordinator Online Testing WebEx (presented live March 3, 2021 the recording will be posted in the DRC INSIGHT Portal under General Information >Documents >Document type: Training Presentations & FAQs.
- o Participate in district test administration training.
- o Read the Assessment Integrity Guide.
- o Complete the MDE Assessment Security online training course.
- o Read the required sections of this manual (see page 6)
- o Ensure the test materials have been ordered and pre-identification completed.
- o Complete an OEAA Assessment Security Compliance Form.
- Create a testing schedule for all students; Note: these schedules must be retained by the building/ district for 3 years.
- o Inventory and prepare materials for distribution to assessment administrators.
- o Provide required assessment and security training to all staff involved in testing.
- o Use the DRC INSIGHT Portal to set up sessions, print tickets and rosters, and distribute materials to the PAA.
- o Distribute a copy of this manual and testing materials to the PAA to help them prepare for testing. (Reminder: secure testing materials must be returned daile and stored in a secure locked central location.)
- o Collect the completed and signed OEAA Assessment Security Compliance forms from all assessment staff (keep in building or district for three years).

DURING

Mark when complete

- Be available to answer questions and monitor testing progress throughout the window.
- o Relay questions to the District MI-Access Coordinator as needed.
- o Provide test irregularity information to District Coordinator to file an incident report in the Secure Site.
- o Periodically monitor administrations of the assessment.
- o Ensure that professional assessment administration practices are followed.

AFTER

Mark when complete

- o Confirm with the PAA that all the student responses have been entered on the Online Answer Document before May 28, 2021.
- o Collect Assessment Administrator Booklets and student picture cards; all secure materials must be returned.
- o Review the returned assessment materials for accuracy.
- o Complete the Special Handling Envelope if it is used, otherwise destroy it.
- o Prepare and return materials according to the instructions provided by the District MI-Access Coordinator and the directions found in the Materials Return Instruction section of this manual.
- o Assemble all of the student picture cards and place the original cover sheet with the security barcode listed on top for return.
- o Do not return Scoring Documents and OEAA Assessment Security Compliance forms, these must be retained at the school or district for 3 years.
- o Complete the administration feedback survey found on the MI-Access web page.

Before Testing

Pre-Identification (Pre-ID) Information

The OEAA requires all students taking state-level assessments to be pre-identified. The OEAA will automatically pre-ID all students from the fall Michigan Student Data System (MSDS) general collection to the general assessment (M-STEP and MME components). Since the OEAA does not know which students will be taking MI-Access, it is the responsibility of the school or district to:

- unassign and move students from the general assessment to the correct MI-Access assessment
- identify which type of MI-Access assessment will be given (FI, SI, or P); this can be done using the Mass Update; specific instructions for this process can be found on the <u>Secure Site Training web page</u> (www.michigan.gov/securesitetraining)
- remove students from M-STEP test sessions in the DRC INSIGHT Portal and destroy any M-STEP test tickets that have been printed

All students who will be assessed using the MI-Access assessment must be identified in MSDS as being in a special education program by the end of May. If a student is assessed by MI-Access but not flagged as "Special Education," he or she will be considered "Not Tested." (Contact your local Pupil Accounting Person to ensure that students are flagged correctly in the MSDS data files.) Students may also be flagged at the same time to indicate that they are participating in a Shared Educational Entity (SEE) or in a Specialized Shared Educational Entity (S2E2).

Ordering Assessment Materials

It is the responsibility of the district to determine who will handle pre-identification of students and review material orders for test materials, either the District Coordinator or the Building Coordinator. For this reason, the materials ordering process and instructions for pre-identifying students are shown here and in the District Coordinator section. All test material orders are based on pre-ID and generated through the Secure Site (www. michigan.gov/oeaa-secure). Here are several things to remember:

- If Coordinators do not have a Secure Site user ID and password (which are required to enter the site), they should contact their District Administrator, who has responsibility for maintaining the site at the district level.
- A user must have their own unique Michigan Education Information System (MEIS) account to log into the Secure Site system.
- The Secure Site Login screen contains a link to the Request MEIS ID Process.
- If the user has a MEIS ID but does not have access to the Secure Site system, the system will display a screen where the user can request access after logging on with a MEIS login.
- Each year, enhancements are made to the Secure Site to streamline and improve the ordering process; therefore, be sure to review the "Material Ordering" section in the <u>Secure Site Training web page</u> (www.michigan.gov/securesitetraining).

Two different types of orders may be placed—initial material orders and additional material orders.

Initial Material Orders

The initial orders sent to schools are automatically populated based on the pre-identification of students entered into the Secure Site through February 17, 2021. Coordinators are reminded to review the materials orders in the Secure Site before this date to confirm the data is correct. If you require more materials, these can be ordered during the additional materials order window.

Additional Material Orders

If the initial material orders entered by Coordinators are based on sound estimates and there are no changes, then additional materials should not be needed. However, the Building Coordinators might need to make additional orders in the OEAA Secure Site if:

- there are new students, assessment administrators, classrooms, or schools
- · a student's IEP Team determines that a different assessment should be administered
- · an initial material order was not placed or received

When materials are shipped, school packing lists and security lists are included, indicating which assessment materials are enclosed and in what quantity. If the number of materials shipped does not match what is stated on the packing list and/or the security list, the MI-Access Coordinator must contact the OEAA Call Center using option 3 and report the discrepancy. (**Note:** There is an "Order Summary" screen on the MDE Secure Site that shows what materials districts have ordered.)

Receiving Assessment Materials

Assessment materials might arrive from the District MI-Access Coordinator or be shipped directly to the school in one delivery, which will include:

- · school packing and security lists, used to inventory materials
- · the complete return kit, necessary to return all materials
- standard print Assessment Administrator booklets
- scoring documents for SI/P (used to tally student responses during testing; also available on the MI-Access web page)
- student picture cards, designed for student use during P or SI assessment administrations (one set for each Primary Assessment Administrator)
- OEAA Assessment Security Compliance Forms (one for the Building MI-Access Coordinator to complete and sign, and multiple copies to distribute to assessment administrators, accommodations providers, and proctors)

Inventorying Materials

Once the MI-Access assessment materials arrived, open the shipping box or boxes and save them for returning used and unused assessment materials. Then, use the packing slip to inventory materials.

If any materials are missing, contact the OEAA Call Center using option 3. If additional materials are needed, place an additional material order or contact the District MI-Access Coordinator to place the order in the Secure Site.

Managing Administrator Login Tickets

Even though the assessment is conducted using the paper/pencil mode, the student responses are entered directly into an online answer document by the Primary Assessment Administrators. This entry process requires a test ticket for each student tested. Test tickets are printed from the DRC INSIGHT Portal. For detailed information on printing login tickets, refer to the **Test Sessions – Adding, Editing, Printing Login tickets** mini-tutorial. This document can be found at http://mi.drcedirect.com under General Information > Documents > Document Type: Mini-Modules.

Test tickets and rosters are considered secure materials. Once printed, they should be kept in a secure location until the PAA enters the scores. After a PAA has entered student scores, he or she should return all tickets to the Building Coordinator for destruction or secure storage.

Online Software



Because the answer document is online, it is important for those coordinating the SI/P assessments to review the training materials found in The DRC INSIGHT Portal (http://mi.drcedirect.com). The DRC INSIGHT Portal allows Michigan users to:

- · access training materials (open to all staff)
- set up online test sessions for printing ticket/roster–for online score entry

INSIGHT and Central Office Services (COS)

The DRC INSIGHT testing engine that is used by the student-facing version of the MI-Access Functional Independence assessments is not used for the Supported Independence or Participation assessments. Therefore, the COS is not required for SI/P.

Completing and Collecting OEAA Assessment Security Compliance Forms

Before assessment administrators begin distributing any testing materials, each staff member must sign the OEAA Assessment Security Compliance Form and return it to the District/Building Coordinator. These forms must be held by the district for at least three years. The OEAA Assessment Security Compliance Form may be found in the materials order and is also posted on the MI-Access web page (www.mi.gov/mi-access).

During Testing

Although Building MI-Access Coordinators do not have any specific tasks to complete during the assessment window, it is important that they are available to:

- address questions and concerns from Primary or Shadow administrators (If MI-Access Building Coordinators cannot answer a question or address a particular concern, they will relay the question or concern to the District Coordinator for follow-up)
- · check in periodically with assessment administrators to make sure they have the materials and appropriate staffing needed to accurately administer the MI-Access assessments
- periodically observe, assist, or monitor assessment administrations

After Testing



Inventorying Returned Materials

Schools and districts are responsible for taking an inventory of test materials when they arrive and before they are returned to the vendor. The OEAA requires these inventory practices to prevent test materials from being left or misplaced in schools or districts, which is a test security risk. Coordinators must take an inventory of the test materials using the packing list that comes with the material orders. Refer to the Materials Return section of this manual for specific information about the processing and shipping of returned materials.

Preparing the Special Handling Envelope

The Special Handling envelope is used to return damaged assessment documents. The information on the front of the envelope should be filled in. (See the return diagram in Appendix E for detailed information.) The envelope will primarily be used by schools administering Functional Independence assessments, as it is used for scannable answer documents that require special attention. The envelope does not have to be returned if it is not used.

Returning Materials

If the school will be returning test materials directly to the contractor, refer to the "Materials Return Instructions" section in this manual for detailed instructions on using the return kit to ship the materials. If the district is handling the returns, the Building Coordinator should gather all the materials listed in the diagram in Appendix E of this manual and make arrangements to transport them to the district coordinator.

Completing the Coordinator Feedback Survey

Once materials have been returned, the Building Coordinator should complete the Coordinator/Assessment Administrator Feedback Survey (www.mi.gov/mi-access). The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process

Assessment Administrators

Working together, the Primary Assessment Administrator (PAA) and the Shadow Assessment Administrator (SAA) prepare for the administration of the SI/P assessments. The lead responsibility is with the PAA to coordinate the activities leading up to, during, and after the administration.

Administrator Quick List

BEFORE

Mark when complete

- o Participate in district or building test administration training.
- o Review the required security practices section in the General Information chapter of this manual.
- o Read the required sections of this manual (see page 7).
- o Complete and return an OEAA Assessment Security Compliance Form.
- o Inventory the materials received.
- o Obtain the test tickets that will be used after testing to enter scores from the Building Coordinator.
- o Review the assessment booklets with the SAA, as well as the scoring documents, scoring rubrics, and picture cards, to prepare for assessment administration.
- o Clarify the roles and responsibilities of PAAs and SAAs and determine student response modes and assessment strategies.
- o Schedule the assessments.

DURING

Mark when complete

- o Both PAA and SAA administer the assessments while documenting the student responses on their Scoring Documents (provided with testing materials).
- o Relay questions and concerns to the Building MI-Access Coordinator as needed.
- Ensure that professional assessment administration practices are followed.

AFTER

Mark when complete

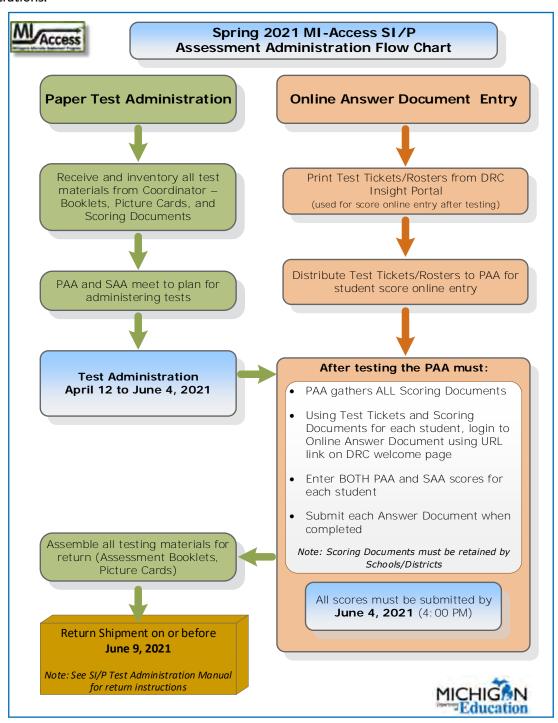
- o Using the test tickets, PAAs enter both PAA and SAA scores onto the online answer documents. All scores must be entered no later than June 4, 2021 at 4:00 p.m.
- o Assemble all student picture cards and place the original cover sheet with the security barcode listed on top for return.
- o Return all used and unused materials to the Building MI-Access Coordinator.
- o Complete the online feedback survey on the MI-Access web page.

SI/P Assessment Process Flowchart

The administration of the SI/P assessments has paper/pencil and online components, which can be confusing at first. To simplify the process, this administration flowchart has been developed for your reference and training purposes (the chart is also available on the MI-Access web page).

The flowchart describes the paper/pencil activities on the left while the right side outlines the online tasks.

The flowchart demonstrates how these two differing modes work together for successful completion of the test administrations.



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About the Assessments

The MI-Access Supported Independence and Participation (SI/P) assessments are administered by two test administrators and designed to be instructionally embedded into the student's routines and/or to replicate classroom activities. The tests are interactive and observational between both administrators and students. Understanding how the SI/P assessments are designed and administered is critical to the student's outcome. This section will provide comprehensive information about the assessments by explaining:

- · the assessment design and administration process
- · how to use, complete, and return the assessment materials
- · how to enter scoring data on the online answer document

Assessment Administrators

The SI/P assessments are designed to be administered by qualified school staff members; specifically:

- one certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) who will act as the Primary Assessment Administrator (PAA)
- another certified staff member (as described above) or other school personnel (such as a highly qualified paraprofessional), who will act as the Shadow Assessment Administrator (SAA)
- Both the PAA and SAA must be familiar with the student and aware of the student's unique instructional needs.
- The PAA and SAA must not impede or influence the outcome of any particular assessment item.
- All decisions about when to provide the student with assistance and what type of assistance are made by the PAA.
- The SAA is present only to simultaneously and independently provide a second score for the student.

Administration Process and Assessment Materials

This section describes the administrative steps that need to be taken before, during, and after assessment administration. It is the Primary Assessment Administrator's (PAA) responsibility to take the lead in the administration of these assessment observations. The PAA must lead for the planning, preparation, and handling of all testing materials including the score entry after testing. The Shadow Assessment Administrator (SAA) provides a secondary observational scoring to the PAA during this entire process.

Before Testing

Receiving Assessment Materials

Based on the materials order delivery selection in the Secure Site, the MI-Access contractor ships all assessment materials to either the District or the Building Coordinator. These Coordinators are then responsible for distributing the materials as appropriate to the Building Coordinators for delivery to the Assessment Administrators.

Materials provided to the Assessment Administrators include:

- student picture cards (one set for each PAA, based on the assessment[s])
- OEAA Assessment Security Compliance Forms (one for the PAA, one for the SAA, and extras for any accommodations providers)
- Assessment Administrator booklets
- scoring documents provided for PAA and SAA for SI/P observations in preparation for online entry

Note: The scoring documents may be copied or printed from the MI-Access web page.

Completing and Returning Assessment Security Compliance Forms

Before beginning the testing activities, each administrator must, complete, and sign an OEAA Security Compliance Form, using the directions at the bottom of the form. Next, distribute security compliance forms to others who will assist in the classroom with administering the assessments, including accommodations providers. This includes the PAA, SAA, and proctors. Make sure the forms are completed and signed prior to distributing any assessment materials. Then, return all the signed forms to the Building MI-Access Coordinator before assessment administration begins.

Inventorying Assessment Materials

When the assessment materials have been delivered, an inventory must be conducted to make sure that the correct assessment materials have been provided in sufficient quantities. If any materials are missing, the Building MI-Access Coordinator should be notified; the Coordinator will go through the appropriate channels to obtain the missing materials. (See the General Information section of this manual for more information on which content areas must be assessed and at which grades.)

Note: The same test administrator booklet and picture cards can used with multiple students in the same grade.

Understanding Assessment Design

Be sure to read "About the Assessments" section at the beginning of this section. It explains how the SI/P assessments are designed and are to be administered.

Reviewing Booklets, Picture Cards, and Scoring Rubrics

Thoroughly review the assessment administrator booklets and student picture cards to become familiar with the assessment items, administration directions, and correct answer choices. Also review the scoring rubrics to become familiar with how students are scored.

Preparing for Assessment Administration

For each administrator conducting the activity-based observations, obtain the correct assessment administrator booklets and two scoring documents (for PAA and SAA). In the space provided on the scoring documents, fill in the student's name, which corresponds with the student test ticket information for the online answer document entry.

With that student in mind, schedule the assessment. Whenever possible, schedule activity-based observation items (for SI/P ELA and mathematics and for Participation science) at times when the activity might typically occur. Also, keep in mind that while some activity-based observation items will occur naturally in the classroom, others may require more detailed planning. Prepare to adjust the instructional environment as needed.

With the PAA and SAA working together, determine the student's anticipated response mode—such as verbalization, head nodding, signing, vocalizations, blinking, eye gazing, pointing—so that both assessment administrators look for the same type of response during the assessment.

Next, make sure that all materials (such as manipulatives or picture cards), technology devices (such as augmentative communication devices or other specialized equipment), and other assessment accommodations as indicated in the student's IEP are available and ready for use. Any aids or materials used must be chronologically age-appropriate and reflect what the student typically uses during instruction; in other words, do not introduce a new device or material during assessment administration. Also, prepare for and follow universal health precautions as needed.

Any questions or concerns about the assessments can be referred to the Building MI-Access Coordinator. Questions/concerns the coordinator cannot answer might be referred to the District MI-Access Coordinator for follow-up.

Preparing the Administration Environment

Prior to administering the MI-Access SI/P assessments, PAAs and SAAs must take several factors into consideration. along with the procedural steps they must complete.

Anticipated Response Modes

The SI/P assessment items are designed to permit students to demonstrate their knowledge in a variety of ways and to answer using individual response modes. Therefore, before assessment administration, the PAA and the SAA will discuss which response mode the student is most likely use to indicate his or her answer. For example, the student may respond verbally or by signing the answer. The student may point to the answer or eye gaze to indicate a choice. Or, the student may nod, or blink once for "yes" and twice for "no." It is important for the PAA and the SAA to agree on the type of response they are looking for during the assessment.

Group v One-on-One Administration

For some activity-based observation items, the activities take place in the context of a group of students. However, only one student should be observed and scored at a time. This will enable the PAA and the SAA to focus their full attention on the student being assessed.

While some students may be capable of reading selected—response items and of marking their own answers in their assessment booklets, the use of picture cards and required presentation styles means these items must be administered in a one-on-one situation. Thus, group administration is not recommended for the SI/P assessments.

Physical Assistance

There could be assessment items that students with physical limitations and/or sensory impairment know how to complete correctly, but because of their disability, they cannot do so without physical help from another individual. Providing physical assistance in these cases would not adversely affect a student's score if they are capable of directing and then receiving the requested assistance. For example, if a student in a wheelchair is cognitively able to demonstrate understanding of maps and directions by navigating through the building to designated locations, but needs help to move the wheelchair and/or open and close doors, the student should not be penalized in scoring if they can direct another person on where to go and when to open and close the doors.

Also, assessment administrators might sometimes need to modify items for students with physical limitations. For example, a mathematics item that requires students to demonstrate their ability to count to ten while completing a physical fitness routine (like doing jumping jacks or sit-ups) can be modified so the student can count in some other way—perhaps by clapping, blinking, nodding, or tapping the desk. The important part of this item is not the context—a physical fitness routine—but the scoring focus, which in this example measures counting.

Positioning

While an assessment item is being administered, both the PAA and the SAA must be positioned so they can clearly see and hear the student. This is important because if (for example) a student uses eye gaze to indicate the correct answer, both assessment administrators have to be able to see where the student is looking. Similarly, if the student verbalizes to indicate the correct answer, both assessment administrators have to be close enough to hear the student's response.

Preparing the Environment

Some mathematics and science activity-based observation items call for the use of real-world objects, such as manipulatives, sorting blocks, or natural materials. The descriptions of the assessment activities typically contain examples of common objects or materials that are appropriate for use by the student being tested. Nevertheless, the PAA is responsible for determining which materials will be used, and for making sure they are on hand before the assessment item is administered.

Similarly, because some activity-based observation items and all selected—response items rely on pictures (often paired with words), the PAA is responsible for determining which pictorial program (or actual photographs) should be used, and for generating the materials, if needed, for use during assessment administration.

Along the same lines, sometimes the instructional environment might need to be manipulated. For example, in a mathematics activity-based observation item that requires a student to identify a missing object as part of a table-setting routine, the PAA will need to plan ahead to ensure that the required object is, in fact, missing. This is one reason why it is so important for both assessment administrators to review the items, answer choices, and picture cards ahead of time.

Instructional Tip

The method of presenting items twice might cause students some hesitation. Students may infer they answered incorrectly the first time and opt to change their initial response to "correct" their perceived error or to please the teacher. The administrators can mitigate this effect by asking the student "just to make sure I understand you" types of queries about their response, or by letting the student know in advance and repeatedly that they will be asked each question twice, to keep them engaged in the process.

A very effective instructional practice is to make this "repeated questioning" a part of the students' daily instructional routine. When a student responds to instructional questions throughout the day, repetition of the question should focus on confirmation rather than on correction of whether or not the answers are right. During instruction, it is important to provide correction the first time a student makes an error. This dichotomous approach to displaying items in their routine has shown some success during assessment administration.

During Testing

The PAA will start the testing with an administrator assessment booklet and picture cards for each student being tested. Check to make sure the proper information has been recorded for the administrator on the front of the booklet in the space provided. Reminder: The booklet is for the administrator's use only.

Use the PAA and SAA scoring documents provided in the assessment materials. The scoring documents can also be copied as needed and can be downloaded/printed from the MI-Access web page. The scoring documents will be used to tally the student responses during administration and will be used later by the PAA to transfer the responses to the online answer document after testing is complete.

Each of the scoring documents will contain the scoring rubric in the header of the sheet, providing easy reference during the observations.

Administering SI/P Selected-response Items

Selected–response items have three components:

- the item stem (or question)
- the scoring focus (a short statement that links the item to the EGLCE, EHSCE, or EB being measured)
- · picture answer choices

The Participation items have two picture answer choices and the Supported Independence items have three picture answer choices. When administering selected–response items, there are a number of important factors to keep in mind.

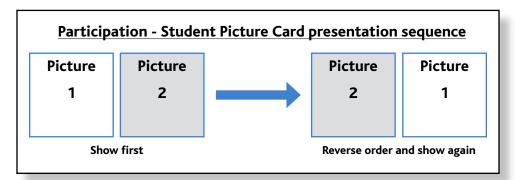
Reading Selected-response Answer Choices Aloud

In most cases, the picture answer choices are accompanied by labels that should be read aloud to the student along with the item stems. However, in some instances reading the labels would give the answers away. In these instances, the labels have been omitted and students must respond to the questions without verbal assistance. (The only exception is for Word Recognition items, where the labels remain because students need to see the actual words.) The administrator's assessment booklet provides instructions on which part of the item may be read aloud. These instructions accompany each test item, along with suggestions on how some items may also be read for students with a visual impairment.

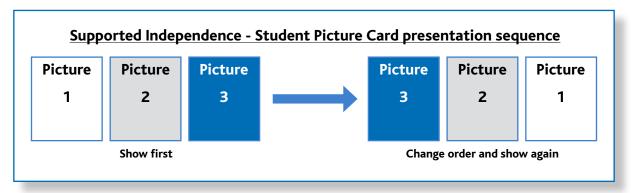
Using Picture Cards

While the student picture answer choices are included in the administrator's assessment booklet, the MI-Access contractor will also provide separate picture cards that must be presented to the student during assessment administration. The administrator booklet is not intended for direct use by the student being assessed. PAAs may decide whether to use the picture cards "as is" or to reproduce them in a format (such as real photographs), size, or pictorial program that is more familiar to the student. The reproduced images, however, must NOT change the nature of the question or elicit a different response. Actual objects may also be used if needed.

When the picture cards are used, specific presentation styles must be followed. For the Participation assessments, where there are two answer choices, both picture cards must be presented at the same time in one order, then immediately presented to the student again with the positions of the cards reversed (see below).



For the Supported Independence assessments, where there are three answer choices, all three picture cards must be presented to the student at the same time in one order, then immediately presented to the student again in a different order (see below). The purpose of using these presentation styles is to ensure that the student is intentionally selecting the correct answer and not merely responding to a dominant side or selecting the picture by chance. This presentation style can be explained to students before testing, so they do not presume you are asking the question again because they answered incorrectly the first time.



If a student is unable to select an answer using these presentation styles due to physical limitations, the answer choices may be presented to the student for "yes/no" selection. The PAA must show the student all the cards in one order and ask if each card is a correct or incorrect choice; then, the PAA must show the cards again in a different order and ask if each card is a correct or incorrect choice. The student must identify the correct picture answer choice by indicating "yes" both times. If the student indicates "yes" for a wrong answer choice or "no" for a correct answer choice, the response is incorrect and should be scored accordingly. In this presentation format, the student must answer "yes" or "no" to all cards.

The reverse side of each picture card shows whether the answer choice on that card is correct or incorrect. It might be helpful for PAAs and SAAs to review the cards and answer choices before administering the assessment. The PAA also may chose to adapt the picture cards with familiar pictures or substitute classroom items in order to engage a student.

Presenting Introductory Art

Some selected—response items have introductory art that appears before the item stem. For these items, the MI-Access contractor will provide picture cards for the introductory art, as well as for the answer choices.

Administering SI/P Activity-Based Observation Items

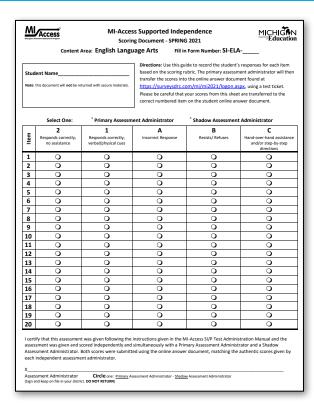
Activity-based observations (ABO) items—which are used on portions of the SI/P ELA and mathematics assessments and portions of the Participation science assessments—are designed to reflect activities that typically take place in the classroom and with which students most likely are familiar. Therefore, ABO items can and should be administered as part of the student's regular schedule or routine whenever possible. For example, if an ELA word recognition item requires a student to identify one or two words associated with a lunchtime routine, the item could be observed as the student helps to prepare a meal. Or, if a mathematics item requires a student to identify a missing object, the item could be observed as the student takes part in a table-setting routine where a necessary utensil is missing. In this way, the assessment item is incorporated into the normal instructional routine. Keep in mind, however, that the instructional activity or routine does not have to stop once the assessment activity is complete. The PAA and the SAA can simply score the student and continue with the instructional activity or routine until it is finished. With ABOs, administrators are asked to present items the same way they would during a routine instructional activity for the student. An ABO item does not have to be presented twice, as is done with the selected—responses or picture cards.

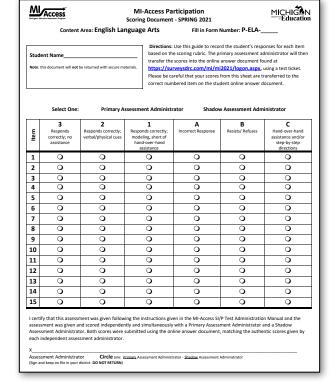
Using Scoring Documents

The SI/P assessment administrators will use the accompanying Scoring Documents during testing. The documents:

- allow the PAA and SAA to document the student responses
- · are specific to a content area
- contain a rubric header and item number for easy reference
- include links to the online Answer Document where responses will be entered
- will arrive with testing materials and may also be downloaded from the MI-Access web page

Samples of the Scoring Documents are shown on the following page; these may be duplicated as needed.





Item Components

Each activity-based observation item has two components. The first component is an activity that will allow a specific Essential Element (EE) or Extended Benchmark (EB) to be assessed. For example, an activity description might be:

While interacting with staff during snack or lunchtime, the student will correctly use one common courtesy word and/or phrase, such as "please", "thank you", or "you're welcome".

The second item component is the scoring focus—that is, a short statement that links the item to Michigan's EE or EBs, and specifies what the PAA and SAA will look for when observing and scoring the student. In the sample item described above, the scoring focus might be:

Using language to communicate effectively for different purposes

It is imperative that both assessment administrators carefully review and understand the activity and the scoring focus prior to administering the item.

Most items also include an example to further clarify the activity and show what an assessment administrator might do with the student in order to administer the item. **Note:** Assessment administrators might need to modify the example to better suit their student's needs or to best utilize what is available in the classroom.

Student Directions

When administering activity-based observation items, PAAs usually will say or do whatever is typically said or done to allow the student to engage in the activity. In some instances, more explicit directions are provided in the activity description. For example, in the mathematics item shown below, the second sentence includes more detailed directions about how to conduct the item, since the scoring focus depends on the student doing the same number of repetitions of two different exercises.

ACTIVITY: While completing 2 familiar fitness exercises, such as bending, lifting, or jumping, the student will correctly demonstrate knowledge of the term **same as.** For example, the student could complete 10 sit-ups and then be asked to, "Do a number of arm raises that is the **same as** the number of sit-ups." The student than correctly completes 10 arm raises.

SCORING FOCUS: Demonstrating on understanding of the term same as

It is important for PAAs and SAAs to review all assessment items prior to administration to check for specific directions, and to ensure the directions are planned for and followed.

Preparing the Environment

Another reason it is important for assessment administrators to review activity-based observation items ahead of time: While most activities will occur naturally in the classroom or school, some may require more detailed planning to ensure that a specific scoring focus can be observed. For example, a student with visual impairment might need tactile graphics; a student with hearing impairment might need signing or a sound field system; and a student with some other disability might need a communication system and/or technology device to access the assessments and/or demonstrate what he or she has learned.

The Supported Independence and Participation assessment administrator booklets have been enhanced to include directions for any items that may not be "read aloud" to students, such as labels and easily identifiable words. The booklets also provide guidance for administrators who are making decisions on how to adapt test items for students with visual impairments.

Any aids or materials used must (1) be chronologically age appropriate; (2) reflect what the student typically uses during instruction [do not introduce a new device or material during assessment administration] and (3) be documented in the student's Individualized Education Program.

Administering ELA Words-Paired-with-Picture Items

Some activity-based observation items require the student to properly select words paired with pictures. Picture cards for these items (as opposed to those for selected–response items) will be provided by the assessment administrator (as opposed to the MI-Access contractor), since the assessment items are supposed to be part of the student's normal instructional routine. The cards should be presented to the student in the same manner as picture cards for selected–response items.

Using the SI/P Scoring Rubrics for Selected-response and Activity-Based Observation Items

Both item formats—selected—response and activity-based observation—must be scored using a standardized scoring rubric. During the assessment, the PAA will record his or her scores or condition codes on the MI-Access PAA Scoring Document, and the SAA will simultaneously and independently record his or her scores or condition codes on the MI-Access SAA Scoring Document. Both of these scoring documents are included in the assessment material order. Once all the items have been administered, the PAA records both the PAA and SAA score points and/or condition codes to the Online Student Answer Document. **Note:** Scores must be entered for both the PAA and the SAA; if scores for either one is missing, the student may not receive a valid score.

Participation Scoring Rubric (3-Point Rubric)

The scoring rubric for the Participation assessments has three score points and three condition codes. The rubric is based on the student responding correctly and takes into consideration the amount of assistance the student requires to engage in the item. The table below details the Participation score points and condition codes. Additionally, the Participation Scoring Rubric Flow Chart in Appendix A of this manual shows how to apply the rubric during assessment administration. Both the PAA and the SAA score the student at the same time on both selected—response and activity-based observation items.

Supported Independence Scoring Rubric (2-Point Rubric)

The scoring rubric for MI-Access Supported Independence is similar to the Participation scoring rubric, except it has only two score points and the same three condition codes. The SI rubric is based on the student responding correctly and takes into consideration the amount of assistance the student requires to engage in the item. The table below shows the SI score points and condition codes. Additionally, the SI Scoring Rubric Flow Chart in Appendix A of this manual shows how to apply the rubric during assessment administration. Both the PAA and the SAA observe and score the student independently and at the same time.

MI-Access SI/P Scoring Rubrics					
Supported Independence Score Point/Condition Code	Participation Score Point/Condition Code	Response			
2	3	Responds correctly with no assessment administrator assistance			
1	2	Responds correctly after assessment administrator provides verbal/physical cues			
Not Allowed in SI	1	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance			
A	A	Incorrect response			
В	В	Resists/Refuses			
С	С	Assessment administrator provides step- by-step directions and/or hand-over-hand assistance			

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Scoring Rubric Terms and Definitions

The SI/P scoring rubrics include such terms as verbal cues, physical cues, modeling, hand-over-hand assistance, and step-by-step directions. Appendices C and D of this manual provide definitions for these terms and examples of how they may be applied. Assessment administrators must review the appendices prior to administering the SI/P assessments.

Scoring Rubric Training

Supported Independence and Participation Scoring Rubric Training is available at the Michigan Virtual Learning site at (https://plp.michiganvirtual.org/). Enter "MI-Access" in the search box, and select "Training: Participation and Scoring Administration."

After Testing

Completing the Online Student Answer Document

After the assessment is administered, the PAA gathers the completed PAA and SAA Scoring Documents and ensures all bubbled areas are marked.

What to watch for in this process:

- In some cases, based on individual needs, students may not be able to complete some questions. In these cases, enter all responses that are marked on the Scoring Documents.
- The PAA and SAA scores might not always concur with each other—this is somewhat expected.
 Administrators are asked to independently score the student as they observe the responses, and some adjacent scores (and even non-adjacent scores) are to be expected.
- · Be sure the form number is marked on each of the scoring documents.
- Prohibited Behavior or cheating by students in the SI/P assessments is extremely rare. However, such
 behavior is to be noted on an incident report submitted in the Secure Site. The Building Coordinator is
 consulted when this report is submitted.
- The PAA will use the Scoring Documents to enter the student responses on the Online Answer Document. See the directions in the following section.
- All scores must be entered by June 4, 2021 at 4:00 p.m. (ET).

Note: There are no paper answer documents for SI/P, since the student responses will be entered in an Online Answer Document; the Primary Assessment Administrator will enter the PAA and SAA scores directly on the Online Answer Document, using a student test ticket.

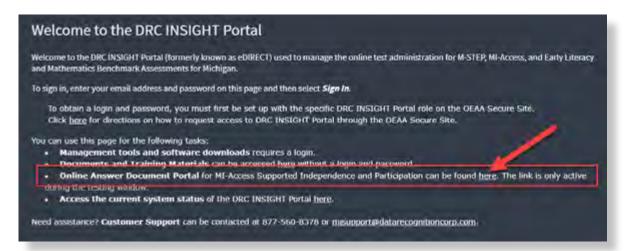
Entering Student Responses on the Online Student Answer Document



After the student has completed testing, the PAA must gather the scoring documents they used during testing, along with the SAA's scoring documents, and enter the observation scores for the student online. The following steps will guide the PAA through the process of entering the scores.

The PAA will use the student's test ticket to log into the Online Answer Document and then enter both PAA and SAA scores from the scoring documents.

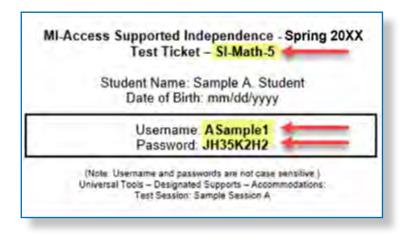
- The Online Answer Document can be accessed in several ways:
 - Log into the document directly at https://surveysdrc.com/mi/mi2021/logon.aspx.
 - Select the link from the DRC INSIGHT Portal Welcome page. Access the Welcome page at https://www.drcedirect.com/all/eca-portal-v2-ui/#/login/MI.



- Select the link provided in the SI/P Online Answer Document Instructions for Score Entry document located on the MI-Access web page (www.michigan.gov/mi-access) under the Current Assessment Administration section.
- Chrome is the preferred browser.
- The Online Answer Document will be available from April 13 through June 4, 2021 (4:00 p.m.)

Step 1: Log into the Online Answer Document tool (https://surveysdrc.com/mi/mi2021/logon.aspx).

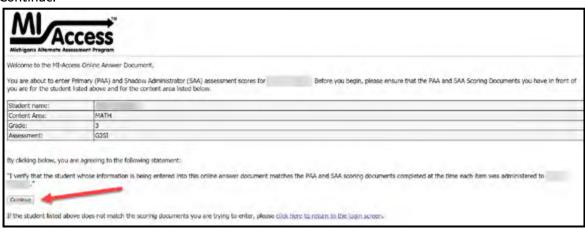
Step 2: Use the student test ticket to log into the Online Answer Document and select the correct assessment.





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Step 3: At the welcome screen, confirm the student/assessment information. Once the information is confirmed, click "Continue."



The Answer Document will appear (see sample below).

- The Participation answer document is highlighted in blue for the PAA, and in gray for the SAA.
- The Supported Independence answer document is highlighted in green for the PAA, and in gray for the SAA.

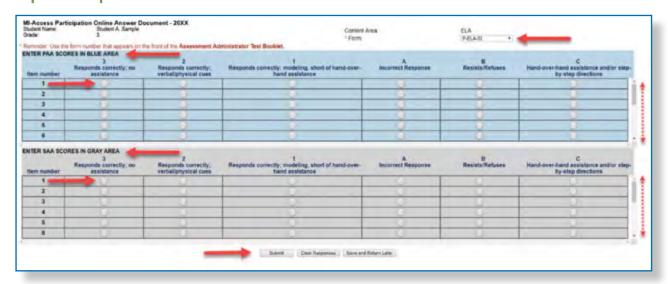
Step 4: From the drop-down menu, select the form number that matches the form number on the cover of the administrator booklet (see red arrows below).

- The answer documents are displayed in a stacked format with the PAA entries at the top; it will be necessary for the user to scroll down the PAA section of the screen to complete the form.
- The SAA section is displayed immediately below the PAA answer document and also has the scrolling feature.

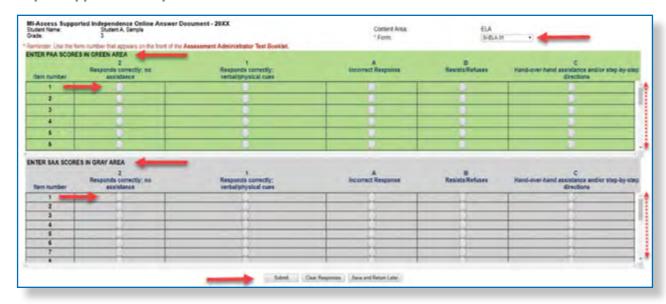
Step 5: Enter scoring information in the PAA fields, then enter the SAA's information on the SAA section of the answer document.

The online Answer Document display mirrors the Scoring Documents and is designed to make entry easier. The scrolling feature locks the rubric header in place for both the PAA and SAA fields.

Sample Participation Online Answer Document



Sample Supported Independence Online Answer Document

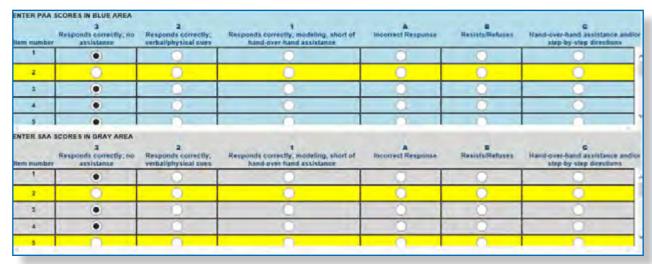


Some important administrative instructions to **Note:**

• Both the PAA and SAA scores must be entered in the Online Answer Document for the student to receive a valid score for each item. If either score is not entered, the score for that item will not be counted. A warning at the bottom of the page will alert you if there are missing scores (see below).

There are some PAA and/or SAA score entries missing for this student. A valid score for each item requires both a PAA and SAA score for each student response. You may continue to enter scores or click "Submit" to enter the scores as is. Please note that the missing scores are highlighted above but may not be visible until you scroll down on both the PAA and SAA grids.

If Answer Document is submitted or it is missing some of the PAA and/or SAA scores, the system will
highlight the row with missing entries in yellow (see below). You may review and edit the information or
choose to override the warning. If you choose to override the warning, the scores will
not be captured for those items.



 A warning will appear if a form number is not selected. No entries may be entered unless this is completed. Note: This form number must match the form number from the administrator booklet.

A form number is required before the answer document can be submitted.

Submitting the Online Answer Documents

The Online Answer Document provides fields for the user to enter all responses and buttons to submit the answer document.

- "Submit" button sends the answer document for scoring.
 Note: Once the answer document is submitted, you will not be able to review or retrieve it.
- "Clear Responses" button clears all student score entries and allows administrators to start over.
 Note: This button will clear everything you have selected.
- "Save and Return Later" button saves all entries up to that point and prompts you to close the
 answer document. You will need a login to return to this answer document later.



Once the scores have been a submitted, a final warning message will appear, asking the administrator to verify and confirm that the information is accurate. This is the final opportunity to review entries.

I verify that the student whose information has been entered into this online document matches the scoring documents completed at the time each item was administered to Student Name.

Cancel

If you discover a mistake was made in the submission of the scores, gather the necessary information and work with the Building Coordinator(s) to have the District Coordinator submit an incident report on the Secure Site, requesting that the answer document be regenerated.

Upon receiving the incident report, the OEAA will:

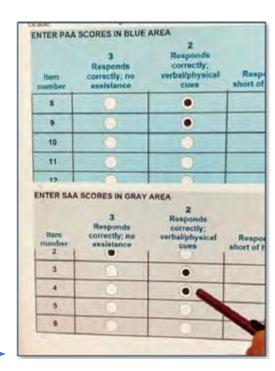
- process the report by regenerating the answer document (erases the original answer document)
- send a confirmation email to notify the submitter that the regeneration is completed.

Submit

The Building Coordinator will print a new test ticket, and the PAA will use the new ticket to enter the scores on a blank document.

Helpful Tips

You might find it easiest to use an iPad with stylus when entering scores on the Online Answer Document. The functionality is more precise and significantly faster than using a mouse or touchpad. **Note:** Using an iPad during the administration of the tests is not recommend; instead use the paper Scoring Documents. Also, scrolling is available anywhere on the Online Answer Document; using a mouse you can swipe up or down, as well as scrolling.



Returning Materials to the Building Coordinator

- Return all Assessment Administrator booklets and student picture cards sets (including coversheet with barcode) to the Building Coordinator after testing.
- Test tickets and rosters are secure materials and also must be returned to the Building Coordinator.
- Scoring Documents used during observation should be retained at the school or district.

Completing the Coordinator/Assessment Administrator Feedback Survey

Once materials have been returned to the Building MI-Access Coordinator, the Assessment Administrator should complete the Coordinator/Assessment Administrator Feedback Survey found in the <u>Current Assessment Administration section</u> (www.mi.gov/mi-access.) The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

Materials Return Instructions

Districts and/or schools may choose to return testing materials directly to the contractor after testing is completed, so a Return Kit is included in every order. Returned test materials might include multiple types of MI-Access materials (FI, SI and P), so the following instructions will reference all three types of materials.

How to Process MI-Access SI/P Test Materials After Testing

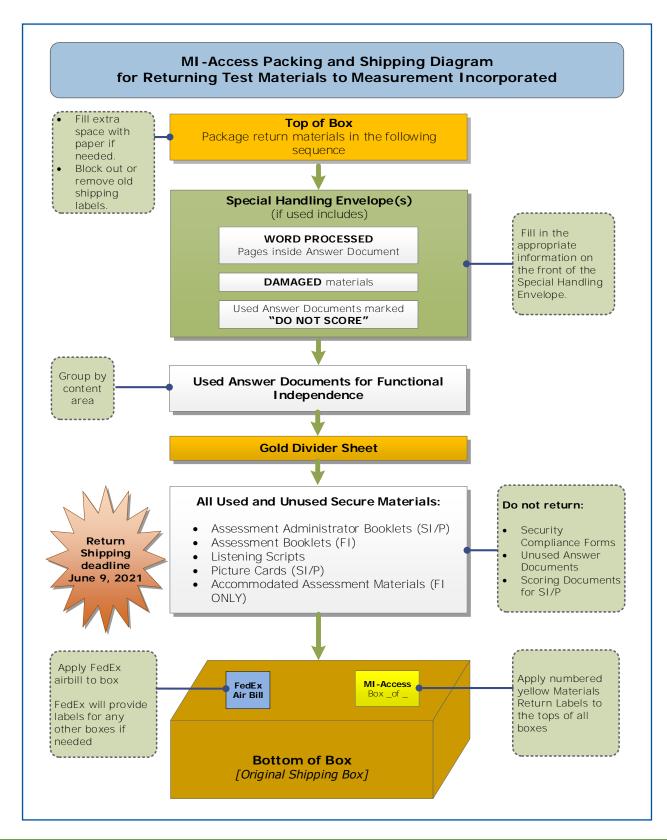
This table shows what to do with each type of material once testing is complete.

Test Materials	Return to Scoring Contractor	Schools Keep	Schools Destroy
Student Test Tickets and Test Rosters			V
Green Special Handling Envelope(s) with contents	V		
Used and Unused Assessment Administrator Booklets (grades 3–8 & 11)	V		
SI/P Scoring Documents		3 years	
SI/P Student Picture Cards	√		
OEAA Security Compliance Form(s)		3 years	
Biohazardous material (usually caused by student illness/accidents)			√*

^{*} File an Incident Report for all secure materials that are destroyed, damaged, or missing.

Return Materials Diagram

This Return Materials Diagram is for coordinators to use while packaging MI-Access materials for return to the vendor. The flowchart also appears in the Appendix E section of this manual.



Return Tools

The MI-Access contractor will provide districts/schools with several tools for returning materials, including:

- Special Handling Envelope (green) (1)
- FedEx Airbills
- Materials Return Labels (yellow)
- · Return Kit Cover Sheet
- Instructions for Materials Return
- Divider Sheets (gold) (2)

Additional return materials may be ordered if needed during the Additional Materials Order window.

Instructions for Materials Return

Things to consider when assembling materials for return:

- · Collect all testing materials.
- Inventory all materials using the school packing lists.
- If any materials are missing, make every effort to locate and return them. File an Incident Report for any secure materials that cannot be located (see Appendix I).
- Assemble all materials as outlined in the packing diagram on previous page.
- · Materials are to be returned by Building or District Coordinators after testing is completed.
- Return damaged materials in the green Special Handling Envelope.

The return box is processed as follows.

- Use the original shipping boxes or other sturdy boxes to return your materials; do not use copier paper boxes.
- Remove any information from any previous shipping labels on the box.
- Adhere a yellow Materials Return label to the top of each box.
- Fill in the district name and district code and the "Box # of #" fields for each box, then securely seal each box with three strips of plastic shipping tape on the top and bottom.
- Do not mark in any other section on the airbill; these have been preprinted with the accurate shipping destination and billing information.
- Districts may return materials for more than one school in the same box.

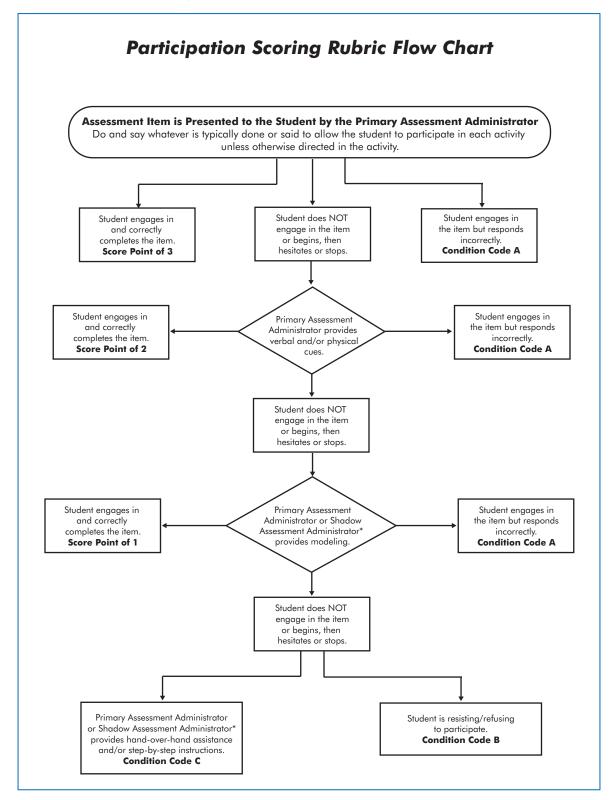
FedEx Return Instructions

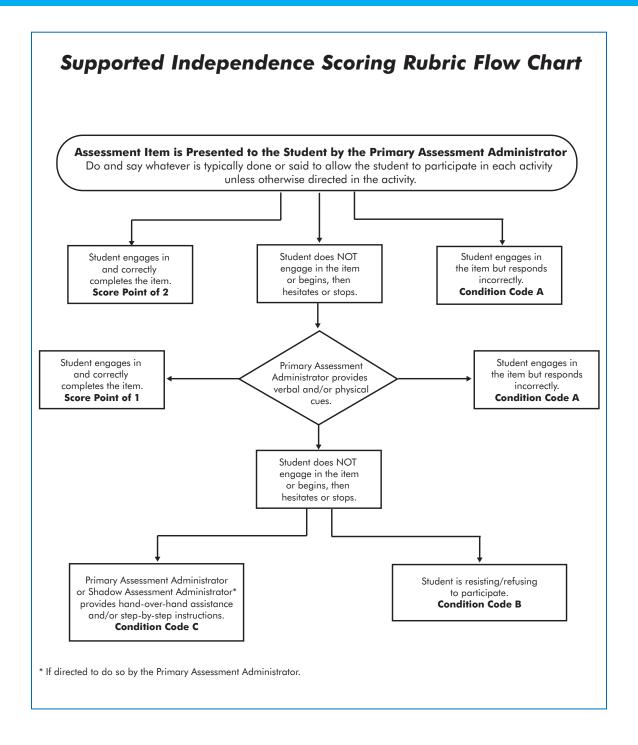
- Place the boxes where the FedEx driver normally delivers or picks up packages.
- To schedule a pickup, call 1-800-GoFedEx (1-800-463-3339). After the voice prompt, press 9 or say "Premier Customer Service Program."
- When prompted, enter 999 999 933 as the nine-digit FedEx account number. When transferred to a
 Customer Service Representative, specify that you need to schedule a FedEx Express pickup for the MIAccess project.
- · Have the following information on hand when you call:
 - your phone number (if you have called to schedule FedEx pickups or ship materials prior to this
 call, FedEx will have your address information in their system; otherwise, this information must be
 provided)
 - · the pickup date
 - · the total number of boxes you are returning
 - the average box weight (you can use 20 pounds per box as an average weight)
- For multiple-piece shipments, the FedEx driver will produce individual labels for each box, linking them to the airbill on Box 1. Retain the sender's copy of the airbill for your records, as it contains the master tracking number for your return shipment.
- After returning all your MI-Access materials for the 2021 administration, destroy any remaining FedEx Express airbills, as these are year-specific.

Appendices

Appendix A

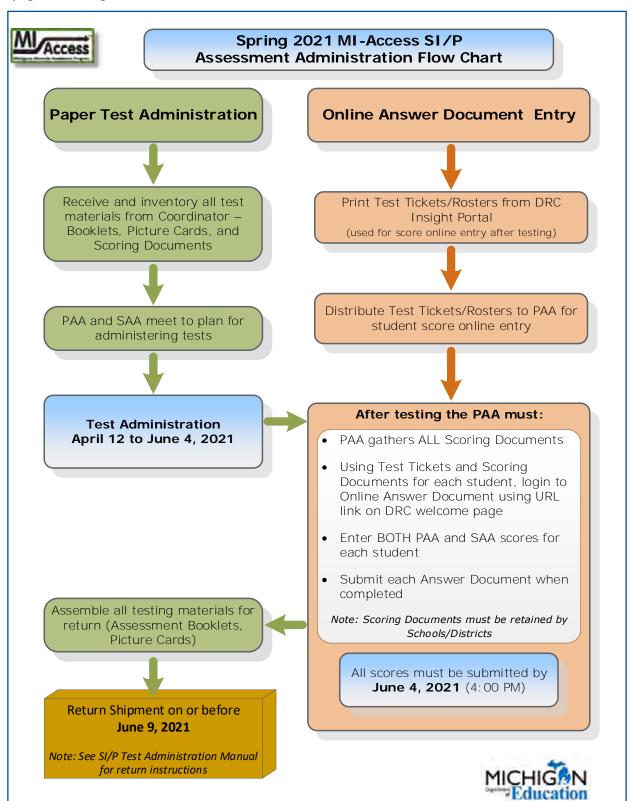
SI/P Administration and Scoring Rubric Flow Charts





SI/P Assessment Administration Flow Chart

This flowchart is a quick reference tool that lets administrators view the entire administration process from beginning to end, highlighting the uniqueness of the paper/pencil and the online features for SI/P. You may print this page as training tool and/or a reminder sheet.



Spring 2021 MI-Access List of Important Dates



Spring 2021 MI-Access List of Important Dates

Start	End	Task/Activity	Mode
10/20/20	11/24/20	Online waiver window – request waiver to administer paper/pencil by 5 p.m.	PP
01/06/21	02/17/21	Initial Material Order window (all grades) by 5 p.m.	PP
01/06/21	02/17/21	Pre-identification of students for barcodes labels by 5 p.m.	PP
01/06/21	02/23/21	Online test session setup in the OEAA Secure Site by 5 p.m.	OL
01/06/21	06/03/21	Pre-identification of students by 5 p.m.	Both
1/06/21	06/03/21	Off-Site Test Administration Request	Both
01/14/21	03/05/21	Alternate Insight Availability Request	OL
03/03/21	03/03/21	Online District and Building Coordinator Training WebEx - DRC INISIGHT Portal (formly known as eDIRECT) and Test Setup at 10 a.m. – recording available 03/04/21	OL
03/05/21	06/04/21	Create/Manage Online Test Sessions and assign Universal Tools, Designated Supports, and Accommodations in DRC INSIGHT Portal (formerly eDIRECT)	OL
03/29/21	03/31/21	Materials arrive in schools (all grades)	Both
04/08/21	06/01/21	Additional Materials Order Window (closes at noon)	PP
04/12/21	06/04/21	Test Administration Window	Both
04/12/21	06/04/21	P/SI Online Answer Document score entry by 4 p.m.	Both
04/14/21	TBD	Preliminary Reports (within 48 hours of online test submission)	OL
06/02/21	06/09/21	Return of Materials Deadline	PP
June 2021	June 2021	Accountable Students Enrolled and Demographics - watch Spotlight for details	Both
June 2021	June 2021	Answer Documents Received - watch Spotlight for details	Both
June 2021	June 2021	Students Not Tested – watch Spotlight for details	Both
June 2021	June 2021	Submitted Issues for Answer Documents - watch Spotlight for details	Both
TBD	TBD	Final Reports - watch Spotlight for details	Both

Watch the weekly Spotlight on Student Assessment and Accountability (www.michigan.gov/mde-spotlight) for updates and additional information.

See the **Change Log** on the following page for a list of changes made to the table...



March 23, 2021 1

Appendix B

General Directions for "Do Not Read Aloud" Items

Although the use of readers is a standard assessment accommodation on all MI-Access assessments, several items, or parts of items, cannot be read aloud, because doing so would give the answer away, thus changing the construct of the test items.

The SI/P materials include reminders for each selected–response items to help guide the administrators with making choices for "Do Not Read Aloud" items, along with adaptations especially for students with visual impairments. For an example, reference the sample item booklet at this <u>link</u> (https://www.michigan.gov/documents/mde/MIA_P_Sample_Item_Booklet_Grade_3_628332_7.pdf).

Assessment administrators must review the tables and booklets prior to testing and note any items that cannot be read aloud in their own assessment booklets.

Here are descriptions—organized by content area—of the general types of items where reading aloud would be considered a nonstandard accommodation.

ELA: Accessing Print and Using Language (FI)/English Language Arts (SI/P)

- All the MI-Access ELA items have been developed so they do not have specific limitations for reading aloud. In the Do Not Read Aloud tables, these items are marked with "N/A" (not applicable).
- For items where picture answer choices are not accompanied by labels, the answer choices usually cannot be read aloud.

Mathematics

- For all coin/money items, the currency shown must never be identified by name. The item stem can be read, but the money must not be named.
- For all base 10 block items, only the item stem can be read, never the key or answer choices. For items where reading the numeral or corresponding word in either the item stem or the answer choices would give the answer away, the answer choices cannot be read aloud (see the example below).

Example: What numeral represents the number seventeen?

A 7
B 17
C 27

- For FI sequencing items with numbers (such as 8, 10, BLANK, 14, 16), the numbers in the stem usually cannot be read aloud. Refer to the Do Not Read Aloud tables for exceptions.
- For sequencing items comprised of pictures/symbols (such as heart, circle, square, heart, circle, ______,), the pictures/symbols in the stem and the answer choices usually cannot be read/described aloud.
- · Chart/map keys cannot be read aloud.
- Picture answer choices that are not accompanied by labels usually cannot be read aloud.

Science

• Picture answer choices that are not accompanied by labels usually cannot be read aloud.

Appendix C

Participation Scoring Rubric Score Point and Condition Code Definitions

Definitions of the terms used in the score points and condition codes that comprise the MI-Access Participation scoring rubric are shown below. Some definitions are accompanied by examples of how they are to be applied, using sample assessment items that are available for public use.

Note: There could be assessment items that students with physical limitations and/or sensory impairment know how to complete correctly, but because of their disability, they cannot do so without physical help from another individual. Providing physical assistance in these cases does not adversely affect a student's score if the student can direct and then receive the requested assistance. For example, if a student in a wheelchair is cognitively able to demonstrate understanding of maps and directions by navigating through the school building to designated locations, but needs help to move the wheelchair or open and close doors, the student would not be penalized (or given a lower score) if they can direct another person where to go and when to open and close the doors.

Score Point 3

Correct with No Assessment Administrator Assistance: The student correctly answers/engages in the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

Score Point 2

Verbal and/or Physical Cues: The student does not answer/engage in the item, or begins then hesitates or stops, necessitating prompting or cues from the PAA to start, continue the effort, or get back on track. Verbal and/or physical cues include prompting to continue (such as saying "Good.", "Keep going.", "What's next?", or "Show me your answer."); pointing to the area where picture cards are located or where a task is to be completed; or touching the student's arm to bring him/her back on task. The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal and physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (such as saying "Keep going" while touching the student's arm to bring him/her back on task). However, verbal/physical cues must not give the answer away, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

Score Point 1

Modeling: The student does not answer/engage in the assessment item after being provided verbal and/ or physical cues, necessitating the PAA, or the SAA if asked, to demonstrate the correct completion of the assessment item in a manner that permits the student to observe what he or she is being asked to accomplish, short of hand-over-hand assistance.

Examples of Modeling

English Language Arts

 The student might be asked to participate in a verbal exchange (such as demonstrating a common courtesy word and/or phrase) with the PAA. If the student appears to not understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated (or modeled) by having the PAA and the SAA complete the communication exchange, thereby showing the correct process.
 Following modeling, the PAA would once again attempt to complete the item with the student.

Mathematics

The student might be asked to complete a sequence by passing a therapy ball back and forth with the
PAA. If the student appears to not understand the directions and is unresponsive to physical and/or
verbal cues, the task could be demonstrated (or modeled) by having the PAA and the SAA pass the ball
back and forth, thereby showing the correct sequence. Following modeling, the PAA would once again
attempt to complete the item with the student.

Science

• In a selected—response item, the student might be asked to indicate which animal lives in water—a frog or a mouse. If the student's response mode is pointing, the PAA could ask the SAA the question and the SAA would point to the correct answer, thereby modeling what the student is being asked to do. Following modeling, the PAA would once again attempt to complete the item with the student.

Condition Code A

Incorrect Response: The student provides a response that is incorrect after he or she has engaged in the assessment item.

Condition Code B

Resists/Refuses: The student resists and/or refuses to answer/engage in the item.

Condition Code C

Step-by-Step Directions: Specific step-by-step verbal/signed/pictorial instructions are provided to the student in order to inform him/her how to complete the task. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his or her response.

Examples of Step-by-Step Directions

English Language Arts

• The student might be asked to participate in a verbal exchange (such as demonstrating a common courtesy word and/or phrase) with the PAA. If the student does not respond to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the verbal exchange (that is, telling the student what needs to be said next).

Mathematics

• If the student does not respond to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions by explaining each step of the activity to the student. For example, an assessment item might call for the student to perform a specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (that is, if the student is being observed performing 20 sit-ups, he/she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," and so on).

Science Selected-response

• The student might be asked to indicate which animal lives in water—a frog or a mouse. If the student's response mode is pointing, the PAA might say, "The correct answer is frog, so point to the frog."

Science Activity-Based Observation

• The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (such as "Show me where your hand is." or "Point to your hand."). If the student does not respond to verbal and/or physical cues or modeling, the PAA might touch the student's hand and say, "This is your hand. Point to your hand."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

Hand-over-Hand Assistance: Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when a student requires an assessment administrator to physically guide him or her through each step of the item or activity. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

Examples of Hand-over-Hand Assistance

English Language Arts

An assessment item might require the student to select words paired with pictures that are associated
with a specific task. If the student does not respond to the initial attempt to engage in the activity and
then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may ask the SAA
to take the student's hands and physically guide him/her through the process of selecting the correct
word or picture.

Mathematics

An assessment item might call for the student to complete a sequence by passing a therapy ball back
and forth with the PAA. If the student does not respond to the initial attempt to engage him/her in
the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA
may ask the SAA to take the student's hands and physically guide him/her through each portion of the
sequence.

Science Selected-response

The student might be asked to indicate which animal lives in water—a frog or a mouse. If the student's
response mode is pointing, the PAA might say, "The correct answer is frog.", then pick up the student's
hand and use it to point to the frog.

Science Activity-Based Observation

• The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (such as "Show me where your hand is." or "Point to your hand."). If the student does not respond to verbal and/or physical cues or modeling, the PAA might pick up the student's right hand and say, "This is your hand." Then, he/she might use the student's left hand to point to the right hand or wave the student's right hand to indicate the answer.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

Appendix D

Supported Independence Scoring Rubric Score Point and Condition Code Definitions

Definitions of the terms used in the score points and condition codes that comprise the MI-Access Supported Independence scoring rubric are shown below. Some definitions are accompanied by examples of how they are to be applied, using sample assessment items that are available for public use.

Score Point 2

Correct with No Assessment Administrator Assistance: The student correctly answers the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

Score Point 1

Verbal and/or Physical Cues: The student does not attempt to answer the item or begins then hesitates or stops, necessitating prompting or cues from the PAA to encourage the student to start, continue the effort, or get back on track. Verbal and/or physical cues include prompting to continue (such as saying "Good.", "Keep going.", "What's next?", or "Show me your answer."); pointing to the area where the task is to be completed; or touching the student's arm to bring him/her back on task. The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal and physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (for example saying "Keep going." while touching the student's arm to bring him/her back on task). However, verbal/physical cues must not give away the answer, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

Condition Code A

Incorrect Response: The student provides an incorrect response after he/she has engaged in the assessment item.

Condition Code B

Resists/Refuses: The student resists and/or refuses to respond to the item.

Condition Code C

Step-by-Step Directions: Specific step-by-step verbal/signed/pictorial instructions are provided to the student in order to tell him/her how to answer the question. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

Examples of Step-by-Step Directions

English Language Arts

 The student might be asked to participate in a verbal exchange (such as demonstrating a common courtesy word and/or phrase) with the PAA. If the student does not respond to verbal and/or physical cues, the PAA may provide step-by-step directions by explaining each step of the verbal exchange (that is telling the student what needs to be said next).

Mathematics

• If the student does not respond to verbal and/or physical cues, the PAA may provide step-by-step directions by explaining each step of the activity. For example, an assessment item might call for a student to perform the specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (that is if the student is being observed performing 20 sit-ups, he/she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," and so on).

Science

 The student might be asked to indicate which animal is a reptile—a turtle, a frog, or a mouse. If the student's response mode is pointing, the PAA might say, "The correct answer is turtle, so point to the turtle."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

Hand-over-Hand Assistance: Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when the student requires an assessment administrator to physically help him/her answer the item. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

Examples of Hand-over-Hand Assistance

English Language Arts

An assessment item might require a student to select words paired with pictures that are associated
with a specific task. If the student does not respond to the initial attempt to engage him or her in the
activity and then does not respond to subsequent verbal/ physical cues, the PAA may ask the SAA to
take the student's hands and physically guide him/her through the process of selecting the correct word
or picture.

Mathematics

An assessment item might call for the student to complete a sequence by passing a therapy ball back
and forth with the PAA. If the student does not respond to the initial attempt to engage him or her in
the activity and then does not respond to subsequent verbal/physical cues, the PAA may ask the SAA to
take the student's hands and physically guide him/her through each portion of the sequence.

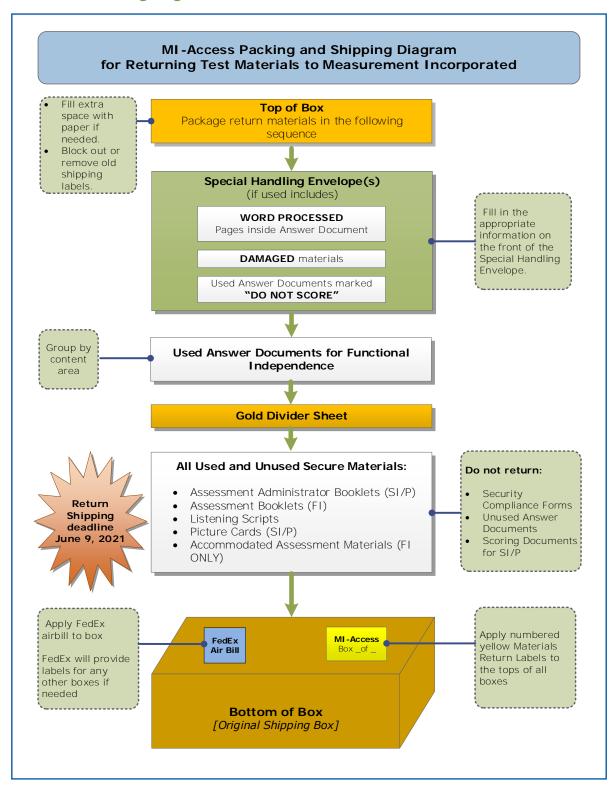
Science

• The student might be asked to indicate which animal is a reptile—a turtle, a frog, or a mouse. If the student's response mode is pointing, the PAA might say, "The correct answer is turtle.", then pick up the student's hand and use it to point to the turtle.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

Appendix E

Return Materials Packing Diagram



Appendix F

Materials Handling Instructions

MI-Access Return Materials Kit

IMPORTANT! Please save the contents of this kit!

This kit contains materials needed for the return of:

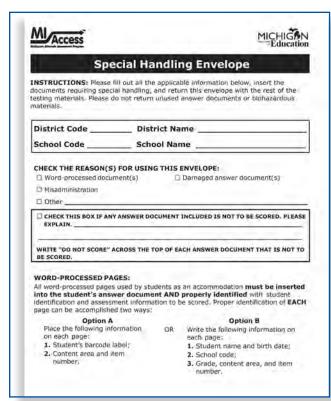
- 1) Scorable answer documents.
- 2) Used and unused test booklets and assessment administrator booklets.
- Other used and unused secure test materials (including picture cards, listening scripts, CDs, enlarged print and Braille materials).

Enclosed in this kit:

- Instructions for Materials Return
- FedEx Airbills
- Yellow Materials Return Labels
- . Two Gold Divider Sheets
- One Special Handling Envelope (green)

If you do not have enough of any of these items, you may order more on the OEAA Secure Site.

Special Handling Envelope



Appendix G

Assessment Security Compliance Form



FORM

SECURITY COMPLIANCE

MICHIGAN DEPARTMENT OF EDUCATION

Office of Educational Assessment and Accountability

All staff who participate in a state assessment or handle secure assessment materials must be fully trained in assessment security and test administration procedures according to their role and sign this OEAA Assessment Security Compliance Form before participating in administering any of the state's assessments. Each staff member only needs to sign one form per academic year, if involved in the administration of multiple assessments. (Staff roles include, but are not limited to, coordinators, administrative staff, test administrators, proctors, and monitors)

Directions

TO COMPLETE:

- 1. Read this form in its entirety.
- 2. Date and sign the bottom of this page.
- 3. In the area under Building Information print both school name and district name on the lines provided. If known, provide school and district codes (these codes are found in the Educational Entity Master [EEM]).

IMPORTANT:

Districts or buildings must keep all completed Security Compliance Forms on file at their district for a period of three years following the assessment window. Do NOT return completed forms to the testing contractor. For complete documentation on required test security practices, policies, and procedures refer to the **Assessment Integrity Guide**.

I, the undersigned, do certify and attest to all of the following:

- 1. I have been trained in assessment security as pertaining to my role.
- 2. I have received training on the appropriate procedures and administration of the state assessments.
- 3. I have read the information and applicable instructions provided in the manual, directions, and any other documentation for the assessment(s) I am involved with and I agree to follow these procedures as they pertain to my role.
- 4. I understand my obligations concerning the security and confidentiality of these tests.
- 5. I understand that any deviation from required test administration practices may result in one or more of the following: test invalidation, further investigation, required additional training, and the revocation of authorization to administer the state's assessments. I also understand that the local school district may also impose reprimands and sanctions according to local district policies.
- 6. I am aware of my obligation to report any suspected violations of test security.
- 7. I have not and will not keep, copy, reproduce, paraphrase, distribute, review, or discuss any test materials that have not been released via posting on the <u>OEAA web page</u> (www.michigan. gov/oeaa) by the Michigan Department of Education (MDE).
- 8. I will not use test items, test booklets/answer sheets, or any of the information contained in an assessment to review/prepare students for a test unless and until it is released via posting on the OEAA web page (www.michigan.gov/oeaa) by the MDE.



1

EAA ASSESSMENT

Assessment Security Compliance Form (continued)



MICHIGAN DEPARTMENT OF EDUCATION

Office of Educational Assessment and Accountability

EAA ASSESSMENT SECURITY COMPLIANCE FORM

9.	I will not alter or influence students'	responses in any	manner	(indicate a	answers,	point or	ut
	rationale, prompt, etc.)						

- 10. I will not disclose individual student test scores or test performance data to unauthorized persons.
- 11. I will keep embargoed data secure until the public release of testing data by the MDE.

Date: _____ School Year: _____

Signature: _____

Printed Name: _____

Building Information	
School Name:	School Code:
District Name:	District Code:

Note: Electronic copies of the Assessment Integrity Guide and assessment administrator documentation (including manuals, training materials, directions) are available on the OEAA web page (www.michigan.gov/oeaa). For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability (OEAA), 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, call toll-free 877-560-8378, or e-mail mde-oeaa@michigan.gov.



Appendix H

MI-Access Resources

Resources are available on the MI-Access web page; these links provide quick and easy reference for some of them.

MI-Access Web page www.michigan.gov/mi-access

Current Assessment Administration

- Spring 2021 Flexibilities for Statewide Summative Assessment pending
- MI-Access List of Important dates
- Guide to State Assessments
- Spring Testing Schedule
- Guidelines for Participation in MI-Access
- Assessment Integrity Guide
- Security Compliance Form
- INSIGHT Support and Documentation

Student Supports and Accommodations

- Frequently Asked Questions
- Online-Paper Pencil Supports and Accommodations
- Supports and Accommodations Guidance Document (includes Accommodation Table)

Supported Independence and Participation

Sample Item Booklets

Assessment Training and Resources for Educators

- Assessment Coordinator Training Guide
- MI-Access Selection Guidance Interactive Decision-Making Tool
- Assessment Selection Guidelines Training
- FI Online Tools Training
- Secure Site Training and Resource Materials
- Supported Independence and Participation Scoring Rubric Training Access at the Michigan
 Virtual Learning Platform at (https://plp.michiganvirtual.org/) and enter "MI-Access" in the search box, and select "Training: Participation and Scoring Administration."

General Information

- Michigan Assessment System
- MI-Access Michigan's Alternate Assessment What it is, What it Means, and What it Offers
- Spotlight on Student Assessment and Accountability weekly newsletter

Appendix I

MI-Access Incident Reporting Guide for SI/P

Any testing irregularities that occur before, during, or after testing must be reported to the Office of Educational Assessment and Accountability (OEAA) within two school days. All incidents are required to be reported; do not neglect to report an incident if more than two school days have passed since you were aware of it. This table identifies the incident categories and sub-categories that are used in the Secure Site Incident Reporting tool and provides sample scenarios for each category or sub-category.

You will find detailed information on how to access and use the tool at the <u>Secure Site Incident Reporting tool</u> (www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf).

Incident Category: Test Not Completed							
Incident Sub-Category	Scenario	Response	Report Required/ Response				
Student was removed from school	Student is removed from class by parent or guardian during the test administration	Collect test materials and resume testing when/if student returns.	Online Answer Document: Any student responses should be entered and select "Save and Return Later" No Incident Report necessary				
Student moved from school	Student transfers or moves from school with an incomplete content area test Note: Be prepared to accept a phone call from student's receiving school requesting information on test completion	Collect test materials and resume testing when/if student returns.	Online Answer Document: Any student responses should be entered and select "Save and Return Later" No Incident Report necessary				
Student became ill	Student becomes ill and goes home before finishing a test	Collect test materials and resume testing when/if student returns.	Online Answer Document: Any student responses should be entered and select "Save and Return Later" No Incident Report necessary				

Incident Category: Misadministration						
Incident Sub-Category	Scenario	Response	Report Required/ Response			
Wrong test administered	Student is administered the incorrect test (for example, FI test instead of a SI test)	Inform parents or guardians. Student must be given the correct test, which may include a regeneration of the Answer Document or FI test. (New test ticket required.)	Incident Report Required Regenerate as needed to allow PAA to enter scores correctly.			
Student scores entered on the wrong content area	The PAA may have entered the ELA scores on the mathematics online Answer Document	PAA must ask the OEAA to regenerate Answer Documents to allow for proper entry of scores. (New test ticket required.)	Incident Report Required Regenerate as needed to allow PAA to enter scores in correct content area.			

Incident Category: Building Emergency						
Incident Sub-Category Scenario Scenario Response Report Required/ Response						
Building emergency	Building emergency occurs during the test, requiring student(s) to leave the room or otherwise interrupting testing	Address the building emergency–secure test materials as appropriate/possible.	Incident Report Required			

Incident Category: Prohibited Behavior					
Incident Sub-Category	Scenario	Response	Report Required/ Response		
Electronics/social media	Taking photos of test items or materials, any use of social media during testing	The student's test will be invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window. Submit an Incident Report and use the Prohibited Behavior category.	Incident Report Required		

Incident Category: Technical Problems while Entering Student Scores						
Incident Sub-Category Scenario Response Report Required Response						
Connectivity	Connectivity issues prevent entry of scores	Contact your local IT staff. The PAA may enter scores on a different day or switch to another device, since this is an internet-based entry outside of the test site manager system.	Incident report might be required if there are chronic internet connectivity issues			

Incident Category: Other						
Incident Sub-Category	Response	Report Required/ Response				
Other	Use this category if an incident does not fit into the listed categories	Responses may vary by incident or irregularity. Gather as much information related to the situation as possible.	If uncertain if the behavior constitutes an "incident", an Incident report may be filed; a resolution will be provided as warranted.			

Inc				
Incident Sub-Category	Scenario	Response for Online Testers	Response for Paper/Pencil Testers	IR Required/ Optional
COVID-Related	Any COVID-related issue that does not conform to any other incident category Note: School closures should be submitted on the School Closings page of the OEAA Secure Site. Not Tested Issues should be submitted during the Accountable Students window.	varies	varies	Online: Optional Paper/ Pencil: Optional

Appendix J

Change Log

Date of Revision	Page Number	Description of Revision
4/1/21	7	Updated the COVID-19 section to include references to updated policies and procedures as a result the USED approval of MDE's accountability waiver.
4/1/21	10	Replaced Spring 2021 Testing Schedule for Summative Assessments with updated dates reflective of the Test Window Extension.
4/1/21	thru-out	Replaced references to a seven (7) week testing window to an extended eight (8) week testing window.
4/1/21	thru-out	Extended the end of the MI-Access testing window from May 28, 2021 to June 4, 2021.
4/1/21	thru-out	Extended the Additional Material Order window from May 25, 2021 to June 1, 2021.
4/1/21	thru-out	Extended the Return of Materials deadline from June 2, 2021 to June 9, 2021.
4/1/21	thru-out	Extended the Off-Site Test Administration Request window from May 27, 2021 to June 3, 2021.
4/1/21	16	Provided clarification in the Homebound and Hospitalized Students section in the event students learning from home due to the pandemic return to school for in-person instruction during the testing window.
4/1/21	16	Added a new section to provide policy for Remote Learners and Virtual Schools.
4/1/21	22	Update to Testing Schedules requirement. Schools that previously completed Test Schedules are encouraged, but not required, to recreate Testing Schedules for the Spring 2021 administration only.
4/1/21	83	Updated Appendix H, MI-Access Resources to include a new document under development, "Spring 2021 Flexibilities for Statewide Summative Assessment (pending)" to list of resources on MI-Access Web page.





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MI-Access Supported Independence (SI) and Participation (P) Test Administration Manual (TAM)

Office of Educational Assessment and Accountability (OEAA)

Phone: 1-877-560-8378

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Appendix A.4 Student Supports and Accommodations	Table
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Supports and Accommodations Guidance Document

Universal Tools • Designated Supports • Accommodations

M-STEP

MI-Access

WIDA

PSAT

SAT

ACT WorkKeys

Updated: January 26, 2021



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Introduction



This guidance document provides the vast majority of all information related to making decisions for any student about appropriate Universal Tools, Designated Supports, and accommodations for assessments; the documents also provide specific guidelines for the use of many of these accessibility options. This document is a must-have for any educator looking for more information about options and requirements for state summative assessment accessibility options.

Legislation

The Every Student Succeeds Act (ESSA) 2015 and additional legislation and guidance from the United States Department of Education requires that all English Learners (ELs) and Students with Disabilities (SWDs) take assessments that measure their English language acquisition and/or their content knowledge in the core subject areas of mathematics, English language arts (ELA), science, and social studies. The federal legislation not only includes these testing requirements, but also aims to ensure equal access to these assessments, by requiring states to offer appropriate supports and accommodations that do not violate the constructs of the assessments for the inclusion of the widest possible range of students.

Title III

Title III of the Every Student Succeeds Act (ESSA) 2015 mandates that all ELs receive quality instruction for learning both English and grade-level academic content (U.S. Department of Education, 2002). According to ESSA, ELs are required to participate in statewide assessments that measure students' English language and academic progress. Educators must ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of the students. For ELs, supports and accommodations

are provided during instruction and on assessments to guarantee equal access to grade-level content.

IDEA Description

The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997 and 2004. It is designed to protect the rights of SWDs by ensuring that everyone receives a free appropriate public education (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to SWDs, but also to provide additional special education services and procedural safeguards for these students.

Special education services are individualized to meet the unique needs of SWDs and are provided in the least restrictive environment. Special education may include individual or small group instruction, curriculum or teaching modifications, assistive technology, and transition services; other specialized services include physical, occupational, and speech therapy. These services are provided in accordance with an Individualized Education Program (IEP), specifically tailored to the unique needs of each student.

Michigan's Conceptual Model for Assessment Supports

Michigan meets these legislative requirements by offering a wide array of supports and accommodations for students across all of its assessments. The conceptual model for understanding Michigan's assessment supports and accommodations is now broken down into three levels:

- Universal Tools available for all students
- Designated Supports available when indicated by an adult or team
- Accommodations requires documentation by an IEP or section 504 plan



This model portrays the additive and sequentially inclusive nature of these three aspects. Universal Tools are available to all students, including those receiving Designated Supports and those receiving Accommodations. Designated Supports are available only to students who an adult or team has indicated has need for these accommodations; these supports are available as well for students for whom the need is documented. Accommodations are available only to those students who have documentation of the need through a formal plan (IEP or 504). These students also may use Designated Supports and Universal Tools. Universal Tools and Designated Supports are not intended to limit what is included in a student's IEP or section 504 plan. Such plans outline student need and how those needs are met. If a student, based on need, requires any support (Universal Tool, Designated Support, or Accommodation), it should be identified within the IEP or 504 plan.

It's important to note that something designated as a "Universal Tool" for one content area (for example, a calculator) may be designated as an "Accommodation" for another content area. Similarly, a Designated Support may also be an accommodation, depending on the content target (for example, use of a scribe). This approach is consistent with the emphasis that Michigan's assessment programs have placed on the validity of assessment results coupled with access. Allowable Universal Tools, Designated Supports, and Accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with the guidelines in this document.

Selecting Appropriate Universal Tools, Designated Supports, and Accommodations

Making Decisions on an Individual Student Basis

For all students, the selection of appropriate Universal Tools, Designated Supports, and Accommodations must be done for students' experiences in the classroom as well as for the assessment. The Universal Tools, Designated Supports, and Accommodations used on the assessments must be ones the student is already familiar with using or are used during regular instruction. A mismatch in the

types of supports offered can cause significant difficulties for students at the time of testing and could potentially impact students' test scores negatively. For example, if a student is given the opportunity to take a mathematics assessment in Spanish but does not have sufficient literacy skills in the Spanish language, the student may struggle more than if he or she had taken the English version of the assessment. It would also be inappropriate for districts to make blanket decisions about assessment supports for particular student groups. Again, because all students have different needs, this could have a similar negative impact on test scores.

Making Team-Based Decisions

Considerations for English Learners (ELs)

Although there is no mandatory planning document for EL students' needs, the act of planning needed supports for an assessment is necessary. Michigan strongly recommends the following individuals be included when decisions are made about supports EL students may need:

- General education teachers (such as mathematics, science)
- Language educators (including ESL/bilingual teachers)
- School and district staff such as counselors, reading specialists, school administrators
- Parents or guardians
- Students

It is particularly important for general education teachers to work with English as a Second Language staff to meet the linguistic needs of this student group.

To ensure that ELs are receiving appropriate supports for the classroom and the assessment, school personnel should consider the following when making decisions:

- Student characteristics such as:
 - » oral English language proficiency level
 - » English language proficiency literacy level
 - » formal education experiences
 - » native language literacy skills
 - current language of instruction



- Instructional tasks expected of students to demonstrate proficiency in grade level content in state standards
- Appropriateness of accommodations for particular content areas

Considerations for Students with Disabilities (SWDs)

For SWDs, it is important for IEP teams to identify what Universal Tools, Designated Supports, and Accommodations are necessary to address a specific student need, and to document those needs on the student's IEP. When selecting Universal Tools, Designated Supports, and Accommodations for students, care must be taken to ensure that what is chosen for use on state summative assessments mirrors what the student requires to access their regular instructional program. Not using a required support could disadvantage a student who needs such a support to access the material presented on an assessment. Likewise, introducing a new support (one not used otherwise during the student's educational experience), could disadvantage a student by adding a learning curve at the time their skills are being assessed.

Decisions regarding the Universal Tools, Designated Supports, and Accommodations needed for instruction and assessment for students with disabilities are made by the IEP team. **Note:** Many accommodations must be outlined as a need on the student's IEP in order for the accommodations to be accessed and used during state assessment administration. It is also important to note that while it is not required for some supports to be listed on an IEP for the student to access them, if they are required to meet a student's need based on disability, they should be documented on the IEP.

Considerations for 504

Similar to students with disabilities who have an IEP, some students who have a disabling condition that affects a major life function might require supports to appropriately access their educational experience (including assessment), but do not otherwise qualify for or require special education services. Supports for these students should be determined by a team and documented in the student's Section 504 plan, which should be revisited and updated at least annually.

Preparing for the Assessments

Once the appropriate Universal Tools, Designated Supports, and Accommodations for students have been selected, additional steps have to be completed.

Mode Options for Individual Students

In schools testing online:

- Some supports require specific tools within the online delivery system to be turned on, so that the supports are available for individual students. Schools may be required to download materials from a secure website or to order additional materials.
- In the case of some supports, students would be required to take a paper/pencil version of the assessment, such as braille or enlarged print. A request for a paper/pencil version of the assessment can be made through the Office of Educational Assessment and Accountability (OEAA) Secure Site.

In schools offering paper/pencil testing:

- Paper/pencil schools may need to order specific materials for students, such as a braille or enlarged print form. Refer to the appropriate content and assessment table in this document to determine how to access these materials.
- Some supports require that a student take the computer-based version of the test, such as video sign language. Identifying individual students to take the online version of the assessment can be done through the Secure Site. For more information on accommodated materials, call 877-560-8378 and select the appropriate menu option, or send an email to mde-oeaa@michigan.gov.

Selected Universal Tools, Designated Supports, and **Accommodations**

To ensure proper administration of the assessments is provided, it is strongly recommended that districts create a list of students and their needed supports, including ordering and turning on supports. To aid districts in their organizational efforts, the OEAA has created a Tracking Sheet available on the M-STEP web page (www.michigan. gov/mstep), under Student Supports and Accommodations.



Evaluating the Use of Universal Tools, Designated Supports, and Accommodations

After completion of testing, schools should plan to evaluate their experience with the Universal Tools, Designated Supports, and Accommodations used on assessments. The evaluation can be done in a variety of ways, including:

- Observation notes from a test administrator about a student's use of these supports to inform future use
- A student interview conducted after the assessment (see page 16)

Support Descriptions

This document contains in-depth descriptions of all supports provided to students. However, to make appropriate decisions about what supports can be offered to students for each assessment, educators must refer to the Supports and Accommodations Tables available within this document.

Non-Standard Supports and Accommodations

The Supports and Accommodations Tables and other guidance found in this document, only include lists of **allowable** and **standard** supports and accommodations for students. Supports that are not listed are likely to be considered non-standard, and should be marked as such in the DRC INSIGHT Portal or bubbled on the student answer documents. If a support not identified in these documents is needed, contact the OEAA for directions on the use of the support by sending an email to mde-oeaa@michigan.gov.

Universal Tools For M-STEP

Breaks

The number of assessment items a student will address in each testing session can be flexibly defined within the same day per test session, based on the student's need. For online testers: if a student takes a break lasting less than 20 minutes, the student will not need his/her original login ticket to restart the online test session. If the student's break lasts longer than 20 minutes, the student must use the original login ticket to resume his/her test session. Refer the assessment's Test Administrator Manual for more information about system time-out rules. Note:

There is no limit on the number of breaks that a student might be given in a single day. The use of this universal "break" tool may result in the student needing additional overall time to complete the assessment.

Administration of the assessment in an alternate education setting (in school) with appropriate supervision

- Bilingual/English as a Second Language setting
- Special education setting
- In a distraction-free space or alternate location, such as a separate room or location within the room

Many students might attend classes in specially designated classrooms within the school. Because of familiarity or other logistical scheduling considerations by schools, these rooms may also be used for testing students.

Administration of the assessment individually or in a small group (no more than five students)

Some students may benefit from testing in a small group or may be using additional supports that would cause a distraction for other students. For example, students utilizing the read-aloud option for the M-STEP paper/pencil assessments or MI-Access Functional Independence (FI) assessments can have appropriate portions of the test read aloud to them in a small group of no more than five students, or in one-on-one assessment situations.

Assessment directions

- Teacher may emphasize key words in directions
- Teacher may repeat directions exactly as worded in administrator manual
- Student may restate directions in his/her own words
- Student may ask for clarification of directions

To ensure that students are not disadvantaged on the actual test questions, directions can be repeated or restated; also, students may ask for clarification, if needed.

Highlighter

Depending on the mode of the assessment being administered (online or paper/pencil), the highlighter may be a digital or physical tool for marking desired text, item questions, or item answers with a yellow color. When



taking the paper/pencil assessment, students may use a non-embedded highlighter only in the test booklets and never on the answer documents. This tool may help students retain focus on a particular segment of text, or can be used to mark specific text in order to return to it later.

Cross-Off (Answer Eliminator)

Used in online assessments, this digital tool allows students to cross out answer options. This can help students more easily narrow their options for answering a test question. Students taking the paper/pencil tests have the option to mark on their test booklets, simulating the online tool's functionality (stray marks on a student's Answer Document can present an unintended response).

Sticky Notes

This digital tool can be used by students taking the online assessment to make digital notes about a test question.

Scratch Paper

Students can use scratch paper during the assessment, whether they are taking paper/pencil or online tests.

Scratch paper must be collected by the Test Administrator and securely destroyed after each testing session. For students taking a paper/pencil form of the M-STEP ELA assessment, space for planning has been built into the structure of the booklets.

Graph Paper

Students in grades 6 and 7 taking the online M-STEP mathematics assessments will be provided with graph paper to use during testing (the graph paper will be shipped to online-testing schools). This tool can aid students in their calculations for determining elements such as coordinates on an axis. Graph paper must be collected by the Test Administrator and securely destroyed after each testing session.

Mark for Review (Flag)

Students may want to return to an item at a later point during the testing session. For online testers, this tool may not be available for all parts of an assessment. Its availability is dependent on the adaptive nature of the assessment. This support allows students to mark an item in the online test or to mark a test item with their pencil on the paper/pencil form. Students taking paper/pencil

tests should be very careful not to mark on their answer document bubbles. Such marks may interfere with the scanning process, potentially indicating an unintended response. It is recommended that students make any review notations in the Test Booklets.

Use of Page Flags and Reading Guides on test booklets

Students may want to return to an item at a later point during the testing session or may want to use a manipulative as a reading guide to aid in reading text.

Line Guide

This is an embedded digital tool students taking the online assessment may use to read text line-by-line. Students may use it at their discretion, by sliding it vertically across the text within a test item.

Writing Tools (bold, italic)

These selected writing tools are available on the Passage-based Writing Prompt responses in the online M-STEP ELA assessments. Students taking a paper/pencil test have full control with their own writing utensils to enhance their writing responses in similar ways.

Use of special adaptive writing tools such as pencil grip or larger pencil

Due to a physical disability or injury, some students may need adaptive writing tools for taking notes or for taking the paper/pencil form of the assessments.

Magnifier

In online testing, students may use this embedded tool to enlarge all assessment content on the computer screen (one- or two-times magnification). This support may meet the needs of students with visual impairments and other print disabilities. Use of the magnifier tool is controlled by the student; the student must re-select it on each test question for which they would like to use it. Students must be comfortable navigating the screen once the magnification option is selected. The frequent use of this tool may result in the student needing additional overall time to complete the assessments. A more beneficial option for the student may be to enable the Continuous Magnification option.



Another way to magnify the image for students, is to use a larger computer screen. The test engine will adjust the image to fit the screen being used. If a student uses a larger screen in the classroom due to a visual or cognitive disability, and the team determines that the student should be assessed using this equipment, the image will adjust to the size of that screen when the test engine is loaded. Educators having difficultly selecting appropriate magnification or enlargement options for students should contact email the OEAA at mde-oeaa@michigan.gov.

For paper/pencil testers, there is an Enlarged Print version of the assessment ordered for them and may use any magnification devices they typically use for instruction.

Refer to Enlarged Print under Accommodations (page 13).

Continuous Magnification

This is similar to the standard Magnifier that is enabled by default for all students. However, this magnification option must be turned on for students in the online testing system. It magnifies the test questions and content by 200% and ensures that the student does not need to reselect the magnifier each time the student moves to a new question.

Designated Supports

Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (in the home when student is homebound or in a care facility when it is medically necessary)

The very small number of students who currently spend the majority of their instructional time outside of the regular school environment may be tested with a paper/pencil form of the assessment, with appropriate supervision, by a trained administrator.

Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (such as a juvenile facility)

The small number of students who spend the majority of their instructional time outside of the regular school environment may be tested with a paper/pencil form of the assessment, with appropriate supervision, by a trained administrator. For some assessments, this may require a formal off-site request.

Noise Buffers (ear mufflers, white noise, and/or other equipment to block external sounds)

Noise buffers are appropriate for the small number of students who need to wear equipment to reduce environmental noise. Students may have this support if they regularly use such equipment in the classroom. Students will need headphones for this support unless they are tested individually in a separate setting.

Qualified translator to provide oral translations of test directions for students in language appropriate for student

This support is intended for use with students who need directions read in another language. This option is available for all M-STEP and MI-Access assessments, for both online and paper/pencil testers. Refer to the Recommended Qualifications for Translators section of this document for more information. For ELA, translators may only provide directions that are not specific to test questions (including general orientation directions to begin testing). Translating ELA questions, answer options, or passages is not allowed. For students taking the SAT and ACT WorkKeys, particular attention must be paid to whether or not the student receives a college-reportable score or National Career Readiness Certificate (NCRC) if utilizing this support. Refer to the Supports and Accommodations Table for more information on this topic.

Qualified translator to provide oral translations of test items for students in language appropriate for student

This support is intended for use with students who are **fluent** in a language other than English. **Note:** Educators are not allowed to produce written translations of test questions and test content for students. This option allows for students to have on-the-spot oral translations provided by a qualified staff member. Schools wanting to provide oral translations in one language to multiple students may do so using the paper/pencil assessment (in small groups of no more than five students) or may provide the support as an individual test administration for online test-takers.

This support is intended for students who may be in bilingual programs or who have more fluency in their native language than in English. Use of this support assumes that a student is better able to show their



knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results.

Students with Spanish fluency should take the Spanish form of the assessment (when available) but may have the Spanish form read aloud to them. Use of the Spanish form ensures greater uniformity in the test translation and therefore ensures greater reliability of the resulting assessment of students using this support. A Spanish read-aloud support in small groups of no more than five students may be provided for the paper/pencil assessment only. Students utilizing the online stacked Spanish translation will have the Spanish text read-aloud to them by the computer using what is called "human voice audio". As such, students will need headphones if they are taking this form of the assessment. The students may replay the audio as many times as they would like.

Refer to the Recommended Qualifications for Translators section of this document for more information about who may be qualified to provide in-person oral translations to students. The use of this support may result in the student needing additional overall time to complete the assessment. District and building coordinators must ensure translators have also reviewed the M-STEP Spanish Read-Aloud Guidelines or the M-STEP Arabic Read-Aloud Guidelines.

For the M-STEP science and social studies assessments, test administrators **must** use the Reader Script in order to provide an oral translation if a paper/pencil assessment and corresponding DVDs are not used (Arabic DVD and Spanish DVD). **Note:** Reader Scripts are not available for all assessments and content areas. Refer to the Reader Script section in this document for more information on ordering and use of Reader Scripts. Translators for students taking MI-Access should use the Do Not Read Aloud table in the inside front cover of the test booklet to aid in translating correct portions of the assessment.

Text-to-Speech (TTS)

Note: There are two different types of Text-to-Speech options. One is a Designated Support and the other is an Accommodation and is therefore **only** available to students

whose IEP or 504 plan identify that as a need for a student. The support described here is a Designated Support.

With this support, text is read aloud to the student through the use of embedded text-to-speech technology that provides a synthesized voice for students. The student is able to control the speed of the audio and can stop or start the audio at will. The follow-along feature additionally provides students a read-along guide (follow along) with words being highlighted on the screen as they are read aloud to the student. This option is defaulted to "on" but may be disabled by students who do not find this part of the TTS features useful.

Note: For M-STEP assessments, TTS must be enabled for students' by the test coordinator, or their designee, in the DRC INSIGHT Portal. This support may be needed by students who are struggling readers and need assistance to access the assessment, by having all or portions of the assessment read aloud. TTS support may also be needed by a variety of other students, including students with reading-related disabilities, or students who are blind and do not yet have adequate braille skills. This support will likely impede the performance of students who do not regularly have the support during instruction.

Students who use TTS will need headphones unless tested individually in a separate setting. TTS is available for all M-STEP questions and answer options. TTS is a universal support for all MI-Access FI assessments.

Read-aloud (human reader)

Note: There are two different types of Read-aloud options. One is a Designated Support and the other is an Accommodation which is **only** available to students whose IEP or 504 plan identify that accommodation as a need for that student. The support described here is a Designated Support. This option does **not** include reading aloud the Reading passages for the M-STEP ELA test.

Text is read aloud to the student by a trained and qualified person (human reader) who follows the security and administration guidelines provided in the M-STEP Read-Aloud Guidelines. Students who struggle with reading for a variety of reasons (including visual, cognitive disabilities) may need assistance accessing the assessment, by having all or portions of the assessment read aloud. If read aloud



is not used regularly by a the student during classroom instruction, this support will likely be confusing and may impede his/her performance on the assessments.

For online test takers: this support is meant to be provided to students on an individual basis and not to a group of online test takers.

For paper/pencil schools that have students needing this support AND would like to group-administer: The support may be provided to students in groups of no more than five students. Follow the directions outlined in the Supports and Accommodations Table in this document.

A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment. For M-STEP mathematics and ELA, using read aloud as a Designated Support means the questions and answer options may be read aloud to students. Reading aloud the reading passages for the M-STEP ELA assessment is allowable as an Accommodation only in grades 6 and 7 (see Read-aloud for M-STEP ELA Reading Passages on page 13). For additional information, refer to the M-STEP Mathematics and ELA Read-Aloud Guidelines chapter of this document.

Reader Script (human reader)

The purpose of this support is detailed in the description for Read-Aloud. M-STEP science and social studies assessments utilize a paper document called a Reader Script to better ensure the accuracy and reliability of what is read to students. Paper/pencil test takers may use this support in an individual setting or as a part of a small group of no more than five students. Students will use a Form 1 test booklet while the test administrator reads aloud from the Reader Script. **Please note:** The school may be taking another form of the test. This Form 1 test booklet will automatically be ordered when an order is placed for a Reader Script (be sure to provide the correct student count when ordering materials).

English Audio CD

The purpose of this support for paper/pencil testers is detailed in the description for Read-Aloud (human reader). Some Michigan assessments and content areas offer an English Audio CD to better ensure the accuracy

and reliability of what is read to students. This support may be used in an individual setting or as a part of a small group of no more than five students. Students may need headphones if the support is administered in an individual setting; the student should have personal control over the equipment. Students may be assisted in playing the CD but may not be given help with the answer to any test item.

Students using this support must also have a printed copy of the Form 1 test booklet to use during testing. The Form 1 test booklet will automatically be ordered when an order is placed for a CD (be sure to provide the correct student count when ordering materials).

Spanish or Arabic DVD

This support is available to paper/pencil testers for some state assessments and is intended for use with students who are fluent in Spanish or Arabic. Moreover, it is intended for use by students who may be in bilingual programs or whose native language fluency is greater than their English fluency, with the assumption the student is able to better show knowledge of the content in a language other than English. Use of this support with students with lower fluency in a language other than English may result in less valid assessment results. Also, the use of this support may result in the student needing additional overall time to complete the assessment. This support may be used in an individual setting or as a part of a small group of no more than five students.

DVDs are to be used with a television and DVD player, as this equipment will produce the highest quality results. Video DVDs correspond to a Form 1 test booklet and will use a standard answer document. The Form 1 test booklet will automatically be ordered when an order is placed for a DVD (be sure to provide the correct student count when ordering materials). The DVD visually presents each question in English to the student while the student hears a translated version of the test question. Presenting the questions to the student in English on the DVD assists the students in returning to the appropriate place on the DVD, if necessary.

English DVD

This support is available to paper/pencil testers for M-STEP science and social studies state assessments. It is intended for use with students who may be struggling readers and may need support in tracking the content of the



information presented to them. This support may be used in an individual setting or with a small group of no more than five students.

DVDs are to be used with a television and DVD player, as this equipment will produce the highest quality results. Video DVDs correspond to a Form 1 test booklet and will use a standard answer document. The Form 1 test booklet will automatically be ordered when an order is placed for an English DVD (be sure to provide the correct student count when ordering materials). The DVD visually presents each question in English to the student while the student hears a translated version of the test question. Presenting the questions to the student in English on the DVD assists students in returning to the appropriate place on the DVD, if necessary.

Use of translated Spanish form (with Spanish audio for online testers)

- Paper/pencil: Spanish and English text
- Online: Stacked translation, split screen with Spanish and English test items, human voice audio plays audio of Spanish text

New for 2021: The online stacked Spanish test form will include audio (by default) that provides students with a translation of the Spanish text. Students will need headphones to take this test form. Students may replay the audio as many times as they would like or may choose to not use the audio at all. This language support is only available for the M-STEP mathematics assessments and is intended for students whose primary language is not English and who use dual language supports in the classroom. Students using the translated form of the assessment must still respond in English for constructed response items.

Not only should this type of support be used on a regular basis in the classroom for these students, but ideally students using this support should be proficient and have high Spanish literacy skills. Students may use this support in conjunction with an oral translation, which effectively provides a read-aloud support to students who need it. Use of this support will increase reading load and cognitive load and may result in the student needing additional overall time to complete the assessment. As a reminder,

students must participate in the M-STEP mathematics assessments regardless of the language they speak, the country they come from, or their length of residence in the United States. For students who have an online stacked Spanish form, both English and Spanish test directions will be presented, with the complete English version first and then the complete Spanish Version.

Use of L1 (1st language) glossary reference sheets

 available in Arabic, Burmese, Cantonese, Hmong, Ilokano, Korean, Mandarin, Punjabi (Eastern and Western), Somalie, Spanish, Tagalog, Russian, Ukrainian, and Vietnamese

Translated glossaries are a language support. This particular support is intended for students who have some proficiency in one of these languages and who are literate in the language as well. Students who may benefit from these sheets the most may be students who have an intermediate proficiency in the English language. The translated glossaries are provided for selected construct-irrelevant terms for mathematics. Only students taking the paper/pencil form of the assessment have access to this support, because the sheets provide terms question by question for each particular grade. This use of this support may result in the student needing additional overall time to complete the assessment. Refer to the M-STEP Test Administration Manual for more information on accessing this material.

Use of non-electronic word-to-word bilingual dictionaries

This support is intended for students who use such dictionaries on a regular basis in the classroom to aid in their understanding of content in their core subject areas. **Note:** Word-to-word dictionaries do not provide definitions of words for students but **only** provide a translation of individual words. Providing definitions of words to students is not an allowable support for any state assessment. Students may use this Designated Support if they are taking the paper/pencil or online tests for the M-STEP mathematics, science, or social studies assessments. Use of this support may result in the student needing additional overall time to complete the assessment. Unlike College Board and ACT, MDE does not provide an approved list of bilingual dictionaries for the



M-STEP and MI-Access assessments. Because of security issues, students can only use a paper-based form of these dictionaries.

Use of auditory amplification devices or special sound systems

Students may utilize this support if they need it to properly hear the directions or questions.

Use of visual aids (closed-circuit television, magnification devices)

Some students may need additional supports for visual enhancements due to specific vision disorders. The supports allow students to properly see the assessment directions and questions.

Masking

Masking involves blocking off content that is not immediately needed by the student to answer the question or that may be distracting to the student. With masking, students with attention difficulties are better able to focus their attention on a specific part of a test item during the assessment. This support may also be needed by students with a variety of disabilities (including learning disabilities) or visual impairments. In the online testing system, students must have this feature enabled for them by the test coordinator or their designee. Refer to the Test Administration Manual for more information.

Use of a Page Turner

Some students with limited hand function, or disabilities affecting reach, dexterity, fine motor, or other upper extremity functions, may use this support to aid in turning pages of books.

Use of a non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)

Special surfaces may be used for administration of the assessment. However, great care must be taken in utilizing alternative surfaces, so as to not affect the paper of the answer documents themselves and to ensure proper scanning.

Color Choice

On the online test screen, the color chooser gives multiple background color options. Students with attention difficulties may need this support for viewing test content online. The color chooser also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision to utilize the color selection option for a student should be informed by evidence that color selections meet the student's needs. This feature must be enabled by the test coordinator or their designee for students to use it. Refer to the Test **Administration Manual** for more information. Once this feature is enabled for a student and a student has logged into the test, a proctor can then assist the student at the beginning of testing session in selecting the appropriate color.

Contrasting Color

The contrasting text option gives multiple background colors with contrasting text color options for the online test screen. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision for the color selection option for a student should be informed by evidence that color selections meet the student's needs. Students must have this feature enabled for them by the test coordinator or their designee. Refer to the Test Administrator Manual for more information. Once this feature is enabled for a student and a student has logged into the test, a proctor can then assist a student at the beginning of testing session in selecting the appropriate color.

Scribe – Non-writing (non-constructed response) **Items**

There are two different types of Scribing options. One is identified as a Designated Support, listed here, and the other is identified as an Accommodation. This Scribe Designated Support allows a student to have a human scribe record a student's answer option selection or directive such as the identification of a multiple choice option. With this support, students dictate their responses to a human who records verbatim what they



dictate. The scribe must be trained and qualified as a test administrator, and must follow the OEAA Scribing Protocol, which is found in this document. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm). Specifically, a scribe is an adult who writes down verbatim what a student dictates through speech, American Sign Language, or an assistive communication device. The use of this support may result in the student needing additional overall time to complete the assessment.

Multi-day Testing

For some state assessments, students may have the option to test across multiple days. If a student will require more than one day to complete any single section of an assessment, their test may be paused and exited at any point in the test. The student will be able to log back into their test at any subsequent point within the testing window to complete the session. It is important that the student's test be paused and exited and not submitted. Refer to the **Student Supports and Accommodations Table** (found in this document), **Testing Schedule for Summative Assessments**, and **Test Administration Manuals** for more information.

Accommodations

Braille

Students with visual impairments may read text via braille. The M-STEP assessments are offered in a paper/pencil braille format. More information about the type of braille can be found in the Braille Assessment Plan section of this document. Students who use a braille form must have their answers transcribed onto a regular scannable answer document for the appropriate grade/subject area. When an M-STEP and MI-Access braille test is ordered for a student, the district will be shipped a Braille Kit that will include the Assessment Administrator Booklet for Braille (AABB). The AABB is a guide for the test administrator to use while they are administering the assessment. The Print-to-Braille Correspondence document is available on the M-STEP (www.michigan.gov/mstep) and MI-Access (www.michigan.gov/mi-access) web pages. For some

content areas a contracted and uncontracted form of the braille assessment are available.

Text-To-Speech Passage for M-STEP ELA

This Accommodation is only available for students in grades 6 and 7, This accommodation will give the students an opportunity to hear test questions, answer options, and Reading passages. This Accommodation is appropriate for a very small number of students (estimated to be approximately up to two percent of students with disabilities participating in a general assessment). However, **this percentage is not intended as a cap** for the number of students who may utilize this support. It is available as an Accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones, unless tested individually in a separate setting. Students will also have the followalong feature enabled if this option is turned on for them in the DRC INSIGHT Portal.

Read-aloud for M-STEP ELA Reading Passages

Students in grades 6 and 7 may have Reading passages within the M-STEP ELA assessment read aloud to them. They could use this in conjunction with having test questions and answer options read aloud to them. Having Reading passages read aloud is appropriate **only for a very small number of students** (estimated to be up to two percent of students with disabilities participating in a general assessment). However, this percentage is not intended as a cap for the number of students who may utilize this support. It is available as an accommodation for students whose need is documented in an IEP or 504 plan.

Note: For online test takers, this Accommodation is intended to be provided to students on an individual basis and not in group settings. For paper/pencil schools that have students needing this support **and** would like to group-administer, the Accommodation may be provided to students in groups of no more than five students. Refer to the M-STEP Mathematics and ELA Read-aloud Guidelines chapter for more information.

While using this support, a student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment.



Enlarged Print

Students with visual impairments and other print disabilities may use an enlarged version of the paper/ pencil assessment. The use of this support may result in the student needing additional overall time to complete the assessment. Refer to the Test Administrator Manual for information related to transcribing and returning these materials.

Form 1 is used as the basis for the enlarged print version of the M-STEP and MI-Access assessments. Students who use this form of the assessment must have their answers transferred onto a regular answer document. If a student uses an enlarged print version as an Accommodation, a test administrator, proctor, or accommodations provider may need to transcribe the student's response from the enlarged print test booklet onto a regular answer document that is returned along with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as presented in the student's original response.

Once student responses have been transcribed to a regular answer document, the original document can be returned in a non-scorable box. Refer to the relevant Test Administration Manuals for additional details.

Use of OEAA's Multiplication Table (grade 4 and above only)

The multiplication table is allowed for use by online or paper/pencil M-STEP mathematics test takers in grades 4–7. For some assessments, this paper-based single-digit (1-9) multiplication table will be available for students who have a documented need in their IEP or 504 Plan, such as a persistent calculation disability (such as dyscalculia).

Abacus

Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper during the assessment.

Non-embedded Calculator (grades 6 and 7 only)

While taking the online test, students in grades 6 and 7 with visual or other impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the device they typically use, such as a braille calculator or talking calculator. Calculators are not allowed as a Designated Support or Accommodation for students taking the M-STEP mathematics tests in grades 3-5.

Note: Test administrators must ensure that the calculator is available for students to use only for designated calculator items. This can be identified by whether or not the calculator is displaying for a question in the online system or not.

Directions provided using American Sign Language (ASL) or Signed Exact English (SEE)

Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this Accommodation when accessing directions in the assessment. Additionally, for many of these students, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to directions presented orally if they are provided with appropriate amplification and are in a setting where extraneous sounds do not interfere with the clear presentation of the audio in a listening test. The use of this Accommodation may result in the student needing additional overall time to complete the assessment.

Test content provided in American Sign Language (ASL) or Signed Exact English (SEE)

Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this Accommodation when accessing text-based content in the assessment or content that assesses Listening. For many of these students, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to directions presented orally in a listening test with appropriate amplification, in a setting where extraneous sounds do not interfere with the clear presentation of the audio. The use of this accommodation may result in the student needing additional overall time to complete the assessment.



One option for students taking the M-STEP mathematics or ELA tests for which this support might be needed, is to enable the embedded sign language videos (VSL – Video Sign Language) for all mathematics items or for ELA Listening items. These students could also use a human signer for mathematics items. It is possible that due to regional differences in signing, a student may come across a word in the VSL with which they are unfamiliar. Students may ask for an interpreter to sign individual words that they may not have understood. Interpreters **must** not include additional descriptions or explanations, but must provide an appropriate and equal term-to-term sign. A human signer could also use the Listening Script for ELA listening items for paper/pencil testers only.

Closed captioning

Students with hearing disabilities may benefit from having the content of the ELA listening passages and questions captioned. This support functions by displaying text on the screen for students.

Scribe – Writing test questions (constructed responses)

There are two different types of Scribing options. One is identified as a Designated Support and the other, listed here, is identified as an Accommodation. The Scribe Accommodation allows a student to have a human scribe record a student's **sentence or phrase**. With this Accommodation, students dictate their responses to a human scribe who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the OEAA Scribing Protocol found in this document. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult for them to produce responses. The use of this support may result in the student needing additional overall time to complete the assessment.

Use of adapted paper, additional paper, lined or grid paper for recording answers

Students with visual or perceptual disabilities may require the use of adaptive paper for recording answers or expressing ideas in writing. This might include specially lined paper or tactile paper with raised lines or line cues. When additional paper is used, the student is allowed to write the equivalent of what could be written in the original space provided.

Alternative Communication Device

 switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses

Online testing schools with students needing these supports must contact the Office of Assessment and Accountability at mde-oeaa@michigan.gov or 877-560-8378 and select the appropriate menu option.

Speech-to-Text

This is a type of software that takes audio content and transcribes it into written words in a word processor or other display. This may be useful for students with disabilities who have difficulties writing by hand or using a keyboard. This support can be used with paper/pencil assessments. At this time, third-party software has not been verified as compatible with Michigan's current online testing engines.

Use of counters, coins, base-10 blocks or other manipulatives for solving mathematics problems.

Some students may find that visual or physical objects are helpful for them in providing concreteness of mathematical concepts.

Use of word processors for constructed-response items

Students who ordinarily use a word processor in conjunction with other tools (such as JAWS) for their written communication needs may do so for the paper/pencil assessments. Use of this accommodation requires that word prediction, autocorrect, and other grammatical software is not activated.



Questions for Post-Testing Supports and Accommodations Student Interview

After an assessment, use this form to interview a student about the support(s) provided, to determine if the support was useful and if the student would use it again. Also note any adjustments or difficulties the student experienced, either in how the support was administered or when using the support during the assessment.

Student:		
Date:		
Support(s) Used:		

Questions		Assessmo	ent Taken	
Questions				
Was the support/accommoda- tion useful?	Yes/No	Yes/No	Yes/No	Yes/No
	Comments:	Comments:	Comments:	Comments:
Did you have any difficulties while using this support?	Yes/No	Yes/No	Yes/No	Yes/No
	Comments:	Comments:	Comments:	Comments:
Would you want use this/these support(s) again?	Yes/No	Yes/No	Yes/No	Yes/No
	Comments:	Comments:	Comments:	Comments:

Text-to-Speech and Read-Aloud Decision Guidance for M-STEP



Grad	le: Student Name: UIC:	:	
Designasses best	chis checklist to help determine which students may need text-to-speech (TTS), to gnated Support or Accommodation, or the read-aloud Designated Support or Acc ssments. Keep this checklist up to date in a student's permanent record file so it o possible assessment decisions from year to year. Keep in mind that any student in mmodation or Read-Aloud Passage MUST have the need for this Accommodation	commodation for the N can be used to assist in n grades 6 –7 using the	1-STEP making the TTS Passage
be p	eponderance of evidence should exist in the appropriate section rather than a ferovided this level of support. Educators writing IEPs/504s may still find questions students. For more information on TTS and read-aloud, refer to the Student Supped 55 of this document.	s 4-9 helpful in determ	ining support
Stu	dent has an IEP/504 section	Yes	No
1.	Does the student's disability or disabling condition impact the student's ability t printed text?	to access	
	a. Is this represented as a need on the student's IEP or Section 504 plan?		
	b. Is this student blind or have a significant visual impairment?		
2.	If the student is blind or has a significant visual impairment, is the student learn braille?	ning to read	
3.	Does this student have an identified reading-based disability that affects the studecoding, fluency, or comprehension skills?	ıdent's	
	dent does NOT have an IEP/504 section (these students are not eligible to use tage or Read-Aloud Passage Accommodations)	the TTS Yes	No
4.	Does the student currently use text-to-speech, assistive technology software, or books support during instruction to access digital print?	r audio	
5.	Does the student belong to Bookshare (or similar organization)?		
	Does someone (teacher, paraprofessional, another student, parent) regularly re to the student in school as an instructional support?	ad aloud	
7.	Have interventions been used to improve the student's decoding, fluency, or comprehension skills? Please describe.		
8.	Does the student currently use text-to-speech or receive a read-aloud support cassessments or other class/district assessments?	during state	
9.	When given the choice, does the student indicate he or she would prefer to rea himself/herself?	d tests to	

Read-Aloud Guidelines M-STEP Mathematics and English Language Arts



The Read-Aloud support is administered by a person (human reader) who provides an oral presentation of the assessment text to an eligible student. The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The reader must be trained and qualified and must follow the **M-STEP Read-Aloud Guidelines** presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

Readers are allowed across all grades as a **Designated Support** for M-STEP mathematics and ELA assessment test questions and answer options. Readers are also allowed for ELA reading passages as a **documented Accommodation** in grades 6-7. This means that ONLY students who have a need to have reading passages read out loud to them on their IEP or 504 Plan can use this Accommodation.

Note that this Accommodation is appropriate for a very small number of students (estimated to be approximately 1-2 percent of students with disabilities participating in a general assessment; this number is not a cap but an anticipated percentage of student need). For information on documentation requirements and decision-making criteria for using readers, see the Text-to-Speech and Read-Aloud Decision Guidelines provided in this document.

Please note: There are no Reader Scripts for the M-STEP mathematics and ELA assessments, which means that educators must review and use these guidelines. For students taking the science and social studies M-STEP, a read-aloud option is allowable for the paper/pencil form of the assessment using the Reader Script **only**.

The M-STEP mathematics, English language arts (ELA), science, and social studies assessments have a text-to-speech Designated Support and accommodation option for online test administrations. Students who take a paper/pencil test may utilize the Read-Aloud Designated Support.

For additional questions, contact the Office of Educational Assessment and Accountability (OEAA) at 877-560-8378.

Reader Qualifications

Readers must be:

- an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments
- trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication
- trained in accordance with M-STEP state administration and security policies and procedures, as articulated in Michigan's test administration manuals, guidelines, and related documentation

Preparation

Readers must:

- read and sign the OEAA Assessment Security
 Compliance Form prior to test administration; this
 form is packaged with assessment materials but is
 also available on the OEAA Secure Site and M-STEP
 web page
- familiarize themselves with the test environment and format in advance of the testing session; having a working familiarity with the test environment and format will help facilitate reading of the test
- have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on M-STEP assessments



- be familiar with any assistive technology or approved supports the student requires; in addition to having a reader, the student may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the **Supports and Accommodations Table**
- have extensive practice in providing read-aloud support and must be familiar and comfortable with the process before working directly with a student
- be knowledgeable of procedures for reading aloud text by content area (see Tables 1-3: Reader Guidance to Mathematics)

The reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test preparation script is included at the end of these M-STEP Read-Aloud Guidelines.

Unless otherwise specified by a student's IEP or 504 plan, the reader does not have a role in manipulating the test or assisting with any other support tools.

General Guidelines

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Each question should be read exactly as written, as clearly as possible.

Throughout the exam, readers should:

- strive to communicate in a neutral tone and maintain a neutral facial expression and posture
- spell any words requested by the student
- adjust the reading speed and volume if requested by the student
- avoid gestures, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text
- avoid conversing with the student about test questions, as this would be a violation of test security; respond to the student's questions by repeating the item, words or instructions verbatim as needed

Readers should not:

paraphrase, interpret, define, or translate any items, words, or instructions, as this would be a violation of test security

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with M-STEP mathematics and ELA state policies and procedures. Refer to the Test Administrator Manual for more information related the administration requirements of the assessments.
- The test reader must not discuss any portion of the test with others.

English Usage/Conventions

Punctuation: (Read all text as punctuated)

- Ellipses: When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as "dot, dot, dot."
- **Quotations:** Quotation marks should be verbalized as "quote" and "end quote" at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. So as not to provide an unfair advantage to students receiving this support, test readers should be cautious and not emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or boldface is used in the prompt, question, or answers.
- Misspellings: In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words, test readers should not attempt to read the word(s) aloud, as pronunciation is somewhat subjective.



Images / Graphics

- Before describing a picture or graphic, the reader should determine whether the details of the picture are necessary to the student's understanding of and response to the item(s). In many cases, an image accompanying a passage or reading excerpt is included as a piece of visual interest and is not essential in the understanding of/response to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignore the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read aloud the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. The reader may move along the text in images from top to bottom, left to right, or from general to specific in accordance with teaching practices.

Passages

For students in grades 6-8 whose IEP has "read-aloud" as an accommodation for the M-STEP ELA test, the following guidelines must be followed when reading passages are read aloud.

- Read the passage in its entirety as punctuated (including pauses at periods, raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks, as noted above.
- If the student asks for a specific section of the source material passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines of the source material passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a source material or passage, read the lines referenced as though they are part of the stem.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific, as indicated by the visual components of the document.
- The reader should read the terms exactly as presented in the graphic organizer. No other information should be articulated. For example, the reader should not create sentences if information is bulleted or appears in a title or label.
- Common grade-appropriate language should be used throughout the reading of the item and the test when referring to graphic organizers and their attributes (including labels, blank cells, stems).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care for a student who has no visual reference, to avoid misrepresentation. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Readers should read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Abbreviations and acronyms should be read as full words. For example, "10 cm" needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example, "cm³" may be read as "cubic centimeters" or "centimeters cubed".
- Additional examples may be found in Tables 1-3.



Table 1: Test Reader Guidance for Mathematics - Numbers			
Description	Example(s):	Read as:	
Lama vakala mumbana	632,407,981	"six hundred thirty-two million, four hundred seven thousand, nine hundred eighty-one"	
Large whole numbers	45,000,689,112	"forty-five billion, six hundred eighty-nine thousand, one hundred twelve"	
Danisa I assaultana	0.056	"zero point zero five six"	
Decimal numbers	4.37	"four point three seven"	
	1/ 1/ 2/ 4/	"one-half, one-fourth, two-thirds, four-fifths"	
	1/2, 1/4, 2/3, 4/5	Other common fractions include "sixths, eighths, tenths"	
Fractions – common	14/25	"fourteen over twenty-five"	
	⁴⁸⁷ / ₆₉₇₂	"four hundred eighty-seven over six thousand nine hundred seventy-two"	
Mixed numbers – read aloud "and" between whole numbers and fractions	3 1/2	"three and one-half"	
	57 ³ ⁄ ₄	"fifty-seven and three-fourths"	
Percent	62%	"sixty-two percent"	
	7.5%	"seven point five percent"	
	0.23%	"zero point two three percent"	
Money - if the amount	\$4.98	"four dollars and ninety-eight cents"	
contains a decimal point,	\$0.33	"thirty-three cents"	
read as "dollars AND cents"	\$5,368.00	"five thousand, three hundred, sixty-eight dollars"	
Negative numbers - do NOT read negative sign as "minus"	-3	"negative three"	
	-5/8	"negative five-eighths"	
	-7.56	"negative seven point five six"	
Dates (years)	1987	"nineteen eighty-seven"	
	2005	"two thousand five"	
Roman Numerals	I II III IV	"Roman Numeral one" "Roman Numeral two" "Roman Numeral three" "Roman Numeral four"	



Table 1: Test Reader Gu	idance for Math	ematics - Numbers
Description	Example(s):	Read as:
Ratios	х:у	"x to y"

Table 2: Test Reader Guidance for Mathematics - Operations			
Description	Example(s):	Read as:	
Addition	13 + 27 13 + 27 =	"thirteen plus twenty-seven equals"	
	13 + 27 = ?	"thirteen plus twenty-seven equals question mark"	
Culturantina	487 - 159 487 - 159 =	"four hundred eighty-seven minus one hundred fifty-nine equals"	
Subtraction	487 - 159 =?	"four hundred eighty-seven minus one hundred fifty-nine equals question mark"	
Multiplication	63 <u>x 49</u> 63 X 49 =	"sixty-three times forty-nine equals"	
·	63 X 49 =?	"sixty-three times forty-nine equals question mark"	

"one hundred twenty divided by fifteen equals eight"

"three plus box equals eight"

<u>120</u> = 8

Division – Vertical or

Operations with boxes

Horizontal

120 ÷ 15 = 8

3 + □ = 8



Table 3: Test Reader Guidance for Mathematics - Expressions			
Description	Example(s):	Read as:	
	N + 4	"'N' plus four"	
	8x - 3	"eight 'x' minus three"	
	4(y - 2) + 5 = 7	"four open parenthesis 'y' minus two close parenthesis plus five equals seven"	
Expressions containing variables	V = 4/3 πr ³	"'V' equals four-thirds pi 'r' cubed"	
(any letter may be used as a variable)	t - 2		
	t + 8	"'t' minus two (pause) over 't' plus eight"	
	$x^2 y^3 = -36$	"'x' squared 'y' cubed equals negative thirty- six" or "'x' to the second power times 'y' to the third power equals negative thirty-six"	
	156 <i>x</i> ≥ 4	"one five six 'x' is greater than or equal to four"	
Coordinate pairs	the point (-1, 2)	"the point (pause) negative one comma two"	
answer choices with	the point A is at (6, 3)	"the point 'A' is at (pause) six comma three"	
no other text	A. (-3, -4)	"'A' (pause) negative three comma negative four"	
Parallels	ĀB ∥ CD	"line segment AB is parallel to line segment CD"	
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"line segment AB is perpendicular to line segment CD"	



Suggested Test Preparation Script

(used with student in advance of the day of testing)

Hi,

I will be reading your test to you when you take your M-STEP Assessment next week in [mathematics/English language arts]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything on the screen.1
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on screen [or on your booklet if braille or print on demand], and continue to read.
- I can still help you with your [list any assistive technology that the student may require that would need support].
- You can ask me to re-read parts of the test if you didn't hear me or need more time to think.
- You can ask me to slow down or speed up my reading, or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "Do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.



References

Educational Testing Service (2002)

Guidelines for a Test Reader (https://www.ets.org/ disabilities/test_reader/)

Retrieved from the ETS web page (https://www.ets. org/disabilities)

Oregon Department of Education Office of Student Learning and Partnerships (2012, December)

Guidelines for the Read Aloud Accommodation (http://www.ode.state.or.us/teachlearn/testing/ admin/alt/ea/2-guidelines-for-the-math-read-aloudaccommodation-for-2012-2013-(3).pdf)

State of Washington Office of Superintendent of Public Instruction (2013, September)

Access Supports and Accommodations Guidelines for **State Assessments**

(http://www.k12.wa.us/assessment/statetesting/ pubdocs/AccommodationManual.pdf)

West Virginia Department of Education (December, 2013)

Guidelines for Participation in State Assessments, 2013-2014 (http://wvde.state.wv.us/osp/ ParticipationGuidelines-2013-2014.pdf) Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide **Testing**

Recommended Qualifications and Guidelines for Use of Translators (non-ASL)



The Michigan Student Supports and Accommodations Table (see page 55) provides information regarding allowable second language supports for many students. This document is intended to help districts in selecting highly-qualified translators to administer the Michigan assessments.

The following is a list of available supports related to the use of interpreters and translators.

M-STEP

Mathematics: Directions, questions, and answer options may be translated. Students needing a Spanish form of the assessment (even if someone is orally translating into Spanish) should be provided the Stacked Spanish test booklet or have the Stacked Spanish form turned on in the DRC INSIGHT Portal. Use of the Stacked Spanish form of the assessment can allow translators to use the translations as their reader script. Educators must refer to and utilize the Spanish Read-Aloud Guidelines included in this document, if translating into Spanish; or the Arabic Read-Aloud Guidelines document, if translating into Arabic.

ELA: Directions **only** may be translated (that is, general test orientation directions; no content related to test questions or answer options themselves may be translated).

Science: Directions, questions, and answer options may be translated. However, students must take the paper/pencil form of the assessment. Students needing a Spanish or Arabic form of the assessment should be provided the Spanish or Arabic DVD. Translators **must** use the Reader Script for the oral translation.

Social Studies: Directions, questions, and answer options may be translated. However, students must take the

paper/pencil form of the assessment. Students needing a Spanish or Arabic form of the assessment should be provided the Spanish or Arabic DVD. Translators **must** use the Reader Script for the oral translation.

PSAT 8/9, PSAT 10, and SAT

Refer to the Supports and Accommodations Table to find out if the supports listed below result in college-reportable scores.

Directions may be translated into a second language used by the students. Directions cannot be elaborated upon. Languages offered in 2021 include Albanian, Arabic, Bengali, Bosnian, Burmese, Cambodian (Khmer), Chinese (Mandarin), French, Gujarati, Haitian Creole, Hindi, Hmong, Italian, Polish, Portuguese, Russian, Somali, Spanish, Urdu, and Vietnamese. Additional languages are being considered.

Go to the College Board Michigan website (www.collegeboard.org/Michigan) to download the translated directions when available.

The translated directions may be printed for distribution to students on test day as needed. No accommodation request is required. Scores will be college and scholarship reportable.

For students whose language is not one of these provided, the content and questions of the mathematics section may be translated into the student's most familiar language, but are not college reportable. Refer to the Supports and Accommodations Table for more information. Students receiving a translation should be administered the test individually or may have the assessment administered in small groups of no more than five students, if all students are receiving the same language of translation.



MI-Access Functional Independence

Only items or portions of items designated as "readable" may be translated. Refer to the Do Not Read Aloud tables for each content area.

Mathematics: Directions and items may be translated.

ELA: Directions only may be translated.

Science: Directions and items may be translated.

Social Studies: Directions and items may be translated.

WIDA

WIDA assessments (W-APT, ACCESS for ELLs, Alternate ACCESS for ELLs) directions and content must not be translated.

ACT WorkKeys

Refer to the Supports and Accommodations Table for more information on appropriate content areas and assessment parts that may be translated for these assessments. However, these recommended guidelines may be followed for use with those appropriate sections and parts.

Recommended Qualifications for Translators and Language Interpreters (non-American Sign Language)

Preference should be given to individuals who have bachelor's degrees in languages other than English or who hold a formal certification in either translation or interpretation. When this is not possible, interpreters should have the following qualifications:

- 1. mastery of the target language and dialect
- 2. familiarity with both American culture and the culture of the target language
- extensive general and academic vocabulary in both languages

- 4. ability to express thoughts clearly and concisely in both languages
- 5. familiarity with the Michigan education system
- 6. attendance at school/district/statewide trainings regarding how to administer the assessments
- 7. a signed OEAA Assessment Security Compliance Form

Individuals selected as interpreters must also adhere to all aspects of Michigan's test security guidelines.

Guidelines for Translators and Language Interpretation (non-ASL)

Test directions, questions, and answer choices should be read to students using direct interpretation. Care should be taken not to alter the intended meaning of the text.

Common False Assumptions and Risks

1. Many people incorrectly assume that a bilingual person can also be an effective interpreter by virtue of knowing two languages.

Research shows that bilingual individuals who have not received interpreter-specific training are more likely to add or omit information, as well as interject their own opinions and assumptions, which has the result of changing the actual content of the assessment. They may also speak too quickly, making the content too difficult to process. These actions would affect the validity of the student's assessment results.

2. Parents for the student and family members of the students are not the best choice to help administer the assessment.

Using interpreters or translators with whom the student has familiar relationships may pose a risk in by creating a situation where the translator or interpreter is more willing to provide additional, non-authorized help to the student for the test.



Often in districts where there is a low population of language-speaking students, districts may believe it would be acceptable to use a student's older sibling to aid in the translation process. This would actually result in a security breach as no students should be involved in the testing of other students.

3. Side conversations

It is possible that because of the one-on-one nature of this testing scenario, coupled with the potential relief some students may feel by having someone speak to them in their native language, additional topics may arise for discussion between the student and the interpreter. Although it is acceptable for the student to ask for clarification on directions, other non-test related topics should be avoided.

References

Bridging the Gap: A Basic Training for Medical Interpreters. Interpreter's Handbook, Third Edition, Jan. 1999.

ITC Guidelines for Translating and Adapting Tests, International Test Commission, Jul. 2005.

Medical Interpreter Training. Arlington Free Clinic, Arlington, VA, Jan., 2000.

National Health and Nutrition Examination Survey (NHANES) Interpretation Guidelines, Center for Disease Control (CDC), Nov. 2006.

Standards for Educational and Psychological Testing, American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 2014.

Arabic Read-Aloud Guidelines M-STEP Mathematics



Some students may benefit from an in-person oral translation of the online or paper/pencil M-STEP mathematics assessment. This support is intended for students who may be in bilingual programs or whose native language fluency is greater than their English fluency. Use of this support assumes that a student is able to better show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results.

For M-STEP mathematics, this option is ONLY available for students testing online as an individual administration option. This is necessary because of the computer adaptive nature of the test. Each student may be on a different question with no way for the test administrator to provide the same question-by-question translation to multiple students. Doing so would result in unnecessary distractions for students. Students testing paper/pencil may be administered the assessment with an oral translation individually or in small groups of no more than five students.

Reader Qualifications

- The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a read-aloud support in Arabic during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.

 Test readers must be trained in accordance with Michigan's state administration and security policies and procedures as articulated in Michigan's test administration manuals, guidelines, and related documentation.

Preparation

- Test coordinators should know in advance of testing the students' language for mathematics instruction and what the students' comfort level is with receiving the assessment content in a language other than English. For example, many Arabicspeaking students, depending on their country of origin, may have learned mathematics in French or in English.
- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test. Increased knowledge of the test format can be gained through review of the practice tests.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on M-STEP assessments. This includes having a strong working knowledge of Designated Support options specific to English Learners (ELs).



- Test readers should be familiar with the student's Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional Designated Supports and/or accommodations. This will ensure that there are plans in place for providing all needed Designated Supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the Supports and Accommodations Table. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers in Arabic should have extensive practice in providing read aloud support in Arabic and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area.
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of this guidance.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

General Guidelines

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.

- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words, or instructions verbatim as needed.
- Do not paraphrase, explain, or define any items, words, or instructions as this would be a violation of test security. However, you may spell any words requested by the student or write the translated word in Arabic.
- Adjust your reading speed and volume if requested by the student. In order to lessen the impact of different Arabic dialects on student's understanding, it is important to read clearly to the student at a slow to moderate pace.

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Michigan Department of Education state policies and procedures.
- The test reader must not discuss any portion of the test with others.

Arabic Usage / Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'طاقن ثالث'
- Quotations: Quotation marks should be verbalized as "سابتقا ةمالع" at the beginning and end of quoted material, respectively.



- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- Misspellings: In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

Images / Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Graphic Organizers

Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information.

- In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about the graphic organizer, test question, or terms should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (including labels, blank cells, stems).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Arabic usage for the student's grade level.
- Additional examples may be found in the tables on the following pages.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "تارتمىتنس ةرشع". Some abbreviations may be read differently by different readers. For example, cm3 may be read as "بّعكم رتميتنس".



Table 1: Test Reader Gui	dance for Mathe	ematics - Numbers
Description	Example(s):	Read as:
to a bolo a abou	632,407,981	"ست مائة واثنان وثلاثون مليون، وأربع مائة وسبعة آلاف، وتسع مائة وواحد وثمانون"
Large whole numbers	45,000,689,112	"خمسة وأربعون مليار (بليون)، وست مائة وتسعة وثمانون ألفاً، ومائة وإثنا عشر"
Danimal musham	0.056	"صفر فاصلة صفر خمسة ستة" OR "صفر علامة عشرية صفر خمسة ستة"
Decimal numbers	4.37	"أربعة فاصلة ثلاثة سبعة" OR "أربعة علامة عشرية ثلاثة سبعة"
	1/2, 1/4, 2/3, 4/5	"واحد على إثنين، واحد على أربعة، إثنان على ثلاثة، أربعة على خمسة"
Fractions – common	14/25	"أربعة عشر على خمسة وعشرين"
	487/6972	"أربع مائة وسبعة وثمانون على ستة آلاف وتسع مائة واثنان وسبعون"
Mixed numbers – read	3 ½	"ثلاثة ونصف"
aloud "and" between whole numbers and fractions	57 ³ ⁄ ₄	"سبعة وخمسون وثلاثة أرباع"
Percent	62%	"إثنان وستون بالمائة"
	7.5%	"سبعة فاصلة خمسة بالمائة" OR "سبعة علامة عشرية خمسة بالمائة"
	0.23%	"صفر فاصلة إثنان ثلاثة بالمائة" OR "صفر علامة عشرية إثنان ثلاثة بالمائة"
Money - if the amount contains a decimal point,	\$4.98	"أربع دولارات وثمانية وتسعون سنت"
	\$0.33	"ثلاثة وثلاثون سنت"
read as "dollars AND cents"	\$5368.00	"خمسة آلاف وثلاث مائة وثمانية وستون دولار فقط"
	-3	"ناقص ثلاثة" OR "سالب ثلاثة"
Negative numbers - do NOT read negative sign as "minus"	-5/8	"ناقص خمسة على ثمانية" OR "سالب خمسة على ثمانية"
	-7.56	"ناقص سبعة فاصلة ستة وخمسون" OR "سالب سبعة علامة عشرية ستة وخمسون"
Dates (years)	1987	"ألف وتسع مائة وسبعة وثمانون"
	2005	"أَلفان وخمسة"
Roman Numerals	I	"الرقم الروماني واحد"
	П	"الرقم الروماني إثنان"
	Ш	"الرقم الروماني ثلاثة"
	IV	"الرقم الروماني أربعة"
Ratios	x: y	"۷ إلى ۲"



Table 2: Test Reader Guidance for Mathematics - Operations			
Description	Example(s):	Read as:
Addition	13 <u>+ 27</u>	13 + 27 =	"ثلاثة عشر زائد سبعة وعشرون تساوي"
		13 + 27 = ?	"ثلاثة عشر زائد سبعة وعشرون تساوي ماذا"
Subtraction	487 <u>– 159</u>	487 – 159 =	"أربع مائة وسبعة وثمانون ناقص مائة وتسعة وخمسون تساوي"
		487 - 159 =?	"أربع مائة وسبعة وڠانون ناقص مائة وتسعة وخمسون تساوي ماذا"
Multiplication	63 <u>x 49</u>	63 X 49 =	"ثلاثة وستون ضرب تسعة وأربعون تساوي"
		63 X 49 =?	"ثلاثة وستون ضرب تسعة وأربعون تساوي ماذا"
Division – Vertical or Horizontal	<u>120</u> = 8 15	120 ÷ 15= 8	"مائة وعشرون قسمة خمسة عشر تساوي ثمانية"
Operations with boxes		3 + □ = 8	"ثلاثة زائد مربّع تساوي ڠانية"

Table 3: Test Reader Guidance for Mathematics - Expressions			
Description	Example(s):	Read as:	
Expressions containing variables (any letter may be used as a variable)	N + 4	"N زائد أربعة"	
	8x - 3	"ناقص ثلاثة x ڠانية"	
	4(y-2) + 5 = 7	"ناقص إثنان، أغلق القوس، زائد خمسة تساوي سبعة y ،أربعة، إفتح القوس"	
	V = ⁴ / ₃ πr ³	"مكعّبة πr تساوي أربعة على ثلاثة V"	
	t - 2 t + 8	"ناقص إثنان t"	
	$x^2 y^3 = -36$	"t ثانية "t	
	156 <i>x</i> ≥ 4	"مكعّب تساوي ناقص 36 y مربع OR "x مربع or " مكعّب تساوي سالب 36 y مربع	
Coordinate pairs	the point (–1, 2)	"أكبر أو تساوي أربعة x واحد خمسة ستة"	
answer choices with	the point A is at (6, 3)	"(النقطة (ناقص واحد وإثنان" OR "(النقطة (سالب واحد وإثنان"	
no other text	A. (-3, -4)	(على (ستة وثلاثة A النقطة"	
Parallels	ĀB ∥ CD	"(على (ناقص ثلاثة وناقص أربعة .A " OR "(على (سالب ثلاثة وسالب أربعة .A"	
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"CD موازية للقطعة المستقيمة AB القطعة المستقيمة "CD عمودية على القطعة المستقيمة AB القطعة المستقيمة"	



Suggested Test Preparation Script

(used with student in advance of the day of testing)



الأسبوع القادم في مادة الرياضيات. أريدكم أن تعرفوا كيف سنعمل سوية. حين أقرأ الإمتحان لكم، سوف يكون ذلك مختلفاً كثيراً عما قرأته M-STEP سوف أقرأ لكم اللإختبار حين تأخذون امتحان :لكم أثناء الصف. على أن أتبع بعض القواعد

- لا مكننى مساعدتكم في أية إجابات
- لا يمكنني نقر أي شيء على الشاشة
- لن أغير نبرة صوتى أثناء القراءة. سوف أستعمل نفس نبرة الصوت بغض النظر عن أحداث القصة أو السؤال المطروح
- إذا كان هناك صورة مرفقة بكلمات، سوف أقرأ تلك الكلمات. إذا طلبتم منى إعادة قراءة تلك الكلمات، سأفعل ذلك
- أحياناً، بعض الكلمات أو العبارات قد تدل على الإجابة. في تلك الحالات لن أقرأ تلك الكلمات بل سأشير إليها على الشاشة ثم أكمل القراءة
 - مكنك أن تطلب إعادة قراءة أجزاء من الإختبار إذا لم تسمعنى جيداً أو تريد وقتاً إضافياً للتفكير
 - مكنك أن تطلب منى أقرأ بشكل أبطأ أو أسرع، أو بصوت أعلى أو أخفض، إذا كنتم تواجهون صعوبة في فهم ما أقرأه
- سوف أقرأ بعض أحرف التنقيط (مثل الفاصلة والنقطة)، لكن إذا كنتم بحاجة إلى أن أعيد قراءة الجملة وأخبركم كيف تم تنقيطها، سأفعل ذلك
 - "إذا سألتني سؤالاً حول الإختبار، كل ما سأقوله هو "إفعل أفضل ما تستطيع. لا يمكنني أن أساعدك
 - هل لديك أية أسئلة تود أن تسألني حول طريقة عملنا سوياً خلال الإختبار؟
 - ذلك
 - "إذا سألتني سؤالاً حول الإختبار، كل ما سأقوله هو "إفعل أفضل ما تستطيع. لا يمكنني أن أساعدك
 - هل لديك أية أسئلة تود أن تسألني حول طريقة عملنا سوياً خلال الإختبار؟



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Educational Testing Service (2002)

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Oregon Department of Education Office of Student Learning and Partnerships (2012, December)

Guidelines for the Read Aloud Accommodation

(http://www.ode.state.or.us/teachlearn/testing/ admin/alt/ea/2-guidelines-for-the-math-read-aloudaccommodation-for-2012-2013-(3).pdf)

State of Washington Office of Superintendent of Public Instruction (2013, September)

Access Supports and Accommodations Guidelines for **State Assessments**

Retrieved in September 2013 from (http://www. k12.wa.us/assessment/statetesting/pubdocs/ AccommodationManual.pdf)

West Virginia Department of Education (December, 2013)

Guidelines for Participation in State Assessments, 2013-2014 (http://wvde.state.wv.us/osp/ ParticipationGuidelines-2013-2014.pdf) Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide **Testing**

Special Thanks

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Manal Assi

Khalil El-Saghir

Mohammed Ghaleb

Spanish Read-Aloud Guidelines M-STEP Mathematics



Some students may benefit from an in-person oral translation of the stacked Spanish test form available for online and paper/pencil M-STEP mathematics. This support is intended for students who may be in bilingual programs or whose native language fluency is greater than their English fluency. Use of this support assumes that a student is able to better show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results.

This option is available for students in small groups of no more than five students or to students testing individually. Students receiving a Spanish read-aloud from an in-person translator cannot take the assessment with students not receiving this support. The oral translation will create unnecessary distraction for students not needing this support.

Reader Qualifications

- The test reader should be a biliterate adult who
 is familiar with the student, and who is typically
 responsible for providing a read-aloud support
 in Spanish during educational instruction and
 assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with Michigan's state administration and security policies and procedures as articulated in Michigan's test administration manuals, guidelines, and related documentation.

Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on M-STEP assessments.
- Test readers should be familiar with the student's Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional Designated Supports and/or accommodations. This will ensure that there are plans in place for providing all needed Designated Supports and accommodations.
- In addition to a test reader, students may make use
 of any other approved specialized tools or equipment
 during the test as appropriate and in accordance with
 the Supports and Accommodations Table. Test readers
 should be familiar with any assistive technology or
 approved supports the student requires.
- Test readers in Spanish should have extensive practice in providing read aloud support in Spanish and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area.



- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included on page 41.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

General Guidelines

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words, or instructions verbatim as needed.
- Do not paraphrase, interpret, or define any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

Post-Administration

The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the

- test administrator in accordance with Michigan Department of Education state policies and procedures.
- The test reader must not discuss any portion of the test with others.

Spanish Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'punto, punto, punto.'
- Quotations: Quotation marks should be verbalized as "comillas" and "fin de comillas" at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- Misspellings: In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

Images / Graphics

Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.



- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (including labels, blank cells, stems).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers should read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Spanish usage for the student's grade level.
- Additional examples may be found in the following
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "diez centímetros." Some abbreviations may be read differently by different readers. For example, cm³ may be read as "centímetros cúbicos" or "centímetros al cubo".

Table 1: Test Reader Guidance for Mathematics - Numbers			
Description	Example(s):	Read as:	
Large whole numbers	632,407,981	"seiscientos treinta y dos millones cuatro cientos siete mil novecientos ochenta y uno"	
Large whole numbers	45,000,689,112	"cuarenta y cinco mil millones seis cientos ochenta y nueve mil ciento doce"	
Decimal numbers	0.056	"cero punto cero cinco seis"	
	4.37	"cuatro punto tres siete"	



Table 1: Test Reader Guidance for Mathematics - Numbers						
Description	Example(s):	Read as:				
	1/2, 1/4, 2/3, 4/5	"un medio, un cuarto, dos tercios, cuatro quintos"				
Fractions – common	14/25	"catorce sobre veinticinco"				
	⁴⁸⁷ / ₆₉₇₂	"cuatrocientos ochenta y siete sobre seis mil novecientos setenta y dos"				
Mixed numbers – read	3 ½	"tres y un medio"				
aloud "and" between whole numbers and fractions	57 ¾	"cincuenta y siete y tres cuartos"				
	62%	"sesenta y dos por ciento"				
Percent	7.5%	"siete punto cinco por ciento"				
	0.23%	"cero punto dos tres por ciento"				
Money - if the amount	\$4.98	"cuatro dólares y noventa y ocho centavos"				
contains a decimal point,	\$0.33	"treinta y tres centavos"				
read as "dollars AND cents"	\$5,368.00 "cinco mil t	"cinco mil tres cientos sesenta y ocho dólares"				
	-3	"negativo tres"				
Negative numbers - do NOT read negative sign as "minus"	-5/8	"negativo cinco octavos"				
	-7.56	"negativo siete punto cinco seis"				
Dates (years)	1987	"mil novecientos ochenta y siete"				
	2005	"dos mil cinco"				
Roman Numerals	I II III IV	"número romano uno" "número romano dos" "número romano tres" "número romano cuatro"				
Ratios	x: y	"x a y"				



Table 2: Test Reader Guidance for Mathematics - Operations						
Description	Example(s):		Read as:			
Addition	13 + 27	13 + 27 =	"trece más veintisiete es igual a"			
Addition		13 + 27 = ?	"cuatro cientos ochenta y siete menos ciento ciencuenta y nueve es igual a signo de interrogación"			
Subtraction	487 <u>– 159</u>	487 – 159 =	"cuatro ocho siete menos uno cinco nueve es igual a"			
		487 - 159 =?	"cuatro ocho siete menos uno cinco nueve es igual a signo de interrogación"			
Multiplication	63 <u>x 49</u>	63 X 49 =	"sesenta y tres por cuarenta y nueve es igual a"			
Multiplication		63 X 49 =?	"sesenta y tres por cuarenta y nueve es igual a signo de interrogación"			
Division – Vertical or Horizontal	<u>120</u> = 8 15	120 ÷ 15 = 8	"Ciento veinte dividido entre quince es igual a ocho"			
Operations with boxes		3 + □ = 8	"tres más casilla es igual a ocho"			

Table 3: Test Reader Guidance for Mathematics - Expressions						
Description	Example(s):	Read as:				
	N + 4	"'N' más cuatro				
	8x – 3	"ocho 'x' menos tres"				
Expressions containing variables (any letter may be used as a variable)	4(y - 2) + 5 = 7	"cuatro abre paréntesis 'y' menos dos cierra paréntesis más cin es igual a siete"				
	$V = \frac{4}{3} \pi r^3$	"'V' es igual a cuatro tercios pi 'r' al cubo"				
	t - 2 t + 8	"'t' menos dos (pause) sobre 't' más ocho"				
	$x^2 y^3 = -36$	"'x' al cuadrado 'y' al cubo es igual a negativo treinta y seis" o "'x' a la segunda potencia por 'y' a la tercera potencia es igual a negativo treinta y seis"				
	156 <i>x</i> ≥ 4	"uno cinco seis 'x' es mayor o igual a cuatro"				



Table 3: Test Reader Guidance for Mathematics - Expressions						
Description	Example(s):	Read as:				
Coordinate pairs	the point (–1, 2)	"el punto (pause) negativo uno coma dos"				
answer choices with no other text	the point A is at (6, 3)	"El punto A está en (pause) seis coma tres."				
	A. (-3, -4)	"'A' (pause) negativo tres coma negativo cuatro"				
Parallels	ĀB ∥ CD	"el segmento de línea AB es paralela al segmento de línea CD"				
Perpendiculars	ĀB ⊥ CD	"el segmento de línea AB es perpendicular al segmento de línea CD"				

Suggested Test Preparation Script

(used	with	student	in ad	vance	of 1	the	day	of	testir	ng)

Hola, _____

Soy la persona asignada para leerte el examen que tomarás la próxima semana durante M-STEP. Me gustaría informarte cómo estaremos trabajando juntos. Cuando te esté leyendo la prueba, será de manera muy distinta a cuando te estoy leyendo durante la clase. Necesito seguir ciertas reglas.

- No te puedo ayudar con ninguna respuesta.
- No puedo hacer clic sobre nada en la pantalla.²
- No estaré usando diferentes voces de personajes o cambiando mi tono de voz cuando lea. Estaré usando una voz muy directa que no cambie mucho, no importa qué tan emocionante sea la historia o ítem de la prueba.
- Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.
- Algunas veces puede haber algo sobre una palabra o frase que te puede dar una clave si lo leo en voz alta. En esos casos, no leeré esa la palabra, la señalaré en la pantalla [o en el cuadernillo de impreso al momento] y continuaré leyendo.
- Todavía puedo ayudarte con tus [***list any assistive technology that the student may require that would need adult support—if that support is provided by you].
- Me puedes pedir que lea nuevamente partes de la prueba si no me escuchaste o necesitas más tiempo para pensar.
- Me puedes pedir que haga una pausa en la lectura si necesitas tomar un descanso.
- Me puedes pedir que lea más despacio o más rápido, o leer más alto o más bajo si tienes problema entendiendo lo que leo.

² A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.



- Leeré ciertos signos de puntuación, pero si necesitas que lea nuevamente una oración y que te diga la puntuación, puedo hacerlo.
- Si me haces una pregunta sobre la prueba lo único que te voy a decir es: "Haz tu mejor trabajo. No te puedo ayudar en eso.
- ¿Tienes alguna pregunta sobre cómo vamos a trabajar juntos durante la prueba?

References

Educational Testing Service (2002)

Guidelines for a Test Reader (https://www.ets.org/ disabilities/test reader/)

Retrieved from the ETS web page (https://www.ets. org/disabilities)

Oregon Department of Education Office of Student Learning and Partnerships (2012, December)

Guidelines for the Read Aloud Accommodation (http://www.ode.state.or.us/teachlearn/testing/ admin/alt/ea/2-guidelines-for-the-math-read-aloudaccommodation-for-2012-2013-(3).pdf)

State of Washington Office of Superintendent of Public Instruction (2013, September)

Access Supports and Accommodations Guidelines for **State Assessments**

(Retrieved in September 2013 from http://www. k12.wa.us/assessment/statetesting/pubdocs/ AccommodationManual.pdf)

West Virginia Department of Education (December, 2013)

Guidelines for Participation in State Assessments, 2013-2014 (http://wvde.state.wv.us/osp/ ParticipationGuidelines-2013-2014.pdf) Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide **Testing**

ACT WorkKeys in Spanish



ACT offers the ACT WorkKeys assessment in Spanish. Students taking this form of the assessment are eligible to receive a National Career Readiness Certificate en Español. For the state-required administration of WorkKeys, students must opt to take only one form of the assessment and cannot take both forms during the state-administered window.

This guidance should be used to help educators decide which students might benefit from taking the Spanish form of the assessment.

Educators should consider the following questions when making a determination as to whether or not to assess the student:

- Can the student read in Spanish? Not all students
 who can speak Spanish fluently have a strong
 command of the written language. Without high
 literacy in the language, students will not benefit
 from taking this form of the test.
- Is the student best able to show what they know to a potential employer by receiving a National Career Readiness Certificate en Español? Remember that the purpose of the ACT WorkKeys is to show a students' skills and abilities for the use in multiple career pathways.

SAT and PSAT Grade 8 – 50% Extended Time for ELs Guidance



Educators must use this document to aid in the determination of current students identified as English Learners (ELs) who may benefit from the use of the 50% Extended Time support on the SAT or PSAT assessments. Below you will find a list of questions that will help you determine if a student is eligible to use this support.

It is important to keep in mind that not **all** students and certainly not **all** ELs will benefit from extended time.

Additionally, MDE is committed to monitoring the use of supports on state assessments and will contact schools and districts with high numbers of students utilizing this support.

A **preponderance of evidence** should exist rather than a few marks in boxes for the student to be provided this level of support.

	Yes	No
Is the student formally identified as an English Learner in MSDS? If the answer to this question is no, then this student is not eligible for this support.		
Does the student typically receive additional time to complete assignments?		
Does the student typically receive additional time to complete in-class assessments?		
Is the student a recently arrived student (attended U.S. schools for 12 months or less)?		
Does the student typically use a bilingual word-to-word dictionary in the classroom?		
Does the student use additional or different linguistic supports in the classroom?		
Does the student need additional time to process written text in English?		
When given the choice, does the student indicate he or she would prefer to have extra time for assignments?		

Testing Policy for Recently Arrived, First Year English-Learner Students



ELA Exception Criteria

The Michigan Department of Education is able to provide a one time exception to the testing requirement in English language arts (ELA) for first year, English learner (EL) students. To be eligible for this exception, students must meet ALL of the following criteria:

- the student has been enrolled in U.S. schools (excluding Puerto Rico) for 12 months or less at the time of taking a state assessment
- the student is reported as an English Learner in the Michigan Student Data System (MSDS)
- in the Office of Educational Assessment and Accountability (OEAA) Secure Site, the student has at least one of the following for the current year:
 - » A WIDA ACCESS Placement Test (W-APT) / WIDA Screener score
 - » A valid WIDA ACCESS for ELLs or WIDA Alternate ACCESS for ELLs score

Expectations for ALL EL Students

Regardless of the length of time enrolled in a U.S. school, it is required that each EL student is:

- administered the WIDA ACCESS Placement
 Test (W-APT) or WIDA Screener during the EL
 identification process AND that the W-APT/WIDA
 Screener score is entered in the OEAA Secure Site.
- annually administered the summative WIDA ACCESS for ELLs or Alternate ACCESS for ELLs until proficiency is achieved, including in their first year if the student is enrolled prior to the close of that year's test administration period.

Students are not exempt from WIDA assessments because these assessments test students' English language development and not knowledge of English language arts.

ELA Exception Notes: <u>ALL</u> Assessments (Except WIDA assessments)

Note: The following aspects of the ELA Exception for First Year EL students apply to all state assessments (except WIDA assessments).

- The ELA Exception for First Year EL students only applies to ELA.
- Requests for an exception are submitted in the OEAA Secure Site.
- Requests for an exception are submitted AFTER an assessment's testing window, during that assessment's Answer Documents Received and Not Tested Students window.
- Requests for an exception must be submitted separately for each applicable student.
- If the request is accepted, the student will be:
 - » counted as participating for the school's accountability ELA participation calculations
 - » excluded from the school's accountability ELA proficiency and growth calculations
 - » included in the school's accountability participation, proficiency, and growth calculations for all other content areas.
- If the request is rejected, the student will be included in the school's accountability participation, proficiency, and growth calculations for ELA and all other content areas.



ELA Exception Notes: By Assessment

The following is additional information on the ELA Exception specific to each state assessment.

M-STEP Assessments

For dates of the M-STEP Answer Documents
 Received and Not Tested Students window, see the

 M-STEP List of Important Dates document on the
 M-STEP web page (www.mi.gov/mstep)

MI-Access Assessments

- For dates of the MI-Access Answer Documents
 Received and Not Tested Students window, see the
 <u>List of Important Dates</u> document on the <u>MI-Access</u>
 web page (www.mi.gov/mi-access)
- The Functional Independence ELA assessments are:
 - » ELA Accessing Print and Using Language
 - » ELA Expressing Ideas
- The Supported Independence and Participation ELA assessments are "ELA"

For Any College Board Assessment

(SAT, PSAT 8, PSAT 9, or PSAT 10)

- In order for students using the ELA exception to receive a valid math score, **before** testing, schools must request a "Math Only" accommodation by the following process.
 - » Ensure the student is listed on the Pre-ID Student Report.
 - » Log into College Board's Services for Students with Disabilities (SSD) Online System.
 - » Start a new request for the student and enter student information.
 - » Select "State Allowed Accommodation" as the accommodation type.
 - » Choose "EL Math Only" from the list of stateallowed accommodations.
 - » Submit the request (it will be automatically approved).

- Students with approved "EL Math Only" accommodations will test with a lime-colored test book. This will ensure the eligible EL exception students are tested with materials that will still yield their required valid mathematics score.
- The Services for Students with Disabilities (SSD)
 Coordinator will only use the scripts for the mathematics test in the SSD Coordinator manual when administering the assessment.
- Note: The test book shipped for these students will still include the ELA and mathematics sections.
- For questions about the SSD system call the College Board Michigan Educator Hotline at 1-866-870-3127.

SAT Assessments

- For dates of the SAT Answer Documents Received and Not Tested Students window, see the <u>MME and</u> <u>PSAT List of Important Dates</u> document on the <u>MME</u> web page (www.mi.gov/mme)
- The SAT ELA assessment is "Evidenced Based Reading and Writing"
- Students not taking the ELA portion of the SAT will not receive a college-reportable SAT score.

PSAT 8 Assessments

- For dates of the PSAT 8 Answer Documents Received and Not Tested Students window, see the <u>Grade 8</u> <u>List of Important Dates</u> document on the <u>M-STEP</u> web page (www.mi.gov/mstep)
- The PSAT 8 ELA assessment is "Evidenced-Based Reading and Writing"

PSAT 9 and PSAT 10 Assessments

 PSAT 9 and PSAT 10 are not currently used for accountability and do not have an Answer Documents Received and Not Tested Students window. Therefore, it is not necessary, nor possible, to request an ELA exception for accountability for PSAT 9 or PSAT 10. However, students meeting all the ELA exception criteria may still use a "EL – Math Only" accommodation.

Scribing Protocol for the M-STEP, MI-ACCESS, SAT, ACT, and WIDA Assessments

MICHIGAN Department of Education

Scribing Protocol

In this section educators will find the required procedures a scribe must follow for the Michigan Student Test of Educational Progress (M-STEP), MI-Access, and WIDA assessments. Some information is also provided related to SAT and ACT WorkKeys. A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to test content and is able to respond to the content.

Scribes are allowable as a documented accommodation for English Language Arts (ELA), M-STEP essay questions, and MI-Access Functional Independence (FI) ELA Expressing Ideas. Scribing is additionally allowable as a Designated Support for M-STEP mathematics, ELA non-writing items, science, and social studies. For the WIDA assessments, scribes are allowable accommodations for the Reading, Writing, and Listening domains.

As you review this document, you will need to be aware of the following terms.

Item Types:

- Selected Response: Selected-response items present students with a question and several answer choices. These items may appear as traditional multiplechoice items. They may also appear as multipleselect items (choose more than one answer) or Hot Text items (choose one or more embedded correct response).
- Passage-based Writing Prompt: These item types ask students read a passage and then respond to a prompt by writing an essay.

- Constructed/Equation Response: These item types ask students to explain their responses, respond to a prompt with a short story, or create equations/ expressions.
- Embedded Accessibility Option: This is a Universal Tool, Designated Support, or Accommodation for students within the online delivery system, such as a highlighter or American Sign Language videos. Refer to Michigan's Supports and Accommodations Table for more information related to allowable accessibility options.
- Non-Embedded Accessibility Option: This
 is a Universal Tool, Designated Support, or
 Accommodation provided for students outside
 of the online delivery system, such as a scribe or
 scratch paper. Refer to Michigan's Accommodations
 Table for more information related to allowable
 accessibility options.

Qualifications for Scribes

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with Michigan's administration and security policies and procedures, as articulated in Michigan's test administration manuals, guidelines, and related documentation.



Preparation

- Scribes should read the Michigan Assessment Integrity Guide (AIG) and sign the OEAA Assessment Security Compliance Form prior to test administration.
- If the student for whom they are scribing has a disability, scribes and test administrators should be familiar with the content of the student's Individualized Education Program (IEP) or 504 plan, specifically surrounding the use of a scribe as an accommodation, to ensure there are plans in place for providing all needed Designated Supports and accommodations.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. A working familiarity with the test environment will facilitate the scribe's ability to record the student's answers.
- Scribes should also have a strong working knowledge of the available embedded and non-embedded accessibility and accommodations options and features.
- Scribes should review the Scribing Protocol for the student at least one to two days prior to testing.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.
- If the scribing-assisted testing is not conducted with the student in a separate setting, the scribe should be situated close enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test

- interface, making use of the embedded and nonembedded tools available for a given item and student.
- For computer-based administrations, scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student, such as test directions and navigation within the test environment.
- Scribes may not respond to student questions about test items if the responses would compromise the validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to re-state words or parts of the answer as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, or prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

Post-Administration Procedures for All Assessments

Immediately at the end of the testing session, the scribe will submit online or paper-based student responses; collect scratch paper, rough drafts, and login information; and deliver the materials to the test administrator in accordance with Michigan's state policies and procedures.



English Language Arts: M-STEP and MI-Access Functional Independence (FI) Selected-Response Items

Single and Multiple Answer, Matching Table interaction

- The student must point to or otherwise indicate his/her selection(s) from the options provided.
- Scribes are expected to comply with student directions regarding screen and test navigation and the use of test platform features available for a given item.
- The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item.

Passage-based Writing Prompt

- The scribe will write verbatim student responses on paper or on screen, in an area obstructed from other students' view.
- The scribe will spell all words as dictated.
- The scribe will not capitalize words or punctuate text in the student's response, unless directed to do so specifically by the student for specific words or to indicate the "what" and "where" for punctuation.
- The scribe will orally confirm the spelling of homonyms and commonly confused homophones, such as than and then; to, two, and too; there, their, and they're.
- The student will proofread the response to add punctuation, capitalization, spacing, and make other edits.
- The scribe will make student-requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Mathematics: M-STEP and MI-Access **Functional Independence (FI) Selected-Response Items**

Single and Multiple Answer, Matching Table interaction

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.

Constructed/Equation Response Items

- The student must point or otherwise direct the scribe in developing his/her response.
- The scribe will input student work directly onscreen and in view of the student.
- For responses requiring equations, the student must specify where to place figures and operands.
- For responses requiring text, the scribe will spell all content area words/academic vocabulary as dictated and conform to standard writing conventions.
- For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits.
- The scribe will make student-requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.



Science and Social Studies: M-STEP and **MI-Access Functional Independence** (FI) Selected-Response Items

Single and Multiple Answer

- The student must point to or otherwise indicate his/ her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and the use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

SAT, PSAT 8/9, and PSAT 10

Some students may be approved for personal assistants, such as readers, scribes/writers, or sign language interpreters. Assistants must be assigned by the school and may not be a relative of the student. Refer to the appropriate test's School Day Accommodated Manual as well as the School Day Coordinator Manual.

Scribe/writers:

Depending on the student's needs, a scribe may be required to:

- complete the student's identifying information on the answer sheet
- fill in the circles on the regular answer sheet corresponding to the answers chosen by the student and write the student's SAT Essay submission
- make any corrections indicated by the student
- write the student's name on the student's test book, write "Answers in book" on front cover, and ensure that the test book is returned with the answer sheet

- assist the student in turning pages
- test in a 1-to-1 setting

Other duties:

Some personal assistants may be required to:

- accompany students when they go to the restroom during testing time
- assist the test administrator in ensuring test material security

Qualifications:

- current or retired professional, administrative, secretarial or clerical staff, or graduate student
- able to follow oral and written instructions precisely
- a reader or writer should be experienced in special education, and should speak English clearly
- a sign-language interpreter must be able to effectively sign to the student and voice the student's signing to the administrator

ACT WorkKeys

For more information on appropriate practices for recording student responses refer to the ACT WorkKeys Administration Manual when available.

For questions related to any ACT WorkKeys accommodations call the ACT customer service line at 1-800-553-6244 x1788.

English Language Development (ELD) for English Learners (ELs): WIDA W-APT, **ACCESS for ELLs, and Alternate ACCESS** for ELLs

Individuals who provide the scribe accommodation to a student must be trained by the school or district on test administration procedures and security requirements prior to testing.



Students receiving the scribe accommodation may respond to assessment items in the following ways:

- orally
- by using an assistive technology device or software (such as speech-to-text and picture/symbol communication system)
- by gesturing/pointing

For ELs taking the computer-based ACCESS, it is advisable for the adult test administrator to keyboard the student's responses onscreen directly into the student's computer.

Scribing must take place as the student dictates or otherwise produces the response. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All edits must be made and all responses transcribed onto the paper-based test or on the computer screen during the test session. For constructed responses, the student is responsible for all capitalization and punctuation and should verbally instruct the scribe what letters are capitalized and where to add punctuation. The student should provide exact spelling the first time they use a key word (noun or verb relevant to the content); thereafter, the scribe can spell the word as the student first spelled it. If the student uses a non-English word or one that the scribe does not understand, the scribe should prompt the student to spell the word and write down the student's spelling of the word.

The following scribing practices are acceptable:

- The scribe may ask, "Are you finished?" or "Is there anything you want to add or delete?"
- The scribe may respond to procedural questions asked by the student, such as, "Do I have to use the entire space to answer the question?" (the scribe may say, "No.").
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously, being careful not to cue the student to errors.

- The scribe may prompt and remind the student of instructions or dictation rules, as needed, such as "Please spell that word."
- The scribe may ask the student to slow down or repeat their dictated response.
- The student should review his or her response and dictate the changes or edits that he or she would like done.

The following scribing practices are unacceptable:

- The scribe may not influence the student's response in any way.
- The scribe may not coach the student by giving specific directions, clues, or prompts.
- The scribe may not tell the student if his/her answer is correct or incorrect, or alert the student to mistakes he/she made.
- The scribe may not answer a student's questions related to the content (such as, "Can you tell me what this word means?").
- The scribe may not suggest that the student write more or go back and check the responses.
- The scribe should not write down unrelated vocalizations (such as, "um") by the student.

Requirements for the Scribed Response Accommodation

Individuals who provide the scribe accommodation to a student must be trained by the school or district on test administration procedures and security requirements prior to testing. The scribe should know how to accurately provide the accommodation. Likewise, when determining accommodations for a student, the student should have experience with the given accommodation on an ongoing basis. It is not recommend that a new accommodation be introduced to the student for the first time during administration.



References

California Department of Education (February 2010)

California High School Exit Examination (https://www.cde.ca.gov/ta/tg/hs/)

Delaware Department of Education (2013, 06 14)

Guidelines for Inclusion of Students with Disabilities and **English Language Learners**

(Retrieved in November 2017 from http://de.portal. airast.org/wp-content/uploads/2013/06/Guidelines for Inclusion_2013-14_V2.pdf)

New England Common Assessment Program (NECAP) (August 2010)

New England Common Assessment Program Accommodations Guide

(Retrieved in November 2017 from https://www.maine. gov/education/necap/1011materials/accommodations_ guide_final.pdf)

State of Washington Office of Superintendent of Public **Instruction (September 2013)**

Access Supports and Accommodations Guidelines for State Assessments

(Retrieved in November 2017 from http://www. k12.wa.us/assessment/statetesting/pubdocs/ AccommodationManual.pdf)

Utah State Office of Education (2013)

Scribe Accommodation Guidelines (https://schools.utah. gov/file/d20bd730-8fdd-4012-a84b-4424e487a735)

West Virginia Department of Education (December, 2013) Guidelines for Participation in State Assessments, 2013-2014

(http://wvde.state.wv.us/osp/ ParticipationGuidelines-2013-2014.pdf) Guidance on accommodations for Students with Disabilities and/ or Limited English Proficiency in State and District-Wide Testing

Braille

Office of Educational Assessment and Accountability (OEAA)



The M-STEP assessments are produced in UEB and UEB Nemeth when necessary. The assessments can also be ordered as contracted or uncontracted. Braille practice tests are available and can be ordered from the Low Incidence Outreach Office.

The WIDA ACCESS for ELLs assessment produces in UEB and UEB Nemeth when necessary. The assessments can also be ordered as contracted or uncontracted. A braille format is not available for kindergarten, and Michigan has made a decision to allow an exception for students in grades 1 and 2 who are visually impaired, because the assessment would be testing their knowledge of braille instead of the WIDA English Language Development (ELD) standards.

M-STEP and WIDA

Grade	M-STEP ELA	M-STEP Mathematics	M-STEP Science	M-STEP Social Studies	WIDA ACCESS for ELLs
3	UEB • Contracted • Uncontracted	UEB Nemeth Contracted Uncontracted			UEB (LRW) • Contracted • Uncontracted
4	UEB • Contracted • Uncontracted	UEB Nemeth Contracted Uncontracted			UEB (LRW) • Contracted • Uncontracted
5	UEB • Contracted • Uncontracted	UEB Nemeth Contracted Uncontracted	UEB Nemeth • Contracted • Uncontracted	UEB • Contracted • Uncontracted	UEB Nemeth (LRW) • Contracted • Uncontracted
6	UEB • Contracted • Uncontracted	UEB Nemeth Contracted Uncontracted			UEB Nemeth (LRW) • Contracted • Uncontracted
7	UEB • Contracted • Uncontracted	UEB Nemeth Contracted Uncontracted			UEB Nemeth (LRW) Contracted Uncontracted



Grade	M-STEP ELA	M-STEP Mathematics	M-STEP Science	M-STEP Social Studies	WIDA ACCESS for ELLs
8			UEB Nemeth • Contracted • Uncontracted	UEB • Contracted • Uncontracted	UEB Nemeth (LRW) Contracted Uncontracted
9					UEB Nemeth (LRW) • Contracted • Uncontracted
10					EUEB Nemeth (LRW) • Contracted • Uncontracted
11			UEB Nemeth Contracted Uncontracted	UEB • Contracted • Uncontracted	UEB Nemeth (LRW) • Contracted • Uncontracted
12					UEB Nemeth (LRW) • Contracted • Uncontracted

SAT, PSAT, and ACT WorkKeys

The College Board (SAT, PSAT 8/9, and PSAT 10) assessments are produced in UEB and UEB Nemeth when necessary. The assessments are produced as contracted braille. Braille practice tests are available with a Nemeth supplement by calling the College Board.

The ACT WorkKeys assessment is produced in UEB and UEB Nemeth when necessary. The assessments are produced as contracted braille.

M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Tables

Department Educatio

This document contains state-allowed Universal Tools, supports, and accommodations for the M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA assessments.

Special Notes

Screen Readers and Voice Recognition Software for M-STEP and MI-Access Assessments

Voice recognition software is incompatible with the INSIGHT system (M-STEP and MI-Access assessments). Screen readers may also be incompatible; however, educators are encouraged to test out the screen readers with the Online Training Tools (OTTs) prior to the assessment administration. Keep in mind that students who need oral presentation have other options available to them. For help in determining what might work well for students, send an email to mde-oeaa@michigan.gov. Refer to the tables included in this chapter for more information related to these supports. For additional supports questions and needs, contact the Office of Educational Assessment and Accountability (OEAA) at mde-oeaa@michigan.gov.

Use of Computers with Alternative Access for an Alternate Response Mode for M-STEP and MI-Access Assessments

(switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses)

Online districts with students utilizing these supports should first attempt to ensure these devices are compatible with the INSIGHT system by testing them with the OTTs. It is possible that they may be incompatible with the system. If the devices are not compatible and educators need help in determining best next steps for assessing students, contact the OEAA by email mde-oeaa@michigan.gov, or call 1-877-560-8378.

Reading the Universal Tools, Designated Supports, and Accommodations Tables

As you review the tables showing available supports, refer to the following information.

- Supports are organized and shown by program, either as Universal Tools (available to all students),
 Designated Supports (a designation made by a teacher or administrator who works with the student), or Accommodations (requires designation by an Individualized Education Program [IEP] or Section 504 plan).
- The Support Type column provides a brief description of the support offered. This column also indicates whether a support is available within the online delivery system itself (embedded E) or if it must be provided by the district as a resource external to what is available through Insight (non-embedded NE). All paper/pencil supports are considered non-embedded.

However, for more detailed information regarding which student groups would best be served by those supports, and for additional information regarding the support's use, educators must refer to the Designated Supports section on page 8 of this document.

- The Mode column indicates the testing mode (online or paper-pencil) in which the support can be used.
 Pay particular attention to these designations, because not all supports are available for both modes.
- The How to Access column provides information regarding whether districts must order the support through the OEAA Secure Site, if they can download it, or if they must provide students' access to the support by setting the feature in the DRC INSIGHT Portal prior to the students' testing. The column also indicates whether or not the support or



accommodation must be "bubbled" on the answer document. Testing coordinators should also refer to a specific assessment's Test Administration Manual.

Explanation of Symbols in the How to Access Column

- ✓ This feature must be set by the Test Administrator in the DRC INSIGHT Portal prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- This support must be recorded as something the student will be using in the DRC INSIGHT Portal
- **B** This support should be bubbled on the paper/pencil answer document when used

Standard Test Administration Practices

The following list shows Michigan supports previously identified as "accommodations," but now considered general Test Administration Practices for the M-STEP assessments (**note:** many districts will still need to assign their use at the individual student level):

- administration of the assessment at a time most beneficial to the student, with appropriate supervision
- extended assessment time
- use of special adaptive writing tools such as pencil grip or larger pencil
- use of accommodated seating, special lighting, or furniture
- placement of student where he/she is most comfortable (such as front of room, back of room)
- use of alternative writing position (including desk easel, student standing up)
- accommodation for student to move, stand, or pace during assessment in a manner where others' work cannot be seen and is not distracting to others (including kneeling, constant movement)
- use of concentration aids (including stress balls, T-stools)
- visual, auditory, or physical cues from the teacher to the student to begin, maintain, or finish an assessment task

Future Supports

A number of supports currently available for M-STEP assessments may be phased out in future years, due to potential risks and based on continuing research of their reliability and validity. It is the hope of the OEAA to replace these allowable supports with more reliable, comparable supports for students.

M-STEP Mathematics

A Note about Non-Standard Universal Tools/ Supports/Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, the educators <u>must</u> contact the OEAA to request its use. Educators would send their request in an email to <u>mde-oeaa@michigan.gov</u>; the request must include the following:

- in the Subject line: Example Accessibility Support Request for M-STEP Mathematics
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the DRC INSIGHT Portal prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- This support must be recorded as something the student will be using in the DRC INSIGHT Portal
- **B** This support should be bubbled on the paper/pencil answer document when used

Additional Materials Required for Paper/Pencil and Online:

Students in grades 6 and above can have access to graph paper during the assessment. Refer to the M-STEP Test Administration Manual (TAM) for more information on accessing this material.



Universal Tools - M-STEP Mathematics

Universal Tools	Mode	
Breaks – within the same day per test session: If the text is paused and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision • Bilingual/English as a Second Language setting • Special education setting • In a distraction-free space or alternate location (such as a separate room or location within the room)	Paper/Pencil Online (NE)	
(AISG) Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	*
Assessment directions Teacher may emphasize key words in directions Teacher may repeat directions exactly as worded in administrator manual Student may restate directions in his/her own words Student may ask for clarification of directions	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E/NE)	
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
Sticky Notes	Online (E)	
Scratch paper (collection and secure disposal required)	Paper/Pencil Online (NE)	
Graph paper – will be shipped to all online schools for students in grades 6-7	Online (NE)	
Mark for Review (flag) (Available only on Stacked Spanish and VSL tests)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Magnifier	Online (E)	
(CM) Continuous Magnification - Magnifies INSIGHT test content to 200% with magnification staying active from question to question	Online (E)	✓
Embedded Calculator (available on calculator enabled items only)	Online (E)	



Designated Supports - M-STEP Mathematics

Designated Supports	Mode	
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (such as at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (such as a juvenile facility)	Paper/Pencil	
(NB) Noise buffers (such as ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	B ❖
(OTTD) Oral translation of test directions and/or of test items for students in appropriate language by a qualified translator (review the Introduction, Spanish Read Aloud Guidelines, and the OEAA Recommendations for Translators Chapters of this document)	Paper/Pencil Online (NE)	B ❖
(TTS) Text-to-Speech (Items Only) for mathematics items including response options, includes Follow Along	Online (E)	✓
(RAHR) Read aloud (Human Reader) – test questions, response options read aloud by human reader – individual administration required when used with online testers (use of M-STEP Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	B ❖
 (ST) Stacked Spanish form with Spanish human voice audio (HVA): Stacked translation, split screen/page with Spanish and English test items, may need to use with bilingual word-to-word dictionary (student responses must be in English regardless of mode), audio will play for students on all test questions that reads aloud all test questions and answer options in Spanish 	Paper/Pencil Online (E)	O B ✓
Use of L1 (1st language) reference sheets – available in: Arabic, Burmese, Cantonese, Hmong, Ilokano, Korean, Mandarin, Punjabi (Eastern and Western), Somali, Spanish, Tagalog, Russian, Ukrainian, and Vietnamese (L1 Glossary)	Paper/Pencil	O B
(BWWD) Bilingual word-to-word dictionaries (non-electronic only) for students whose language is not currently available for the L1 glossing reference sheets (must not provide definitions)	Paper/Pencil Online (NE)	
(AA) Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	*
(VA) Use of visual aids (such as closed circuit television, magnification devices)	Paper/Pencil Online (NE)	*
(MSK) Masking	Paper/Pencil Online (E)	✓
Use of a page turner	Paper/Pencil	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	
(CC) Color choices	Paper/Pencil Online (E)	✓
(CTC) Contrasting color	Paper/Pencil Online (E)	✓



Designated Supports	Mode	How to Access
(SNWI) Scribe (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	B ❖
Multiple-day testing – Allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	В

Accommodations - M-STEP Mathematics

Accommodations	Mode	
Braille – Contracted and Uncontracted available for paper/pencil; refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	O B
Enlarged print	Paper/Pencil	O B
(OMT) Use of OEAA's Multiplication Table (grade 4 and above only, available upon request only)	Paper/Pencil Online (NE)	•
(A) Abacus	Paper/Pencil Online (NE)	B ❖
Use of counters, coins, base-10 blocks or other manipulatives for solving mathematics problems	Paper/Pencil Online (NE)	
(NEC) Non-embedded calculator (grade 6 and above only) or specialized calculator such as enlarged buttons; allowable ONLY on calculator section/items with calculator	Online (NE)	*
(ASTD) Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	B ❖
(ASTC) Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE) (Online: Sign Language ASL Video)	Paper/Pencil Online (E)	B ✓
(ACD) Alternative Communication Device – use of computers with alternative access for an alternate response mode (such as switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	Paper/Pencil Online (NE)	B ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	



M-STEP English Language Arts (ELA)

A Note about Non-Standard Universal Tools/ **Supports/Accommodations**

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, educators must contact the Office of Educational Assessment and Accountability (OEAA) to request its use. Educators would send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Accessibility Support Request for M-STEP ELA
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student

an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the DRC INSIGHT Portal prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- This support must be recorded as something the student will be using in the DRC INSIGHT Portal
- This support should be bubbled on the paper/ pencil answer document when used

Additional Materials/Resources Required for Online:

Headphones – All students will be assessed on Listening comprehension items that are embedded throughout the ELA assessment.

Universal Tools - M-STEP English Language Arts (ELA)

Universal Tools	Mode	How to Access
Breaks – within the same day per test session: If the text is paused and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision Bilingual/English as a Second Language setting Special education setting In a distraction-free space or alternate location (such as a separate room or location within the room)	Paper/Pencil Online (NE)	
(AISG) Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	*
Assessment directions Teacher may emphasize key words in directions Teacher may repeat directions exactly as worded in administrator manual Student may restate directions in his/her own words Student may ask for clarification of directions	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E)	



Universal Tools	Mode	How to Access
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
Sticky Notes	Online (E)	
Scratch paper (collection and secure disposal required)	Paper/Pencil Online (NE)	
Mark for Review (flag) (available only on Closed Captioning and VSL tests)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Writing tools (such as bold, italic)	Online (E)	
Use of special adaptive writing tools such as pencil grip or larger pencil	Paper/Pencil	
Magnifier	Online (E)	
(CM) Continuous Magnification - Magnifies INSIGHT test content to 200% with magnification staying active from question to question	Online (E)	√

Designated Supports - M-STEP English Language Arts (ELA)

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (such as at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (such as a juvenile facility)	Paper/Pencil	
(NB) Noise buffers (such as ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	B ❖
(TTS) Text-to-Speech (Items Only) test questions and answer options in grades 3-8	Online (E)	✓
(RAHR) Read aloud (Human Reader) – test questions and answer options read aloud in grades 3-7 by human reader (Use of the Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	B ❖
(AA) Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	*
(VA) Use of visual aids (such as closed-circuit television, magnification devices)	Paper/Pencil Online (NE)	*
(MSK) Masking	Online (E)	✓
Use of a page turner	Paper/Pencil	



Designated Supports	Mode	How to Access
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	
(CC) Color choices	Paper/Pencil Online (E)	✓
(CTC) Contrasting color	Paper/Pencil Online (E)	✓
(SNWI) Scribe – non-Writing (non-constructed response) test questions (use of M-STEP Scribing Protocol required)	Paper/Pencil Online (NE)	B ❖
Multiple-day testing – allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	В

Accommodations - M-STEP English Language Arts (ELA)

Accommodations	Mode	How to Access
(TTSPASSAGE) Text-to-speech (Items and Passages) – test questions, answer options, and reading passages in grades 6 and 7	Online (E)	✓
(RAHR) Read aloud (Human Reader) – reading passages in grades 6 and 7 by human reader (use of M-STEP Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	B ❖
Braille – Contracted and Uncontracted available for paper/pencil. Refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	O B
Enlarged print	Paper/Pencil	O B
(ASTD) Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	B ❖
(ASTC) Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE) (Online: Sign Language ASL Video)	Paper/Pencil Online (E)	B ✓
(SWI) Scribe – Writing test questions (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	B ❖
(CCAPTION) Closed captioning	Online (E)	✓
Use of adapted paper, additional paper, lined or grid paper for recording answers (Alternate Response)	Paper/Pencil	
(ACD) Alternative Communication Device – use of computers with alternative access for an alternate response mode (such as switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	Paper/Pencil Online (NE)	B ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	



M-STEP Science and Social Studies

A Note about Non-Standard Universal Tools/ **Supports/Accommodations**

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, the educators must contact the Office of Assessment and Accountability (OEAA) to request its use. Educators would send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Example Accessibility Support Request for M-STEP Science (or Social Studies)
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student

an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the DRC INSIGHT Portal prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- This support must be recorded as something the student will be using in the DRC INSIGHT Portal
- This support should be bubbled on the paper/ pencil answer document when used

Additional Materials Required for Paper/Pencil and Online: None

Universal Tools - M-STEP Science and Social Studies

Universal Tools	Mode	
Breaks – within the same day per test session: If the text is paused and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
 Administration of the assessment in an alternate education setting (in school) with appropriate supervision Bilingual/English as a Second Language setting Special education setting In a distraction-free space or alternate location (such as a separate room or location within the room) 	Paper/Pencil Online (NE)	
(AISG) Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	*
Assessment directions Teacher may emphasize key words in directions Teacher may repeat directions exactly as worded in administrator manual Student may restate directions in his/her own words Student may ask for clarification of directions	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E)	
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
Sticky Notes	Online (E)	



Universal Tools	Mode	
Mark for Review (flag)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Use of scratch paper (collection and secure disposal required)	Paper/Pencil Online (NE)	
Magnifier	Online (E)	
(CM) Continuous Magnification - Magnifies INSIGHT test content to 200% with magnification staying active from question to question	Online (E)	✓

Designated Supports - M-STEP Science and Social Studies

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (such as at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (such as a juvenile facility)	Paper/Pencil	
(NB) Noise buffers (such as ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	*
(TTS) Text-to-speech (items and answer options), includes Follow Along	Online (E)	✓
Read aloud (Human reader) using the M-STEP Reader Script, with individual students or in small groups of no more than 5 students	Paper/Pencil	O B
Reading content and questions in the students' native language using the M-STEP Reader Script (Reading in Native Language)	Paper/Pencil	O B
Use of M-STEP English Audio CD (Audio) – Individual administration/Small groups of no more than five students required	Paper/Pencil	O B
Use of M-STEP English, Spanish, or Arabic DVD (Video) – Individual administration/small groups of no more than five students required	Paper/Pencil	O B
(AA) Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	.
(VA) Use of visual aids (such as closed circuit television, magnification devices)	Paper/Pencil Online (NE)	*
(MSK) Masking	Online (E)	✓
Use of a page turner	Paper/Pencil	



Designated Supports	Mode	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	
(CC) Color choices	Paper/Pencil Online (E)	✓
(CTC) Contrasting color	Paper/Pencil Online (E)	✓
(BWWD) Bilingual word-to-word dictionary (must not provide definitions)	Paper/Pencil Online (NE)	*
(SNWI) Scribe (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	*
Use of augmentative/alternative communication devices (such as picture/symbol communication boards, speech generating devices)	Paper/Pencil Online (NE)	*
Multiple-day testing – allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	В

Accommodations - M-STEP Science and Social Studies

Accommodations	Mode	How to Access
Braille – Contracted and Uncontracted available for paper/pencil; refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	O B
Enlarged print	Paper/Pencil	O B
(A) Abacus	Paper/Pencil Online (NE)	*
(NEC) Non-embedded calculator	Paper/Pencil Online (NE)	*
(ASTD) Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	*
(ASTC) Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	B ❖
Use of adapted paper, additional paper, lined or grid paper for recording answers (Alternate Response)	Paper/Pencil	
(ACD) Alternative Communication Device – use of computers with alternative access for an alternate response mode (such as switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice): contact OEAA	Paper/Pencil Online (NE)	B ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	



MI-Access

+ Available options for MI-Access mathematics, English language arts (ELA), science, and Functional Independence (FI) social studies.

NOTE: Participation (P) and Supported Independence (SI) are paper/pencil assessments for students, so all Universal Tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

A Note about Non-Standard Universal Tools/Supports/ **Accommodations**

Districts should assume that if the support is not explicitly listed in the table below, it is considered a non-standard support. However, when in doubt, educators should send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

in the Subject line: Accessibility Support Request for MI-Access

- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access Column

- ✓ This feature must be set by the Test Administrator in the DRC INSIGHT Portal prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- This support must be recorded as something the student will be using in the DRC INSIGHT Portal
- **B** This support should be bubbled on the paper/ pencil answer document when used

Additional Materials/Resources Required for Online: None

Universal Tools - MI-Access

Universal Tools	*P/SI	FI	Mode Available for Fl	
Breaks – within the same day per test session; if the text is paused and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	+	+	Paper/Pencil Online (NE)	
Multiple-day testing	+	+	Paper/Pencil	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision Bilingual/English as a Second Language setting Special education setting In a distraction-free space or alternate location (such as a separate room or location within the room)	+	+	Paper/Pencil Online (NE)	
Administration of the assessment individually or in a small group	+	+	Paper/Pencil Online (NE)	



Universal Tools	*P/SI	FI	Mode Available for Fl	
 Assessment directions Teacher may emphasize key words in directions Teacher may repeat directions exactly as worded in administrator manual Student may restate directions in his/her own words Student may ask for clarification of directions 	+	+	Paper/Pencil Online (NE)	
Highlighter	NA		Paper/Pencil Online (E)	
Mark for review	NA		Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	+	+	Paper/Pencil	
Use of scratch paper (collection and secure disposal is required)	+	+	Paper/Pencil Online (NE)	
Magnifier		+	Online (E)	
(CM) Continuous Magnification - Magnifies INSIGHT test content to 200% with magnification staying active from question to question		+	Online (E)	✓
Text-to-speech (except for text designated as Do Not Read Aloud) – defaulted as "on" for all students, but can be turned off if needed by muting the computer's speakers or lowering the volume	NA	+	Online (E)	
Color choice	+	+	Paper/Pencil Online (E)	
Contrasting color	+	+	Paper/Pencil Online (E)	
Embedded calculator		+	Online (E)	
Non-embedded calculator	+	+	Paper/Pencil Online (NE)	

^{*} P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.



Designated Supports - MI-Access

Designated Supports		FI	Mode Available for Fl	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (such as at home when student is homebound, in care facility when it is medically necessary)	+ +		Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (such as a juvenile facility)	+	+	Paper/Pencil	
Noise buffers (such as ear mufflers, white noise, and/or other equipment to block external sounds)	+	+	Paper/Pencil Online (NE)	
Read aloud (except for text designated as Do Not Read Aloud) with individual students or in small groups of no more than five students	NA	+	Paper/Pencil	В
Content and questions read aloud (except for text designated as Do Not Read Aloud) in the students' native language	+	+	Paper/Pencil	
Use of MI-Access English Audio CD	NA	+	Paper/Pencil	O B
Use of auditory amplification devices or special sound systems	+	+	Paper/Pencil Online (NE)	
Use of visual aids (such as closed circuit television, magnification devices)	+	+	Paper/Pencil Online (NE)	
(MSK) Masking	+	+	Online (E)	✓
Use of a page turner	NA	+	Paper/Pencil	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	+	+	Paper/Pencil	
Use of non-electronic bilingual word-to-word dictionary	+	+	Paper/Pencil Online (NE)	
(S) Scribe (Use of M-STEP Scribing Protocol required)	+	+	Paper/Pencil Online (NE)	⊹ B
Use of augmentative/alternative communication devices (such as picture/symbol communication boards, speech generating devices)	+	+	Paper/Pencil Online (NE)	
Use of adapted paper, additional paper, lined or grid paper for recording answers	NA	+	Paper/Pencil	

^{*} P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.



Accommodations - MI-Access

Accommodations	*P/SI	FI	Mode Available for Fl	
Braille (contracted)	NA	+	Paper/Pencil	O B
Enlarged print	NA	+	Paper/Pencil	O B
Directions provided by test administrator using American Sign Language (ASL) or Signed Exact English (SEE)	+	+	Paper/Pencil Online (NE)	
Signing test content in American Sign Language (ASL) or Signed Exact English (SEE) – except for text designated as Do Not Read Aloud	+	+	Paper/Pencil Online (NE)	
Abacus	+	+	Paper/Pencil Online (NE)	
Use of counters, coins, base-10 blocks, or other manipulatives for solving mathematics problems	+	+	Paper/Pencil Online (NE)	
Alternative Communication Device – use of computers with alternative access for an alternate response mode (such as switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	+	+	Online (NE)	
Use of word processor – FI Expressing Ideas only; this is an accommodation for students requiring it; standard administration for all Expressing Ideas questions will be paper only	NA	+	Paper/Pencil	В

^{*} P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.





ACT WorkKeys

Note: There is no request or approval form for supports or accommodations on ACT WorkKeys.

National Career Readiness Certificate (NCRC) **Eligible Scores**

ACT WorkKeys scores will not be issued for students using nonstandard supports or accommodations. However, a student utilizing a support or accommodation that is not National Career Readiness Certificate-eligible will still receive scores as a part of the Downloadable Data File. Printed score reports for these students will not be shipped to the school. Supports and accommodations designated with an 'N' in the National Career Readiness Certificate (NCRC) Eligible column are considered State-Allowable.

Testing with supports or accommodations is determined locally, based on a student's need and what they use on a regular instructional basis. All supports should be documented by the student's IEP, 504 plan, or EL instruction plan. Accommodated test materials must be ordered through ACT via the emailed link and secure password.

Supports for English Learners (EL)

The purpose of the ACT WorkKeys is to assess workplace skills of students; these include: performing basic mathematic operations relevant to the workplace, reading and understanding documents commonly found in the workplace, finding information presented in common workplace graphics, setting up and solving complex

work-related mathematics problems, determining the relevance of written information to work-related tasks, and applying information derived from graphics to workrelated problems. By and large, the majority of these skills require an independent proficiency in English or Spanish as well. ACT's NCRC in English certification (in English or Spanish) ensures employers that students are able to successfully and independently complete skills such as those noted above in the everyday workplace. However, because Michigan requires all grade 11 students to be assessed on the ACT WorkKeys, MDE must ensure ELs have appropriate supports on a required state assessment. It is for this reason that typical supports for ELs—such as full translations (directions and questions), in languages other than Spanish—are defined as state-allowable. Resulting scores will be marked as state-reportable only, and will not result in receipt of a NCRC. The exception to this is if students use the Spanish forms of the assessments provided from ACT. Use of these materials can result in a NCRC in Spanish. As a reminder, students testing with accommodations must use the ACT WorkKeys test books. Refer to the ACT WorkKeys Administration Manual State and District Testing – Accommodations and English Learner Supports for additional information.

Explanation of Symbols in the How to Access column

- This material must be ordered through the OEAA Secure Site
- This support should be bubbled on the paper/ pencil answer document when used



For a list of allowable supports and accommodations that provide students with a National Career Readiness Certificate (NCRC) please refer to the ACT WorkKeys Accessibility Supports Guide (https://www.act.org/content/dam/act/ unsecured/documents/WorkKeysAccessibilitySupportsGuide.pdf). The table below only shows state-allowed supports and accommodations which do not result in NCRC eligibility.

Supports and Accommodations* Testing with supports or accommodations is determined locally based on a student's need and what they use on a regular instructional basis. All supports should be supported by the student's IEP, 504 plan, or EL instruction plan.	National Career Readiness Certificate (NCRC) Eligible	How to Access
Use of Arabic video DVD	N	В О
Reading content and questions in the student's native language	N	В О
Test content provided in American Sign Language (ASL)	N	В

^{*} For certain delivery formats and devices, there is not a corresponding accommodations administration code. However, the amount of time the examinee was allowed to use for testing must be documented.

WIDA ACCESS for ELLs and WIDA **Alternate ACCESS for ELLs**

Educators seeking information for the online and paper/ pencil forms of the WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs:

ACCESS for ELLs Accessibility and Accommodations Supplement (https://wida.wisc.edu/sites/default/ files/resource/ACCESS-Accessibility-Accommodations-Supplement.pdf)



Office of Educational Assessment and Accountability (OEAA)

Phone: 1-877-560-8378

Website: www.michigan.gov/oeaa Email: mde-oeaa@michigan.gov

Appendix B: Interpretive Guides

Appendix B.1: Interpretive Guide to MI-Access Reports



Spring 2021

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 include student-level reports 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 include summary or aggregate-level reports:

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

The student-level and aggregate-level reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, results are provided for the following three assessment types:

- 1. Functional Independence (FI)
- 2. Supported Independence (SI)
- 3. Participation (P)

As required by federal law, the assessments are based on Michigan's alternate content expectations. These expectations include:

- The Essential Elements (EEs)¹ 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)
- Extended Benchmarks (EBs for science)

The EEs, EGLCEs, EHSCEs, and EBs on which the MI-Access assessments are based can be downloaded from the $\underline{\text{MI-Access web}}$ page (www.mi.gov/mi-access).

Note:

- The samples in this guide are actual images of the reports: the data has been altered to protect student information and entity details.
- The Michigan Department of Education (MDE) no longer suppresses aggregate data for fewer than ten students.
 Data representing small numbers of students should also be considered federally protected student data.



¹ Target Essential Elements as developed by the Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements, Lawrence, KS: University of Kansas.

Report Descriptions

Report	Description	Aggregation	Distribution
Student Record Labels	Summarizes individual student achievement in each content area for inclusion in the student's Cumulative Student Record folder	Individual Student	Secure Site Mailed to School
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, strand, or discipline; student growth data are included for FI reports	Individual Student	MiLearn - Educator Dynamic Score Reporting Site
Parent Report	Summarizes individual student achievement in each content area, including overall score, performance level, and summarized claim, strand, or discipline data	Individual Student	MiLearn – Educator, Parent, Student Secure Site Dynamic Score Reporting Site Mailed to School
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, strand, or discipline data; summary proficiency information is also included for rostered students, school, district, and state aggregate groups	Individual Student	MiLearn - Educator Dynamic Score Reporting Site
Student Overview	Summarizes student achievement for all content areas, including overall score, performance level information, and student growth data (FI only)	Individual Student	MiLearn - Educator Dynamic Score Reporting Site
Expectation/Scoring Focus Analysis Report	Provides the percentage of points earned by grade and content area expectation/scoring focus and the number of students scoring in each of four quartiles; this report is intended to provide an overview of performance by content area	SchoolDistrictState	Dynamic Score Reporting Site
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	• School • District • State	Dynamic Score Reporting Site
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	• District	• Online
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 timeframe; student scale score is shown plotted against growth data	Individual Student	Dynamic Score Reporting Site (available later this fall)



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 Michigan Department of Education no longer suppresses aggregate data for fewer than ten students. 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. httml) regulations.

Content Areas Assessed with MI-Access

The MI-Access Functional Independence 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 and Participation assessments cover:

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

Social studies assessments currently are not provided for P and SI (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 provide this documentation).

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	Χ	X	Χ	Χ	X	X	X
mathematics	Χ	X	Χ	Χ	X	X	X
science		Χ			Χ		X
social studies (FI only)			Х			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. In addition to points earned, students receive a scale score and are assigned a performance level.

Explaining FI Scale Scores

All students who receive the same total points earned in a given year on a particular assessment will have the same scale score and performance level. However, students who have the same total points earned on a particular assessment in consecutive years may not have the same

scale score or performance levels, since assessments in consecutive years may differ slightly in difficulty. These slight differences in difficulty between assessments are controlled during the process used to create scale scores each year. The scale scores and performance levels are comparable and designed to have the same meaning across years. Scale scores and performance levels are computed for ELA, mathematics, social studies, and science. The ELA scale score is derived from a combination of the Accessing Print/Using Language (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 a P- or an SI-level assessment is observed by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). The two assessment administrators simultaneously and independently score the student's responses using a standardized scoring rubric that:

- is based on the student 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/ Condition Code	SI Score Point/ Condition Code	Term	
3	2	Responds correctly with no assessment administrator assistance	
2	1	Responds correctly after assessment administrator provides verbal/physical cues	
1	Not Allowed in SI	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance	
А	А	Incorrect response	
В	В	Resists/Refuses	
С	С	Assessment administrator provides step-by-step directions and/or hand-over-hand assistance	

Scoring Focus for SI/P

This 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, Extended High School Content Expectations, and Extended Benchmarks being measured.



Section 3: How Scores are Reported and Used Scale Scores and Points Earned Student Growth Scores

MI-Access FI scale scores are created from the raw score responses by utilizing Item Response Theory scoring models to convert to a scale score. Some of the student-level reports will display the actual points

earned and the accompanying scale scores.

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

Claim, Strand, and Discipline Subscores

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

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

Student Growth Data (FI Only)

Student Growth Data will appear on the Individual Student Report, Student Roster, Student Growth and Performance Report, Student Overview, and in the student data files accessed through the Office of Educational Assessment and Accountability (OEAA) Secure Site. The data reported will include:

- Student Growth Scores (previously called Student Growth Percentiles, SGP)
- Growth Target Scores (previously called Adequate Growth Percentiles, AGP)
- Growth Target Timeframe

Student Growth Scores describe a student's learning over time compared to other students with comparable prior test scores. Values for SGPs range from one to 99 and can be interpreted in similar ways to other forms of percentiles. Scores close to 50 represent average growth. Higher SGPs indicate higher growth, while lower SGPs indicate lower growth.

Growth Target Scores 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 maintain proficiency by the end of the set number of years. For example, consider a Growth Target Score of 80. This means the student must maintain considerably above-average growth year-over-year to reach or maintain proficiency by the end of the set number of years.

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

These data are relative to students who had comparable achievement scores on prior MI-Access tests statewide. Because of this, only students who received prior scores on the most recent state assessment in a content area and who have a valid score on this year's test will receive growth scores. Growth scores are not computed for:

- students whose current and prior assessments are a combination of M-STEP/MI-Access FI tests
- students who skipped a grade (no score for that grade test), or who missed the current year/grade test, or who do not have a valid score on the current year/grade test
- students in grades three and four, since there is no prior testing information
- students taking the grade four science test, since there is no prior testing information
- students taking the grade five social studies test, since there is no prior testing information



The addition of growth scores to the data files can provide the context in understanding the growth of individual students and growth patterns within MI-Access student results. Growth Scores are not calculated for MI-Access Supported Independence and Participation assessments.

It should be noted that growth calculations allow for the uniqueness of the MI-Access assessments and students who participate in them. When combined with achievement scores and proficiency categories, growth data may help educators understand how over time, students' achievement scores compare to those of their peers across the state, based on comparable prior test scores.

Growth data will be added to reports after the initial release of the reports due to the additional time required to calculate them. Visit the MDE Accountability website for more information on <u>Student Growth Resources</u> (www.michigan.gov/mde/0,4615,7-140-22709_59490-298094--,00.html).

Invalid Test Scores

Every year it is possible that students may not receive a valid test score for a variety of reasons. The student level reports do not provide actual scores for invalid tests; however, the reports will provide a reason why the tests are invalid. The invalid test scores do not count toward accountability, and may negatively impact participation rates. Invalid test score are not included on aggregated reports.

Invalid Test Codes

The following tables show the invalid reason codes and descriptions that may appear in the student level reports and the student data file. The additional invalid test score conditions listed may also appear, based on whether the proper test was given or otherwise marked in DRC INSIGHT Portal or on the student answer document.

Reason Code	Scenario	Report Description	
1	Student does not have a match in the Michigan Student Data System (MSDS) so the enrolled grade cannot be determined	Missing MSDS data	
2	Special Education flag not set in MSDS	Not marked as eligible for Special Ed in MSDS	
3	Missing either the PAA or SAA scores on the online student answer document	Invalid PAA or SAA scores	
4	Student administered multiple (non-adjacent) test types For example: the student is assessed with M-STEP in ELA and with MI-Access SI math	Student administered more than one test type	
5	Multiple answer documents are returned for the same student/test and the first test taken cannot be determined	Invalid return of materials	
7	Assessment irregularities that are documented by an incident report	Misadministrations	





Reason Code	Scenario	Report Description
8	Student did not attempt to test For example: the student was assessed with Accessing Print but not with the Expressing Ideas test as well, or failed to respond enough to score the test	Test not attempted
9	Test marked as Do Not Score as indicated in an incident report	Do not score

Additional Invalid Test Score Conditions				
Prohibited Behavior as indicated in an incident report	Prohibitive Behavior			
Nonstandard Accommodation as indicated in an incident report	Nonstandard Accommodation			
Student has a match in MSDS where the enrolled grade does not match the grade the student tested in	Not tested in enrolled grade			

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.



Section 4: Uses and Limitations of Report Data

Important Note regarding 2021 MI-Access Reports

The COVID-19 pandemic created significant challenges to instruction during the 2020-21 school year. As a result, the data from the Spring 2021 MI-Access assessments should be used cautiously and in combination with other local assessment data (including benchmark assessment data) to identify the learning needs of students and to plan educational programming.

Aggregate report results may reflect non-random sampling disparities caused by changes in instructional programming during the 2020-21 school year. For example, schools across a district may have provided different, and non-comparable, learning options, including remote, in-person, and/or hybrid programs. In addition, quarantine requirements may have created variations in instructional program offerings throughout the school year, leading to variations in instruction across a school or district. District leaders know best what the 2020-21 school year looked like for their district's students; for example, some districts' school years may have had fewer interruptions and higher test participation than others. The number of participants in MI-Access testing this year was significantly lower than participation rates in previous years, making comparisons to previous years' data problematic. Thus, comparisons among school, district, and state results are discouraged this year.

Reported results will reflect only students who participated in the MI-Access assessments. As a result of the federal accountability waiver of the participation requirement, schools within a district may have variations in participation in statewide summative assessments. Additionally, schools or districts that had larger populations of students learning remotely may not have comparable quantities of students participating in assessments; these differences in participation are not random. Some communities or demographic subgroups of students may be underrepresented in reported results because of variations in assessment participation.

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, 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.

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 also provided by aggregate reports. This aggregated information can be used to compare the results with in the school/district. The results of a demographic group within a school or district can also be compared to the overall performance of students in the school/district.



Subscores 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. Areas of relative weakness by assessment can be identified for the specified aggregate groups.

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 data to provide a more complete picture of overall student achievement.

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

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



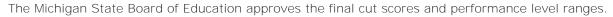
Section 5: Performance Level Descriptors and Score Categories

Performance Levels

MI-Access FI scale scores and SI/P Points Earned within each subject area can be described in ranges. The labels applied to these ranges are known as Performance Levels. The MI-Access performance levels are: (1) Emerging, (2) Attained, and (3) Surpassed. The divisions between each of the levels are often referred to as cut scores. Scale score and performance level range tables are shown below and on the following pages.

The cut scores are developed by panels of educators and other stakeholders throughout the state in a process known as standard setting. To set these expectations, the panels use detailed descriptions of what students in each of the performance levels should know and be able to do. Based upon these detailed descriptions and actual assessment items, the panel recommends the cuts that best separate each performance level from the next.

Michigan's Alternate Asse	CCESS		ess Functional Indep ance Level Scale Sco			
Subject	Grade	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)		
	3	2200-2299	2300-2318	2319-2400		
	4	2300-2399	2400-2422	2423-2500		
	5	2400-2498	2499-2518	2519-2600		
English Language arts	6	2500-2606	2607-2625	2626-2700 2713-2800		
aits	7	2600-2697	2698-2712			
	8	2700-2806	2807-2820	2821-2900		
	11	3000-3150	3151-3174	3175-3300		







2021 MI-Access Functional Independence (FI) Performance Level Scale Score Ranges (continued)

Subject	Grade	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)		
	3	2200-2311	2312-2343	2344-2400		
	4	2300-2409	2410-2429	2430-2500		
	5	2400-2517	2518-2542	2543-2600		
Mathematics	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		
	4	2300-2399	2400-2411	2412-2500		
Science	7	2600-2699	2700-2715	2716-2800		
	11	3000-3099	3100-3117	3118-3200		
	5	2400-2499	2500-2510	2511-2600		
Social Studies	8	2700-2799	2800-2809	2810-2900		
	1 1	3000-3099	3100-3112	3113-3200		





2021 MI-Access Supported Independence (SI) Performance Level Points Possible Ranges

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





2021 MI-Access **Participation** (P) Performance Level Points Possible Ranges

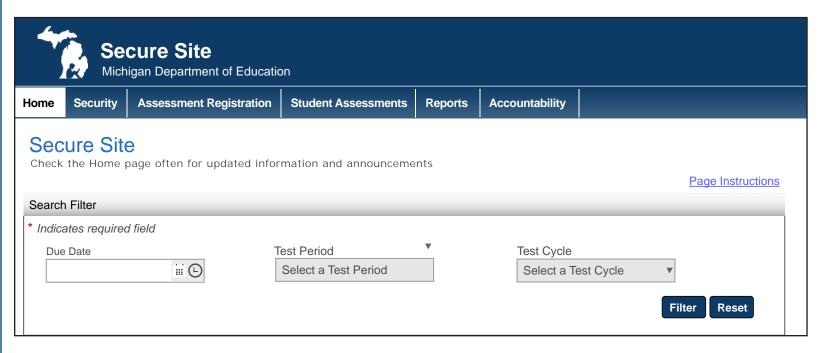
Subject	Grade(s)	Emerging (Level 1)	Attained (Level 2)	Surpassed (Level 3)		
	3	0-30	31-44	45-60		
	4	0-31	32-42	43-60		
English Language arts	5	0-27	28-41	42-60		
	6	0-28	29-40	41-60		
	7	0-27	28-44	45-60		
	8	0-26	27-42	43-60		
	11	0-33	34-45	46-60		
	3	0-32	33-46	47-60		
	4	0-31	32-46	47-60		
	5	0-31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



Section 6: The Dynamic Score Reporting System

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

The Secure Site



MI-Access reports are available through the Dynamic Score Reporting Site in the OEAA Secure Site (www.michigan.gov/oeaa-secure). Secure Site access is only available to district and school employees with authorized user roles and permissions granted by their district. 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 (www.michigan.gov/securesitetraining) and click "How do I get access to the Secure Site?"



Functionality

Michigan's Dynamic Score Reporting Site provides data for a variety of reports. Detailed information about the report features is available in the 2021 Dynamic Score Reporting Site User Guide (www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf). Regardless of the report selected, users will encounter the following components:

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

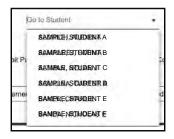


2. **Take Action button menu:** options vary depending on the report selected

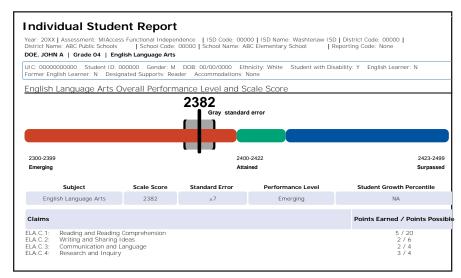


- · Options in this menu include:
 - About this Report
 - CSV File Download contains all student data found in the report
 - CSV File Format describes the data contained in the CSV file download
 - CSV Download Proficiency Summary (Roster Report)
 - PDF Download used to view individual or small groups of reports

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





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:



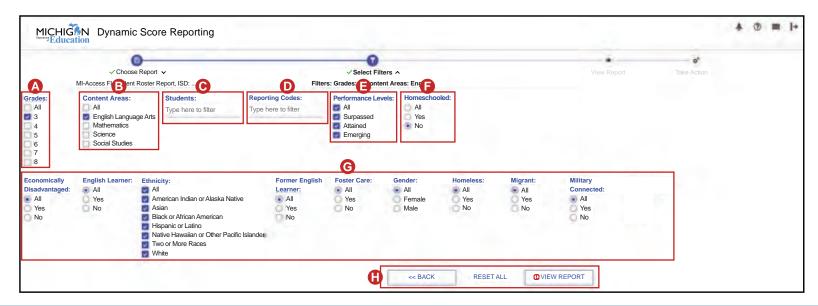




(The Students filter has a predictive search feature. Users begin to type a student name into the search field; as they type, the student list begins to decrease based on the letters entered.)

- Reporting Code
- Performance Level
- Homeschooled

- G Demographic filters include:
 - Economically Disadvantaged
 - English Learner
 - Ethnicity
 - Former English Learner
 - Foster Care
 - Gender
 - Homeless
 - Migrant
 - Military Connected
- Navigation buttons to view the report







Section 7: Reports

Student-Level Data

Student Record Labels

The Student Labels provide summary student performance levels for individual students. The labels are assembled by 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 2021 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: 3 Spring 20XX

MI

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: 4

Spring 20XX

Access

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: 4 Spring 20XX

Spring 20XX

Access

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 four main sections:



Student Demographic Information

This section provides identifying information about the student, including name, grade, and 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.



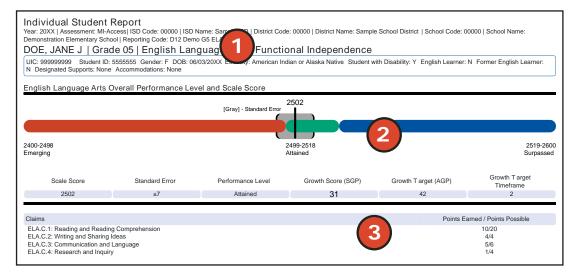
Overall Content Performance

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 strand data for science and disciplines for social studies also report points earned out of total points possible.



Claims, Strand, Discipline

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

- inform, along with local assessment data, of 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
- analyze summary performance on the ELA and mathematics claims, science strands, and social studies disciplines





Disciplines and Strands

Disciplines and Strands are used to organize content expectations. Disciplines apply to social studies and strands apply to science. A discipline/strand score reflects the student's performance within the discipline or strand.

Each section can be expanded or collapsed using the left margin arrow symbol.

Report Features

Features of this report are described below.

Menu Options

Filter option information is available in the <u>Dynamic Score Reporting Site User Guide</u> (https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf).

Take Action

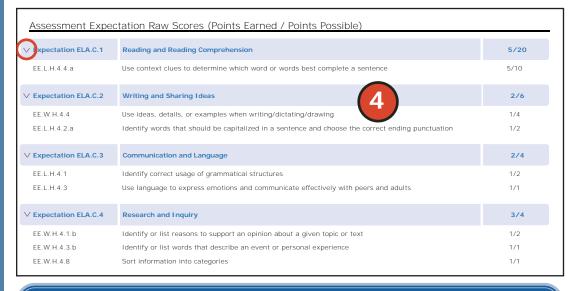
- · About this Report this document
- PDF Download To view a PDF of the report, select "PDF Download". This will open a PDF document of the reports, according to your selected filters. You can print individual or small groups of reports from this option.

Help?

- Dynamic Score Reporting User Guide user guide that describes how to access and navigate the <u>Dynamic Score Reporting Site</u> (https://www. michigan.gov/documents/mde/How_to_Navigate_ Dynamic_Score_Reports_532306_7.pdf).
- Interpretive Guide to MI-Access Reports provides information on the interpretation and use of MI-Access reports (https://www.michigan.gov/documents/mde/2019_Interpretive_Guide_to_MI-Access_Reports_665060_7.pdf).
- MDF Contact Information.

Go to Student

The Go to Student menu allows the user to go directly to the generated report for the selected student.



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 alternate content expectations
- make decisions about continuous improvement goals and strategies for schools or districts



Student Growth and Performance Report (FI only)

The Student Growth and Performance Report provides information about student growth by content area. Each student in grades 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.

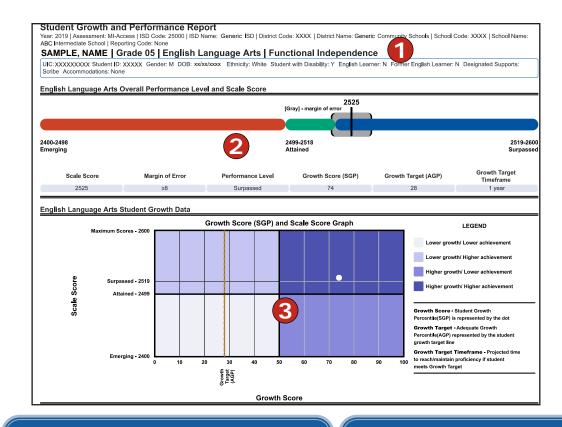


Student Demographic Information

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.



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 timeframe to reach or maintain proficiency
- help to inform, along with other local assessment data, student performance and progress toward expectations

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



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 Score (AGP)
- Growth Target Timeframe

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 Target Scores 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 maintain proficiency by the end of the set number of years. For example, consider a Growth Target Score of 80. This means the student must maintain considerably above average growth year-over-year to reach or maintain proficiency by the end of the set number of years.

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



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 one 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 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 Timeframe.



Report Features

Features of this report are described below.

Menu Options

Filter option information is available in the <u>Dynamic Score Reporting Site User Guide</u> (https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf).

Take Action

- About this Report this document
- PDF Download To view a PDF of the report, select "PDF Download". This will open a PDF document of the reports, according to your selected filters. You can print individual or small groups of reports from this option.

Help?

- Dynamic Score Reporting User Guide user guide that describes how to access and navigate the <u>Dynamic Score Reporting Site</u> (https://www.michigan.gov/documents/mde/How_to_Navigate_ Dynamic_Score_Reports_532306_7.pdf).
- <u>Interpretive Guide to MI-Access Reports</u> provides information on the interpretation and use of MI-Access reports (https://www.michigan.gov/documents/mde/2019_Interpretive_Guide_to_MI-Access_Reports_665060_7.pdf).
- MDE Contact Information.



Parent Report

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

The Parent Report provides information for parents about student performance in tested content areas. Translated versions of the Parent Reports are also available through the Dynamic Score Reporting Site in Spanish and Arabic. This report includes four main sections:

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 quardian.

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.

Where can I find more information?

The MI-Access web page provides resources for parents/ students to access to help understand the results and 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, John J | Grade 5

District: 00000 Demo School District School: 00000 Demo Elementary School





Dear Parent or Guardian:

The COVID-19 pandemic has pented serious challenges for Michigan schools, and teachers have responded by teaching in new and creative ways.

The Michigan Alternate Context Catalons (www.michigan.gov/mi-access) set learning expectations for what students should learn and be able to do at each grade level. The expectations help to ensure students have the knowledge and skills to meet life, academic, or future workolace demands.

As required by state and federal law, your student took the Michigan Alternate Assessment (MI-Access) this spring. The MI-Access measures student progress based on the expectations for grades 3-8 and 11. Your child's test results are included in this report.

Please remember that these assessments are simply a snapshot of a student's achievement. I encourage you to discuss these results with teachers who know your student personally. The MI-Access results should be used with classroom performance information from your child's teachers, benchmark assessment results, and other reflections of those who work closely with your child to provide the most complete picture of your child's progress. Under no circumstances should your or anyone else judge where your child is academically solely based on results on MI-Access, particularly when administered during a pandemic.

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

Sincerely,

Miladolice

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



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 ernate 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 student.

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?

The MI-Access webpage at https://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 Results
- 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.





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 strand data for science and disciplines for social studies also report points earned out of total points possible.

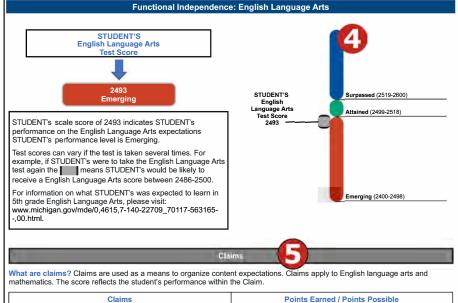


Claims, Strands, and Disciplines

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 and Strands are used to organize content expectations. Disciplines apply to social studies and strands apply to science. A discipline/strand score reflects the student's performance within the discipline or strand.

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



Claims	Points Earned / Points Possible
Reading and Reading Comprehension	9 / 20
Writing and Sharing Ideas	2/4
Communication and Language	3/6
Research and Inquiry	2/4

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

Parent Guide to MI-Access Results:

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.



Report Features

Features of this report are described below.

Menu Options

Filter option information is available in the <u>Dynamic Score Reporting Site User Guide</u> (https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf).

Take Action

- About this Report this document
- PDF Download To view a PDF of the report, select "PDF Download". This will open a PDF document of the reports, according to your selected filters. You can print individual or small groups of reports from this option.
- Printed Version Presents the user with a printer-friendly version of the reports selected.

Help?

- Dynamic Score Reporting User Guide user guide that describes how to access and navigate the <u>Dynamic Score Reporting Site</u> (https://www.michigan.gov/documents/mde/How_to_Navigate_ Dynamic_Score_Reports_532306_7.pdf).
- <u>Interpretive Guide to MI-Access Reports</u> provides information on the interpretation and use of MI-Access reports (https://www.michigan.gov/documents/mde/2019_Interpretive_Guide_to_MI-Access_Reports_665060_7.pdf).
- MDE Contact Information.



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. 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:

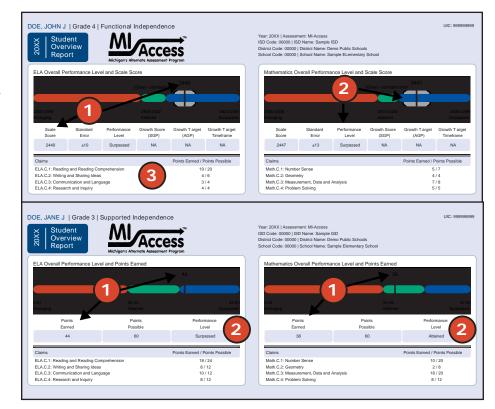
- Scale Score (FI) or Points Earned (SI/P)
- Performance level, including Standard Error (FI only)
- Sub-Score (Claim, Strands, or Discipline) Performance with Points Earned out of Points Possible

Report Features

Detailed information about the report features is available in the <u>2021</u> <u>Dynamic Score Reporting Site User Guide</u> (www.michigan.gov/doc uments/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf).

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 alternate content expectations
- make decisions about continuous improvement goals and strategies for schools or districts



This report helps schools to:

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





Report Features

Features of this report are described below.

Menu Options

Filter option information is available in the <u>Dynamic Score Reporting Site User Guide</u> (https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf).

Take Action

- · About this Report this document
- PDF Download To view a PDF of the report, select "PDF Download". This will open a PDF document of the reports, according to your selected filters. You can print individual or small groups of reports from this option.

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- MDE Contact Information.

Go to Student

The Go to Student menu allows the user to go directly to the generated report for the selected student





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:



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)



Rostered Students Description

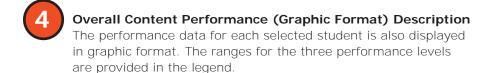
Students meeting the selected filter criteria are displayed in ascending alphabetical order by last name, then first name. The sort sequence can be changed to sort in descending alphabetical order.

The following data is displayed in this section:

- Number of students displayed in the student roster; this represents all students who tested in the selected filters including students with invalid tests
- Student Name, by last name, first name, middle initial; student name is sortable
- Unique Identification Code (UIC) displayed when the Information icon i is clicked.
- Date of Birth (DOB) displayed when the Information icon i is clicked



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 Timeframe. The blue text for scores,
SGP, AGP, and timeframe are sortable. Note: Growth data are
displayed only in FI reports.



Subscore (Claim, Strand, or Discipline) Data
Claims, strands, 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.



Report Features

Features of this report are described below.

Menu Options

Filter option information is available in the <u>Dynamic Score Reporting Site User Guide</u> (https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf).

Take Action

- About this Report this document
- CSV Download two downloadable files that contain all student data that is contained on the report: one file contains the data in the overall proficiency summary and one file contains the data from the student roster.
- CSV File Format file that describes the data contained in the CSV downloads
- PDF Download To view a PDF of the report, select "PDF Download". This will open a PDF document of the reports, according to your selected filters. You can print individual or small groups of reports from this option.

Help?

- Dynamic Score Reporting User Guide user guide that describes how to access and navigate the <u>Dynamic Score Reporting Site</u> (https://www.michigan.gov/documents/mde/How_to_Navigate_ Dynamic_Score_Reports_532306_7.pdf).
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- MDE Contact Information.

Sort Options

There are several sort options available in the Student Roster Report.

- Claims/Strands/Disciplines can be sorted individually. The first click sorts from high to low, the second click will sort from low to high.
- Growth Score (SGP) can be sorted from high to low on the first click; if clicked a second time, the Growth Score sorts from low to high.
- Growth Target (AGP) can be sorted from high to low on the first click; if clicked a second time, the Growth Target sorts from low to high.
- Growth Target Timeframe can be sorted from high to low on the first click; if clicked a second time, the Growth Target sorts from low to high. The secondary sort for Growth Target Timeframe is the Growth Target score.
- Scores can be sorted from high to low on the first click; if clicked a second time, the Score sorts from low to high.
- Student Name initially displays the report in alphabetical order, with invalid reports grouped at the bottom of the report. Users can click to sort in reverse alphabetical order; invalid reports will display at the top.

Drill-Down Feature

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

After a user has selected a student name to drill down into the Individual Student Report and the Individual Student Report displays, a breadcrumb area appears below the District/School entity information that displays 'Student Roster Report – Individual Student Report'.



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

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 Writing Responses (PDF)

The 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.

These responses are now 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 (www. michigan.gov/mi-access) under the **Reporting** section.



Aggregate-Level Data

Expectation/Scoring Focus Analysis Reports

The Analysis Report is produced in two formats. The **Expectation Analysis Report** is for FI and the **Scoring Focus Analysis Report** is for SI/P. These reports provide the percentage of points earned by grade and content area 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 carat to the left of a claim to expand and collapse the claims, strands, and disciplines.

The report is divided into three main sections:

Expectation/Scoring Focus Information
The expectation/scoring focus is listed and alc

The expectation/scoring focus is listed and along with detailed descriptions. The headers in the gray rows can be collapsed/expanded by selecting the caret in the left margin.

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.

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.

Note: The data found in this report is designed only for school and district use and should not be disseminated to the public.

Grade 04 English La	anguage Arts Functional	ndependence								
Claim Expectation:ELA.C.1	Reading and Reading Comp	rehension	No. of Students Assessed	Average % Points Earned	0-25% Points Earned	Number of St 26-50% Points Earned	51-75%	76-100% Points Earned		
EE.RLH.4.1 EE.RI.H.4.2 EE.RI.H.4.5	Use details to answe	paragraph informational text	2	73.3 100 66.7	1 0 0	0 0 0 2	0 0 0	2 3		
EE.RI.H.4.7		sually and/or orally to answer	3	100	0	0	0	3		
EE.L.H.4.4.a	Use context clues to determit completes a sentence	ne which word or words best	3	86.7	0	0	0	3		
EE.L.H.4.5.c		s in narrative and informational	3	66.7	1	0	0	2		
Claim Expectation:ELA.C.2	Writing and Sharing Ideas		No. of Students Assessed	Average % Points Earned	0-25% Points Earned	Number of St 26-50% Points Earned	udents With: 51-75% Points Earned	76-100% Points Earned		
EE.W.H.4.3.a EE.L.H.4.2.a	Write/dictate/draw about an el Identify words that should be choose the correct ending pu	capitalized in a sentence and	3	58.3 33.3	1	0	2 0	0		
Expectation:ELA.C.3 EE.SL.H.4.2	Communication and Langua Year: 20XX Assessment: MI-Acce Grade 11 Mathematic	ocus Analysis Repor pe ss ISD Code: 00000 ISD Name: Sampl ss Participation	Students c ISDAL District Code	Points : 000@arnedrict Na	m9:258/mPPIBAS : Earned	School 9 59% of Co Points Earned	de: 050075%chool Points Earned	Nam765100% Lear Points Earned	rning Center	
EE.L.H.4.1 EE.L.H.4.3	○Claim Scoring Focus:Math.C.1	Number Sense	1		No. of Students Assessed	Points Possible	0-25% Points Earned	Number of Stu 26-50% Points Earne	51-75%	76-100% Points Ear
Claim Expectation:ELA.C.4	EE.N-RN.L.1 ✓ Claim	Select appropriate numbers/qu Geometry	antities to 5 to s	olve problems	2 Students	Points Possible	0 0-25% Points	1 Number of 3	0 Its With: 51-75%	76-1009
EE.W.H.4.1.b	Scoring Focus:Math.C.2 EE.G-CO.L.6-8	Determine which of two similar bigger/smaller	shapes/objects	is	Assessed 1	12	Earned 0	Points Earned 0		Points Ear
EE.W.H.4.2.b	➤ Claim Scoring Focus:Math.C.3	Measurement, Data and Analy	sis		No. of Students Assessed	Points Possible	0-25% Points Earned	Number of Stu 26-50% Points Earned	51-75%	76-1009 Points Far
	EE.S-ID.L.3 EE.S-IC.L.1-2	Sort given data into two groups Identify one possible outcome		vent	1	6	0	0	0	1
	Claim Scoring Focus:Math.C.4	Problem Solving			No. of Students Assessed	Points Possible	0-25% Points Earned	Number of Stu 26-50% Points Earned	51-75%	76-1009 Points Ear
	EE.A-SSE.L.4	Recognize double the quantity			1	12	0	1	0	0
	EE.F-IF.L.1.3	Identify which of 2 choices is n			1	6	0	0	0	1

Expectation Analysis/Scoring Focus Report can help educators:

- identify the need for changes in academic programs or in continuous improvement goals
- identify strengths and weaknesses in aggregate groups by assessment expectations
- analyze curricular alignment to expectations/scoring focus; that is, "Are all expectations in each content expectations/scoring focus being taught?"



Report Features

Features of this report are described below.

Menu Options

Filter option information is available in the <u>Dynamic Score Reporting Site User Guide</u> (https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf).

Take Action

- About this Report this document
- CSV Download two downloadable files that contain all student data that is contained on the report: one file contains the data in the overall proficiency summary and one file contains the data from the student roster.
- CSV File Format file that describes the data contained in the CSV downloads.
- PDF Download To view a PDF of the report, select "PDF Download". This will open a PDF document of the reports, according to your selected filters. You can print individual or small groups of reports from this option.

Help?

- Dynamic Score Reporting User Guide user guide that describes how to access and navigate the <u>Dynamic Score Reporting Site</u> (https://www.michigan.gov/documents/mde/How_to_Navigate_ Dynamic_Score_Reports_532306_7.pdf).
- <u>Interpretive Guide to MI-Access Reports</u> provides information on the interpretation and use of MI-Access reports (https://www.michigan.gov/documents/mde/2019_Interpretive_Guide_to_MI-Access_Reports_665060_7.pdf).
- MDE Contact Information.



Demographic Report

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

The report can be run by:

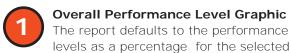
- Assessment Type (FI, SI, and P)
- Report Level (School, District, and State)

Filters available for this report are:

- Grade
- · Content Area

Users may use the expand and collapse feature for these fields.

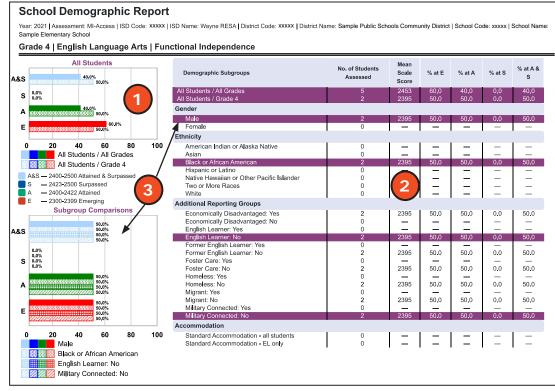
The report is divided into three main sections:



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
Performance level data—including the number of students
assessed, mean scale score/points earned, and percentages of
students in each performance level (Emerging, Attained, and

Surpassed, and Attained/Surpassed combined)—are displayed for a number of demographic subgroups in a table.



The demographic subgroups reported are:

Gender

- Male
- Female

Ethnicity

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White



Additional Reporting Groups

- Economically Disadvantaged: Yes/No

- English Learner: Yes/No

- Former English Learner: Yes/No

Foster Care: Yes/NoHomeless: Yes/NoMigrant: Yes/No

- Military Connected: Yes/No

Accommodations (FI only)

- Standard Accommodation—all students

- Standard Accommodation—EL only



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 8 subgroup selections.

Report Features

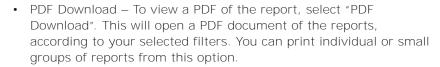
Features of this report are described below.

Menu Options

Filter option information is available in the <u>Dynamic Score Reporting</u>
<u>Site User Guide</u> (https://www.michigan.gov/documents/mde/How_to_
Navigate_Dynamic_Score_Reports_532306_7.pdf).

Take Action

- · About this Report this document
- CSV Download two downloadable files that contain all student data that is contained on the report: one file contains the data in the overall proficiency summary and one file contains the data from the student roster.
- CSV File Format file that describes the data contained in the CSV downloads.



Help?

- Dynamic Score Reporting User Guide user guide that describes how to access and navigate the <u>Dynamic Score Reporting Site</u> (https://www.michigan.gov/documents/mde/How_to_Navigate_ Dynamic_Score_Reports_532306_7.pdf).
- <u>Interpretive Guide to MI-Access Reports</u> provides information on the interpretation and use of MI-Access reports (https://www.michigan.gov/documents/mde/2019_Interpretive_Guide_to_MI-Access_Reports_665060_7.pdf).
- MDE Contact Information.

This report helps schools to:

- compare overall performance for each aggregated group of students
- compare school performance to other schools in the district if assessment participation was consistent across the district
- identify needs for academic program improvement or continuous improvement goals
- analyze summary performance by demographic group
- compare demographic group performance to overall performance
- identify areas of strength and weakness by demographic group
- analyze curricular alignment and impact by demographic group
- analyze school-level overall performance
- analyze curricular alignment to Alternate Content Expectations



Comprehensive Report

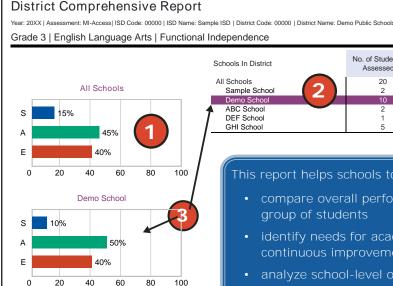
The Comprehensive Report provides a comparison of students by grade and content area, aggregated for schools in the district, showing the percentages of student performance at each level (Emerging, Attained, and Surpassed).

The report can be filtered by:

- Grade
- Content Area

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

The report is divided into three main sections:



This report helps schools to:

- compare overall performance for each aggregated group of students
- identify needs for academic program improvement for continuous improvement goals

Mean

Scale

Score

2303

2312

2305

2302

2326

% at E

0%

40%

% at A

45%

50%

100%

50%

10%

100%

60%

100%

60%

100%

100%

20%

analyze school-level overall performance

No. of Students

Assessed

- compare school performance to other schools in the district if assessment participation and instructional modality were consistent across the district
- analyze curricular alignment to Alternate Content Expectations

Overall Performance Level Percentages Graphic

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



Performance level data—including the number of students assessed, mean scale score, and percentages of students in each performance level (Emerging, Attained, Surpassed, and Attained/Surpassed combined)—are displayed for the applicable district in a table. The report displays performance data for the schools, excluding nonpublic schools and homeschooled students.

Entity Performance Level Percentages Graphic

The user may make up to 8 selections from the entity table to compare against the overall intermediate or local school district performance data. The selected entity will be highlighted and a corresponding horizontal bar graph of the performance level percentages will display under the overall performance level graph.



Report Features

Features of this report are described below.

Menu Options

Filter option information is available in the <u>Dynamic Score Reporting Site User Guide</u> (https://www.michigan.gov/documents/mde/How_to_Navigate_Dynamic_Score_Reports_532306_7.pdf).

Take Action

- About this Report this document
- CSV Download two downloadable files that contain all student data that is contained on the report: one file contains the data in the overall proficiency summary and one file contains the data from the student roster.
- CSV File Format file that describes the data contained in the CSV downloads.
- PDF Download To view a PDF of the report, select "PDF Download". This will open a PDF document of the reports, according to your selected filters. You can print individual or small groups of reports from this option.

Help?

- Dynamic Score Reporting User Guide user guide that describes how to access and navigate the <u>Dynamic Score Reporting Site</u> (https://www.michigan.gov/documents/mde/How_to_Navigate_ Dynamic_Score_Reports_532306_7.pdf).
- <u>Interpretive Guide to MI-Access Reports</u> provides information on the interpretation and use of MI-Access reports (https://www.michigan.gov/documents/mde/2019_Interpretive_Guide_to_MI-Access_Reports_665060_7.pdf).
- MDE Contact Information.

Drill-Down Feature

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

After a user has selected a student name to drill down into the Individual Student Report and the Individual Student Report displays, a breadcrumb area appears below the District/School entity information that displays 'Student Roster Report – Individual Student Report'.



OEAA Secure Site Data Files

Data files are available for download by authorized school and district users under the **Student Test Scores** tab of the Office of Educational Assessment and Accountability (OEAA) Secure Site (www.michigan.gov/oeaa-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

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The downloaded file containing student test scores is a Comma Delimited File (CSV) with the following fields in order:

Please note: fields containing "Reporting Level" information are referring to claim for ELA/math, strand for science, and disciplines for social studies.

Excel Column	Field	Descriptor				
Α	TestCycleName	MI-Access FI, MI-Access SI, or MI-Access P	text(20)			
В	ISDCode	ISD code number	varchar(5)	99999		
С	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)			
Н	MiddleInitial	Student middle initial	char(1)			
I	Gender	Student's gender M = Male, F = Female	char(1)			
J	Ethnicity	Student's ethnic code 0 = Native Hawaiian or Other Pacific Islander 1 = American Indian or Alaska Native 3 = Black or African American 4 = Hispanic or Latino 5 = White 6 = Two or more Races 9 = Asian	int(1)	9		

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 student scores, student growth data (FI only), raw strand data for science, discipline data for social studies, and claim performance for ELA and mathematics

The Student Data File is provided for schools to use as a data resource for school- or district-level data reviews. Schools or districts can use the Student Data File to manipulate and evaluate data in ways that support school improvement goals or other data-based decision-making purposes.

Aggregate Data File (Available in Secure Site only)

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

- School information—ISD, district, and school information included in the selected report
- **Demographic Data**—demographic data, such as Gender, Ethnicity, Economically Disadvantaged, Migrant Status, English learner, Foster Care, and Military Connected, based on the data contained in the selected report
- Student Performance Data—student or student aggregate group scores and claim, strand, 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 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. (www.michigan.gov/mischooldata)

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, or Synergy as their SIS are able to integrate this free service. MDE continues to work with the remaining SIS vendors that are supported by the Michigan Data Hub to provide access to MiLearn. If your district is not yet on the Michigan Data Hub, contact 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 is 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 three years' worth of data for M-STEP, WIDA, and MI-Access results. Beginning with the Spring 2021 score results, results of PSAT, SAT, and ACT assessments will be added to the system. For more information on MiLearn, contact Tim Hall at hall @michigan.gov.

General Resources

General additional resources are available on the MI-Access web page (www.michigan.gov/mi-access):

- For instructions on how to obtain access to the Dynamic Reporting Site, go to the <u>Secure Site Training web page</u> (www.michigan.gov/securesitetraining) and click <u>How do I get access to the Secure Site?</u>
- MI-Access Performance Level Score Ranges
- Dynamic Score Reporting Site User Guide
- Statewide Summative Assessments Calendar
- Parent Guide to MI-Access: What it is, What it means, and What it Offers document
- Parent Guide to State Assessments in Michigan
- Parent Guide to MI-Access Results

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



Section 9: Contact Information

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, Director, OEAA

Katherine Cermak, Manager, Test Administration and Reporting

TBA, MI-Access Consultant for Students with Disabilities

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

TBA, Manager, Test Development

Nicole Mosser, ELA Consultant

Julie Murphy, K-5 Consultant

Kyle Ward, Mathematics Consultant

Susan Palmiter, Social Studies Consultant

Tamara Heck. Science Consultant

Jennifer Paul, Assessment Consultant for English Learners

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

Phone: 1-877-560-8378, option 3

Fax: 517-335-1186

Website: www.michigan.gov/mi-access

E-mail: mde-oeaa@michigan.gov



Appendix B.2: Parent Guide to MI-Access Results





A companion guide to the MI-Access Parent Report

Parent Guide to MI-Access Results



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 results. This guide is a companion to the Parent Report and provides important information you can use to support your student and to work with your student's teachers to support learning.

As you review your student's 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. This guide provides expanded detail to the contents of the Parent Report.

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 improve the impact of your student's learning.

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







Expectations

The <u>Michigan Alternate Content Expectations</u> (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 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 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. These expectations 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 from which teachers can 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 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 a state, district and building level
- 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 from statewide testing are reported for each participant and communicated by way of the Parent Report to families.

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. Test Score

3261
Surpassed

XXXX's English Language Arts
Test Score

3261
Surpassed

XXXX's English Language Arts
Test Score

3261
Surpassed

XXXX's English Language Arts
Test Score
3261

XXXX's scale score of 3261 indicates XXXX's performance on the English Language Arts expectations. XXXX's performance level is Surpassed.

Test scores can vary if the test is taken several times. For example, if XXXX were to take the English Language Arts est again the means XXXX would be likely to receive a English Language Arts score between 3231-3291.

For information on what XXXX was expected to learn in 11th grade English Language Arts, please visit: Parent Report Guide

Attained, or Emerging.

levels: Surpassed,

of the three

performance

Overall

Performance Level: The test score

is indicated and marked in one

Standard Error:

Test scores can vary if the test is taken several times, so the standard error bar shows the range of scores your child would be likely to receive if the test was

taken another

time.

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 Comp	rehension	20 / 20
Writing and Sharing Ideas		5/6
Communication and Language		4 / 4
Research and Inquiry		4 / 4
Performance Level	Questions to Ask Your Student's Teacher	
Surpassed	What strategies can I use to help support instructional goals? What is happening in the classroom that ensures my student continues to grow in areas of need as stated in his/her IEP?	

Sub-category scores:

Assessments in ELA and mathematics include sub-categories, called claims, that were assessed. Science tests include strands, and social studies include disciplines.

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.

Report Components

number of points possible.

Overall MI-Access Parent Report: Supported Independence example **Performance Level:** The test score Supported Independence: Math is indicated and displayed in **Student Overall** Test Scor one of the three **Performance Level** Surpassed (47-60) performance and Scale Score: levels: Surpassed, A numerical Attained (33-46) Attained, or score is provided XXXX's score of 51 indicates XXXX performance on the Math Emerging. for the content expectations. XXXX's performance level is Surpassed For information on what XXXX was expected to learn in 11th grade area and the Math, please visit: Parent Report Guide performance level description Emerging (0-32) associated with it. A brief What are claims? Claims are used as a means to organize content expectations. Claims apply to English language arts and mathematics. The explanation of score reflects the student's performance within the Claim the overall score Points Earned / Points Possible Number Sense is included. 12/12 Geometry 4 / 12 11 / 12 Measurement, Data and Analysis Problem Solving 24 / 24 Performance Level Questions to Ask Your Student's Teacher What strategies can I use to help support instructional goals? Surpassed What is happening in the classroom that ensures my student continues to grow in areas of need as **Sub-category scores:** Assessments in ELA and Questions to Ask Your Student's Teacher: mathematics include sub-Several questions based on your child's categories, called claims, that performance are provided to help begin were assessed. Science tests discussions with your child's teachers include Strands. and other educators. This section displays the number of points your child earned in each sub-category against the

The report features and format of the Supported Independence and Participation reports are the same. For this guide 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. These 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:

2×2=4	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	
AB _C 3 ²¹	Problem Solving	Solve increasingly complex mathematical problems, making productive use of algebra and functions	

Science

The science MI-Access test is administered in grades 4, 7, and 11. The science test is organized into four sub-categories, or strands:

4	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 their 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:

discipilites.				
de 5	US History and Geography, Eras 1-3	 Beginnings to 1620 Colonization and Settlement (1585-1763) Revolution and the New Nation (1754-1800s) 		
Grade	Public Discourse/ Citizenship	Public Discourse, Decision-Making, and Citizen Involvement		
Grade 8	US History and Geography, Eras 3-6	 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) 		
Ģ	Public Discourse/ Citizenship	Public Discourse, Decision-Making, and Citizen Involvement		
	Civics 1-5	 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 		
<u></u>	Economics 1-4	 The Market Economy The National Economy of the United States of America 		
Grade	World History and Geography, Eras 4-8	 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	 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 (www.michigan.gov/mi-access) includes a Parent/Student section that has numerous resources that can be accessed.

Parent/Student • Michigan's Education Assessment System: What It Is, What It Means, And What It Offers Flyer Michigan's Education Assessment System Presentation • Parent User Guide - MILearn Student Assessment Score Reporting Site • Student User Guide - MILearn Student Assessment Score Reporting Site • 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 still have questions about your student's MI-Access results, please feel free to email or call the Michigan Department of Education Office of Educational Assessment and Accountability, at mde-oeaa@michigan.gov or 877-560-8378.





608 W. Allegan Street Lansing, Michigan 48909 Phone: 1-877-560-8378

MI-Access web page: www.michigan.gov/mi-access

Appendix C: Michigan Assessment System Participant Groups

This appendix provides more details on the stakeholders and participants involved in the Michigan Assessment System.

Appendix C.1 Michigan Educators

Michigan educators (including classroom teachers from K–12 and higher education, curriculum specialists, and administrators) play a vital role in all phases of the test development process. Committees of Michigan educators write MI-Access test items, review the test specifications, and provide advice on the model or structure for assessing each content area. They also work to ensure that test content and question types align closely with best practices in classroom instruction.

Appendix C.2 Technical Advisory Committee

Michigan's Technical Advisory Committee (TAC) serves as an advisory body to MDE. The TAC provides recommendations on technical aspects of large-scale assessments, including item development, test construction, administration procedures, scoring and equating methodologies, and standard-setting workshops. The TAC also provides guidance on other technical matters, such as practices not already described in the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014), and continues to provide advice and consultation on the implementation of new assessments and adherence to the federal requirements set forth by the Every Student Succeeds Act. Table C-1 can be referenced for TAC member information.

Table C-1. Technical Advisory Committee

Name	Position	Organization
Dr. Mark Reckase, Chair	Distinguished Professor of Measurement and Quantitative Methods (retired)	Michigan State University
Dr. Damian Betebenner	Senior Associate	National Center for the Improvement of Educational Assessment
Dr. Gregory J. Cizek	Distinguished Professor of Educational Measurement and Evaluation	University of North Carolina, Chapel Hill
Dr. George E. Engelhard, Jr.	Professor Emeritus of Educational Measurement and Policy	University of Georgia
Dr. Christine Carrino Gorowara	Interim Director	Delaware Center for Teacher Education, University of Delaware
Dr. Joseph Martineau	Senior Associate	National Center for the Improvement of Educational Assessment
Dr. Dave Treder	Coordinator of Research, Evaluation, and Assessment	Genesee Intermediate School District, Flint, Michigan

Appendix C.3 Michigan's Division of Educator, Student, and School Supports (DESSS) Advisory Committee

The DESSS Advisory Committee meets quarterly to provide input, ideas, expert advice, and/ or recommendations to MDE and DESSS on matters related to assessment and accountability, professional preparation, educator evaluations, assessment policy, and related communications to the field. The committee also meets to keep its respective organizations abreast of changes to the above areas that will affect Michigan's schools and students. The committee comprises representatives from educational agencies, organizations, and representatives from both two-year and four-year colleges and universities across the state. Table C-2 shows the members of the DESSS Advisory Committee.

Table C-2. Division of Educator, Student, and School Supports Advisory Committee

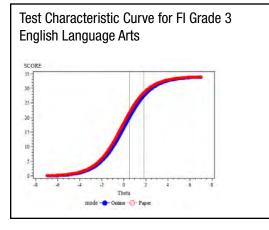
Last Name	First Name	Organization
Anand	Johanna	Michigan Department of Education/Low Incidence Outreach
Arnswald	Jennifer	Michigan Science Teachers Association
Berry	Kathy	Michigan Council of Teachers of Mathematics
Clingman	Cindy	Michigan Reading Association
Cox	Mary	Michigan Council of Teachers of English
Czerwinski	Harvey	Michigan Education Research Association
Dewsbury- White	Kathryn	Michigan Assessment Consortium
DeYoung	Ann	Michigan Elementary and Middle School Principals Association
Flukes	Jonathan	Michigan Education Research Association
Gordon	Casey	MI Council of Teachers of English to Speakers of Other Languages
Greer	Doug	Oakland Area Intermediate School District
Kher	Neelam	Michigan State University
Koekkoek	Matthew	Michigan Association of Administrators of Special Education
Langdon	Thomas	Michigan Association of School Administrators
Mastie	Marge	Washtenaw Intermediate School District - Retired
McIntyre	Rebecca	Michigan Association of Administrators of Special Education
Miller	Kathy	Michigan School Facilitators Network
Trout	Kelly	Ingham Intermediate School District
Vespremi	Stacy	Michigan Association of State and Federal Programs Specialists
Vorenkamp	Ellen	Wayne Regional Educational Services Agency
Zdeb	Wendy	Michigan Association of Secondary School Principals

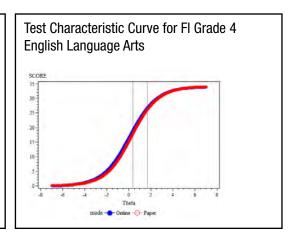
Committee Substitutes

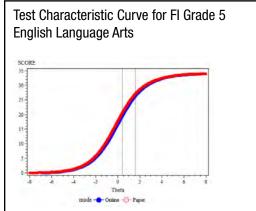
Last Name	First Name	Organization
McGoran	Holly	Michigan Science Teachers Association
Musial	Joe	Wayne Regional Educational Services Agency
Ripmaster	Colin	Michigan Association of Secondary School Principals
Taraskiewicz	Cindy	Wayne Regional Educational Services Agency

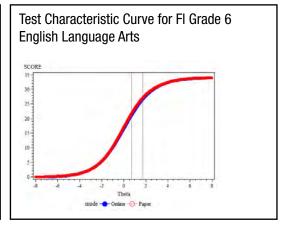
Appendix D: Test Characteristic Curves for MI-Access FI, Spring 2021

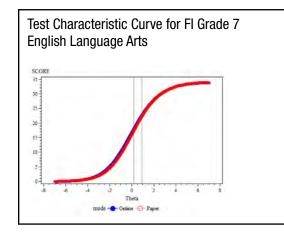
Figure D-1. IRT-based TCCs for FI English Language Arts by Grade

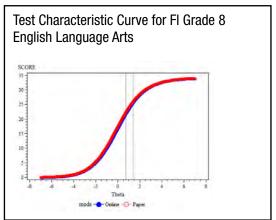












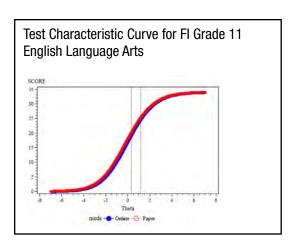
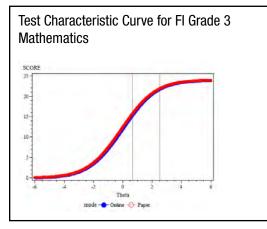
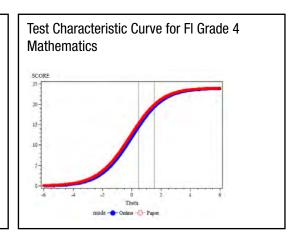
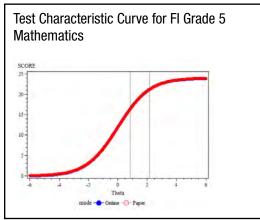
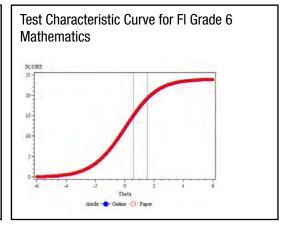


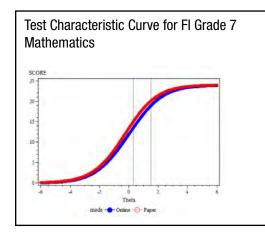
Figure D-2. IRT-based TCCs for FI Mathematics by Grade

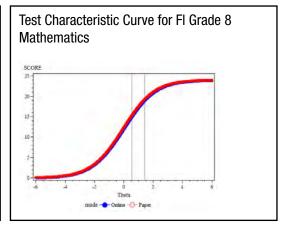












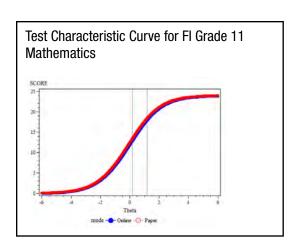
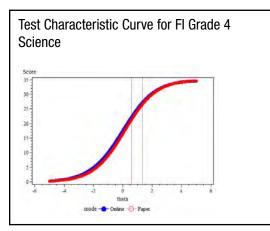
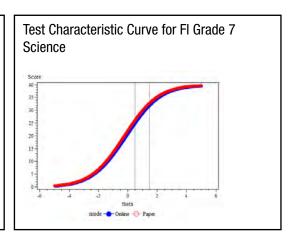


Figure D-3. IRT-based TCCs for FI Science Tests by Grade





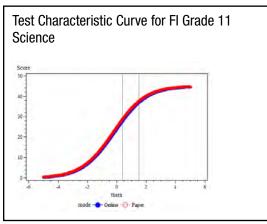
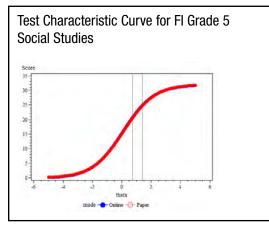
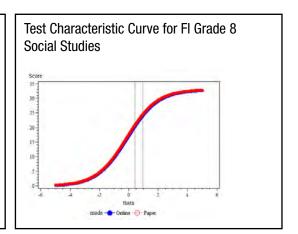
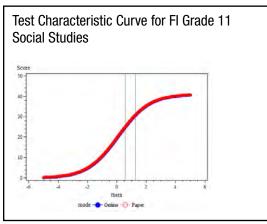


Figure D-4. IRT-Based TCCs for FI Social Studies Tests by Grade







Appendix E: MI-Access Standard Setting Reports

Appendix E.1 MI-Access Standard Setting (2015)

MI-Access Standard Setting Participation and Supported Independence (June 15-18, 2015) Functional Independence (June 29-July 2, 2015)

Measurement Incorporated July 17, 2015





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MI-Access Standard Setting Report Executive Summary

Measurement Incorporated July 17, 2015

Measurement Incorporated (MI) assisted the Michigan Department of Education (MDE) in the conduct of standard setting for MI-Access Participation (P), Supported Independence (SI), and Functional Independence (FI) for grades 3-8 plus high school, providing a lead facilitator, panel facilitators, and sufficient psychometric and clerical staff to conduct 16 panel meetings the weeks of June 15-18 and June 29-July 2, 2015.

For all MI-Access assessments, the MDE provides three performance levels:

- 3 Emerging toward the standard
- 2 Attained the standard
- 1 Surpassed the standard

For the P and SI standard-setting activities, MI staff conducted a Body of Work standard-setting procedure with one round of rangefinding and two rounds of pinpointing for eight panels. For the FI standard-setting activity, MI staff conducted a Bookmark standard-setting procedure with three rounds of bookmark placements. Panels are described in Table ES-1.

Table ES-1 Standard Setting Panels

Participation/Supported Independence		Functional Independence	
Panel	Members	Panel	Members
English Language Arts P/SI 3-5	9	English Language Arts FI 3-4	10
English Language Arts P/SI 6-8	6	English Language Arts FI 5-7	9
English Language Arts P/SI 11	7	English Language Arts FI 8, 11	10
Mathematics P/SI 3-5	8	Mathematics FI 3-5	10
Mathematics P/SI 6-8	8	Mathematics FI 6-7	10
Mathematics P/SI 11	7	Mathematics FI 8, 11	9
Science P/SI 4, 7	8	Science FI 4, 7, 11	10
Science P/SI 11	7	Social Studies FI 5, 8, 11	9

Panelists received general instruction in the purpose of the meeting, followed by specific instruction on the tests and the Performance Level Descriptors (PLDs). Instruction on the tests included review of tests and manuals and, for the P/SI panelists, a 45-minute video of test administration and scoring procedures. PLD review consisted of facilitator-led discussion of PLDs with questions and answers. MI staff then provided an overview of the standard-setting procedure, followed by a short practice round to give all panelists an opportunity to practice the method before applying it. After a brief question-and-answer session, panelists indicated their readiness to proceed with Round 1.

Participation/Supported Independence. Panelists followed a Body of Work procedure in which they reviewed sets of 30 student work samples arranged in packets from lowest to highest score. Their task was to compare each work sample with the appropriate PLD and assign that work sample to one of the three levels. In any given session, panelists reviewed two sets of work samples, one for Participation and one for Supported Independence. The panelists entered their ratings on scannable documents.

After Round 1, MI staff collected the scannable documents, scanned them, and calculated cut score regions using graphical methods. They then removed certain work samples that did not contribute to the determination of cut score regions and inserted additional work samples with scores in the region of the Round 1 preliminary cuts.

MI facilitators then shared Round 1 results with panelists, including the distribution of ratings, cut score regions, and preliminary impact data. After a discussion of the results, panelists indicated their readiness for Round 2 and commenced, again entering their ratings of the work samples on scannable forms. As in Round 1, panelists evaluated both P and SI work samples in a session. At the end of the session, MI facilitators collected all materials and dismissed the panels. MI psychometricians then analyzed Round 2 data using logistic regression. In some instances, logistical regression failed to produce a usable result for one of two possible reasons: lack of resolution due to poor model fit; or perfect agreement, which yields no data for logistic regression to process. In those instances, MI staff reverted to the original graphical method.

Facilitators presented Round 2 results, similar to those after Round 1 but with the addition of impact data from 2014 for comparison. Panelists reviewed the results and impact data, indicated their readiness to begin Round 3, and commenced. In Round 3, panelists reviewed the same work samples they had reviewed in Round 2. At the end of Round 3, facilitators collected all materials and dismissed the panel. MI psychometricians then calculated final cut scores using logistic regression as described above.

Functional Independence. Panelists engaged in a Bookmark procedure in which they reviewed ordered item booklets with items arranged in difficulty order from easiest to hardest. Their task was to place two bookmarks: one to note the location of the dividing line between Level 3 and Level 2 students and another to note the location of the dividing line between Level 2 and Level 1 students. Panelists used scannable documents to record their bookmark placements, and MI staff translated those scanned bookmarks into cut scores.

After Round 1, MI staff collected the scannable documents, scanned them, and calculated cut scores as well as distributions of bookmarks. MI facilitators then shared Round 1 results with panelists, including the distribution of bookmarks, cut scores, and preliminary impact data. After a discussion of the results, panelists indicated their readiness for Round 2 and commenced, again entering their bookmarks on scannable forms.

At the end of Round 2, MI facilitators collected all materials and dismissed the panels. MI psychometricians then analyzed Round 2 data as they had done for Round 1. Facilitators presented Round 2 results, similar to those after Round 1 but with the addition of impact data from 2013 for comparison. Panelists reviewed the results and impact data, indicated their readiness to begin Round 3, and commenced. In Round 3, panelists reviewed the items once more as in Round 2. At the end of Round 3, facilitators collected all materials and dismissed the panel. MI psychometricians then calculated final cut scores.

Results are presented in Tables ES-2,ES-3, and ES-4. Cut scores are expressed in terms of raw scores in Tables ES-2 and ES-3 and in scale score terms in Table ES-4.

Table ES-2
Round 3 Cut Scores and Impact for Participation

	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3-5	27	44	36.6	33.5	29.9
ELA 6-8	29	45	43.0	33.8	23.2
ELA 11	26	43	27.9	36.6	35.5
Math 3-5	33	46	44.8	23.9	31.3
Math 6-8	24	47	31.3	47.7	21.0
Math 11	27	47	29.9	28.2	41.9
Science 4	46	72	38.8	39.6	21.7
Science 7	44	72	43.2	34.6	22.2
Science 11	48	75	39.5	35.8	24.7

Table ES-3
Round 3 Cut Scores and Impact for Supported Independence

	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3-5	29	47	16.8	43.2	40.0
ELA 6-8	37	47	26.4	26.0	47.6
ELA 11	28	43	13.1	27.4	59.4
Math 3-5	32	48	21.7	42.4	35.9
Math 6-8	29	50	20.2	49.1	30.7
Math 11	24	43	15.1	46.8	38.1
Science 4	32	55	11.0	41.1	48.0
Science 7	33	55	16.0	42.6	41.3
Science 11	45	57	31.0	26.4	42.7

Table ES-4
Round 3 Cut Scores and Impact for Functional Independence

	Cut	Scores	% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3	2297	2313	30.4	38.1	31.5
ELA 4	2406	2420	29.7	29.8	40.5
ELA 5	2506	2528	30.2	40.9	28.9
ELA 6	2611	2628	29.0	31.9	39.1
ELA 7	2716	2732	29.1	29.5	41.4
ELA 8	2803	2821	13.7	23.3	63.0
ELA 11	3152	3172	19.6	20.6	59.8
Math 3	2308	2323	28.7	21.6	49.7
Math 4	2411	2426	26.6	32.4	40.9
Math 5	2511	2523	32.2	20.6	47.1
Math 6	2607	2626	29.9	39.6	30.5
Math 7	2708	2723	42.1	30.1	27.8
Math 8	2799	2815	34.8	29.7	35.6
Math 11	3094	3116	18.3	36.6	45.2
Science 4	2383	2394	40.4	28.6	31.0
Science 7	2709	2728	44.9	35.3	19.8
Science 11	3160	3188	42.5	36.3	21.2
Social Studies 5	2515	2526	63.3	22.6	14.1
Social Studies 8	2805	2818	56.8	22.4	20.8
Social Studies 11	3164	3182	51.1	24.9	24.0

On the final day of both weeks of standard setting, English language arts (ELA) and Math panelists were regrouped as follows:

- ELA Vertical Articulation Committee (VAC)
- Math Vertical Articulation Committee
- ELA Review and Critique Committee
- Math Review and Critique Committee

The Science and Social Studies panels, given that their grades are noncontiguous, continued through Round 3 and final review on the final day and did not participate in vertical articulation. The P/SI ELA and Math panels had been given the opportunity to advise MDE as to whether articulate by grade span or by individual grade. For Participation, the panels unanimously endorsed articulation by grade span. For Supported Independence, there was some support for articulation by individual grade, but those in favor of articulation by grade span outnumbered those in support of individual-grade articulation by about three to one.

Vertical articulation began with an overview of the process, followed by a question-and-answer period. During this phase of the process, both ELA and Math VACs met together. After the question-and-answer session, ELA and Math VACs separated into different rooms. During the remainder of the day, each VAC reviewed results (cut scores and impact) across grade spans and recommended changes. Changes were

effected by a motion, second, discussion and vote. Given that the changes were to override cut scores set over three rounds of deliberation, a 2/3 majority was required to pass any motion. The two P/SI committees made a total of three changes (one for ELA and two for Math). The two FI committees made a total of five changes three for ELA and two for Math). Results are depicted in Tables ES-5, ES-6, and ES-7. Highlighted entries in these tables indicate changes, relative to Round 3 (Tables ES-2, ES-3, and ES-4). Science and Social Studies cut scores and impact are included even though they were not subject to vertical articulation.

Table ES-5
Cut Scores and Impact for Participation – After Vertical Articulation

	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3-5	27	44	36.6	33.5	29.9
ELA 6-8	29	45	43.0	33.8	23.2
ELA 11	26	43	27.9	36.6	35.5
Math 3-5	33	46	44.8	23.9	31.3
Math 6-8	26	47	35.9	43.1	21.0
Math 11	27	47	29.9	28.2	41.9
Science 4	46	72	38.8	39.6	21.7
Science 7	44	72	43.2	34.6	22.2
Science 11	48	75	39.5	35.8	24.7

Table ES-6
Cut Scores and Impact for Supported Independence – After Vertical Articulation

	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3-5	29	47	16.8	43.2	40.0
ELA 6-8	34	47	19.5	32.9	47.6
ELA 11	28	43	13.1	27.5	59.4
Math 3-5	32	49	21.7	48.5	29.8
Math 6-8	29	50	20.2	49.1	30.7
Math 11	24	43	15.1	46.8	38.1
Science 4	32	55	11.0	41.1	48.0
Science 7	33	55	16.0	42.6	41.3
Science 11	45	57	31.0	26.4	42.7

vii

Table ES-7
Cut Scores and Impact for Functional Independence – After Vertical Articulation

	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3	2297	2312	30.4	35.7	33.9
ELA 4	2406	2420	29.7	29.8	40.5
ELA 5	2506	2523	30.2	32.0	37.8
ELA 6	2611	2628	29.0	31.9	39.1
ELA 7	2713	2732	26.0	32.6	41.4
ELA 8	2803	2821	13.7	23.3	63.0
ELA 11	3152	3172	19.6	20.6	59.8
Math 3	2308	2323	28.7	21.6	49.7
Math 4	2411	2426	26.6	32.4	40.9
Math 5	2511	2529	32.2	32.8	35.0
Math 6	2607	2626	29.9	39.6	30.5
Math 7	2704	2723	30.4	41.8	27.8
Math 8	2799	2815	34.8	29.7	35.6
Math 11	3094	3116	18.3	36.6	45.2
Science 4	2383	2394	40.4	28.6	31.0
Science 7	2709	2728	44.9	35.3	19.8
Science 11	3160	3188	42.5	36.3	21.2
Social Studies 5	2515	2526	63.3	22.6	14.1
Social Studies 8	2805	2818	56.8	22.4	20.8
Social Studies 11	3164	3182	51.1	24.9	24.0

The review and critique sessions occurred at the same time as the vertical articulations. In each panel, facilitators appointed roughly half the panelists to the VAC and the other half to the review/critique committee. The purpose of the review/critique committees was to evaluate the process and provide feedback to the Department regarding improvements in future standard-setting activities. While the overall tone of the sessions was very positive, several excellent suggestions were received.

Panelists evaluated the process and their facilitators on eight critical-incident factors, each on a 2-point scale (Agree/Disagree). With regard to facilitators and process, 98-100 percent of panelists agreed with each statement. With regard to facilities and food, reaction was mixed, with 43 percent of P/SI panelists and 53 percent of FI panelists agreeing that the facilities and food service helped to create a good working environment.

Conclusion and Recommendation

The process for arriving at cut scores for both standard-setting activities was rigorous and consistent with best practices and overseen by highly competent practitioners. The resulting cut scores and corresponding impacts were reasonably consistent across grade spans or individual grades as well as with historical trends in Michigan for these populations. It is our recommendation that the cut scores be adopted without modification or adjustment.

Introduction

Measurement Incorporated (MI) assisted the Michigan Department of Education (MDE) in the conduct of standard setting for MI-Access Functional Independence (FI), Supported Independence (SI), and Participation (P) for grades 3-8 plus high school. Specifically, MI provided a lead facilitator, panel facilitators, and sufficient, psychometric, and clerical staff to conduct eight panel meetings the week of June 15-18, 2015, and eight panel meetings the week of June 29-July 2, 2015.

For all MI-Access assessments, the MDE provides three performance levels:

- 3 Emerging toward the standard
- 2 Attained the standard
- 1 Surpassed the standard

For the P and SI standard-setting activities, MI staff conducted a Body of Work procedure with one round of rangefinding and two rounds of pinpointing for eight panels. For the FI standard-setting activity, MI staff conducted a Bookmark procedure with three rounds of bookmark placements. Panels are described in Table 1. Their demographic characteristics are summarized in Tables 2 and 3.

Table 1
Standard Setting Panels

Participation/SupportedIndependence		Functional Independence	
Panel	Members	Panel	Members
English Language Arts P/SI 3-5	9	English Language Arts FI 3-4	10
English Language Arts P/SI 6-8	6	English Language Arts FI 5-7	9
English Language Arts P/SI 11	7	English Language Arts FI 8, 11	10
Mathematics P/SI 3-5	8	Mathematics FI 3-5	10
Mathematics P/SI 6-8	8	Mathematics FI 6-7	10
Mathematics P/SI 11	7	Mathematics FI 8, 11	9
Science P/SI 4, 7	8	Science FI 4, 7, 11	10
Science P/SI 11	7	Social Studies FI 5, 8, 11	9

Table 2
Demographic Summary: Participation and Supported Independence Panelists

Gender	Region	1	
Female	57	1	5
Male	5	2	18
		3	15
Ethnicity		4	5
Black Nonhispanic	5	5	16
White Nonhispanic	50	Missing	3
No Answer	7		
Other	0	School Ty	/pe
		Urban	13
Teaching Experie	ence	Suburban	18
1-5 years	13	Rural	21
6-10 years	9	Other	5
11-20 years	23	Missing	5
20+ years	7		
Missing	10		

Table 3
Demographic Summary: Functional Independence Panelists (N=77)

Gender	Region		
Female	65	0	5
Male	12	1	4
		2	16
Ethnicity		3	14
Black Nonhispanic	11	4	15
Hispanic	2	5	23
White Nonhispanic	54		
No Answer	7	School Type	
Other	3	Urban	23
		Suburban	24
Teaching Experience	e	Rural	25
1-5 years	11	Other	5
6-10 years	18		
11-20 years	35		
20+ years	13		

2

Planning and Implementation

MI submitted a detailed plan to MDE and modified it in response to comments from the Technical Advisory Committee (TAC). The plan called for two four-day meetings, one the week of June 15-18, 2015 for Participation and Supported Independence, and one the week of June 29-July 2, 2015 for Functional Independence. The plan called for application of a Body of Work procedure (Kingston & Tiemann, 2012) for the P and SI event, given that tests were composed primarily of performance tasks, and a Bookmark procedure (Lewis, Mitzel, Mercado, & Schulz, 2012) for the FI event, given the fact that the tests were almost entirely selected response and the items were scaled with the Rasch model. Details of the plan and its execution are provided below.

Participation and Supported Independence

The nature of the assessments for P and SI (portfolio) lends itself to the body of work procedure (Kingston & Tiemann, 2012). This procedure requires panelists to sort work samples into categories based on performance levels. Panelists sort a preliminary collection of student work samples, ordered by total score, to identify regions in which cut scores might be located in a process known as rangefinding. After rangefinding, some of the original work samples may be removed and replaced by different work samples with scores within the regions identified during the rangefinding round. This subsequent round is often referred to as pinpointing. One or more pinpoint rounds may be employed. For this activity, one round of rangefinding and two rounds of pinpointing were applied. After the final round of item review, MI conducted a vertical articulation, engaging representatives of each grade level for each content area to examine all cut scores across all grades and recommend changes.

Planning. In planning for this set of panel activities, we made the following assumptions:

- 1. Teachers score the P and SI assessments as students respond to them; therefore, there would be no need for additional scoring after online and paper documents are collected. However, there was a need for MDE verification of samples of teacher-rendered scores as a validity check. Time for that activity was built into the overall project schedule.
- 2. Because P and SI assessments are administered to grade bands, rather than to single grades, a single cut score per grade band was considered sufficient.
- 3. Science panels would begin reviewing and revising cut scores within and across grades on the afternoon of June 17. They would continue on June 18 and wrap up and evaluate the process on June 18. Math and ELA panels would meet on June 18 to review crossgrade cuts and impact and make adjustments as necessary.

Bodies of work. The MI-Access Participation exam consists of a series of activities administered by a trained educator (primary administrator) with the assistance of a "shadow administrator." For Participation students, each task is scored on a 0-3 scale, as shown in Figure 1. For Supported Independence students, each task is scored on a 0-2 scale, as shown in Figure 2. In all instances, the total score for any student on any item is the sum of the scores entered by the two administrators. Thus, for Participation students, scores for each item can range from 0 to 6, while for Supported Independence students, scores for each item can range from 0 to 4.



MI-Access Participation Scoring Document – SPRING 2015 Combined Primary and Shadow Assessment Administrator Content Area: Mathematics Form A Grades 6-8

	3 Responds correctly with no administrator assistance	2 Responds correctly after assessment administrator provides verbal/physical cues	1 Responds correctly after assessment administrator provides modeling, short of	A Incorrect Response	B Resists/ Refuses	C Assessment administrator provides hand-over-hand assistance and/or step-by-step directions
ltem			hand-over- hand assistance			directions
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Figure 1. MI-Access Participation Scoring Document

	☐ Primary	Assessment Administr	rator	Assessment Adminis	trator
		70	Content Area: English La	inguage Arts Form:	Grade:
Option	ent Name		Directions: Use this guide to for each item of the assess corresponding box for each this sheet are transferred to online answer document.	ment using a check mark n item. Please be careful	or other mark in the that your scores from
Item	2 – Responds correctly with no assessment administrator assistance	Responds correctly after assessment administrator provides verbal/physical cues	A – Incorrect Response	B – Resists/ Refuses	C – Assessment administrator provides hand-over-hand assistance and/or step- by-step directions
1					
2					

Figure 2. MI-Access Supported Independence Scoring Document

MI staff worked closely with MDE staff to identify scored documents from the spring 2015 administration such that scores from 0 to perfect or very nearly so for each grade or grade span were included among the work samples. MI staff then translated those scored documents into worksheets panelists used to evaluate the performance levels of the students whose work was represented thereon. Each worksheet included not only the scores for each item but the total score and the average score for each item. The purpose of the total score was to give panelists a clear indication of the total performance of the student; i.e., the body of work for that student. The purpose of the average score for each item was to help panelists place item-level performance for each student in a larger context of how students statewide had performed on that item. A sample body of work is shown in Figure 3. After reviewing each work sample, panelists entered their evaluation on a form similar to that shown in Figure 4.



2015 Standard Setting

Work Sample: 1

Total Score: 2

ltem Number	Student Score	Average Item Score
1	0	3.15
2	0	3.85
4	0	2.18
5	0	3.44
6	0	3.25
8	0	3.24
10	0	3.02
12	0	3.76
14	2	4.50
15	0	3.80

Barcode: 3288562600

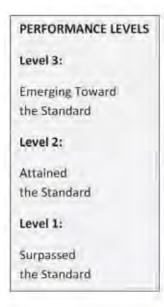
Program: MI-Access P

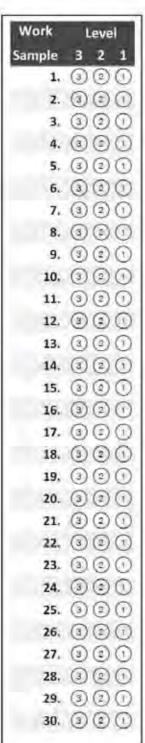
Subject: ELA

Grade: 11

Figure 3. Sample Body of Work for MI-Access Participation Student









2015 Standard Setting

F	Roun	ď		
0 1 0) ;	2	0	3
Subject	_	_		
O Science	0	P	0	4
O Math	0	SI	0	7
O ELA			0	
			0	3-5
			0	6-8
000000	00000000	999999		
	0	100		

Name

Figure 4. Body of Work Data Entry Sheet

Training materials. MI prepared materials for an opening session that included the goals and tasks of the session as well as a PowerPoint presentation on the body of work procedure. In addition, panel facilitators prepared grade/subject-specific materials that helped panelists understand the nature of the tests and factors affecting performance. Performance level descriptors (PLDs) were developed by MDE test development and curriculum teams. All training materials and forms were submitted to the MDE for review and approval prior to implementation. These materials are listed below and included in full in Appendix A. PowerPoint presentations are included in Appendix D.

- Overview (PowerPoint)
- Body of Work (PowerPoint)
- Facilitator Script
- Body of Work Refresher Notes
- Body of Work Practice Round Form
- Body of Work Entry Form Round 1
- Body of Work Entry Form Rounds 2 and 3
- Readiness Form
- Process Evaluation Form

Agenda. Table 4 shows the day-by-day agenda for the four-day event. Facilitator names are included in **bold type**.

Table 4
MI-Access Participation and Supported Independence Standard Setting

Day/	Panel 1:	Panel 2:	Panel 3:	Panel 4:	Panel 5:	Panel 6:	Panel 7:	Panel 8:
Session	Science	Science	Math P	Math P	Math 11	ELA P 3-	ELA P 6-	ELA 11 P,
	P 4, 7;	P 11;	3-5;	6-8;	P, SI	5; ELA	8; ELA SI	SI
	Science	Science	Math SI	Math SI	Dan	SI 3-5	6-8	Tracy
	SI 4, 7	SI 11	3-5	6-8	Bowen	Tom	Craig	Robertson
	Corey	Karen	Winnie	Christina		Kelsh	Deville	
	Palermo	Kemp	Reid	Luke				
June 15								
• 7:30	Breakfast/Registration							
a.m.								
• 8:30			Overvie	w and Char	ge (large grou	p) Bunch		
• 9:15	Test Revie	w and PLDs	(by Panel	in breakout	rooms)			
• 10:30				В	reak			
• 10:45	P/SI Scorir	ng (large gro	oup) Video					
• 11:30	Introduction to the Body of Work Procedure (large group) Bunch							
12:15		Lunch						
p.m.								

• 1:00	BoW	BoW	BoW	BoW	BoW	BoW	BoW	BoW	
p.m.	Practice	Practice	Practice	Practice	Practice	Practice	Practice	Practice	
• 1:45	S4P R1	S11P R1	M3-5P	M6-8P	M11P R1	E3-5P	E6-8P	E11P R1	
• 3:15	S7P R1		R1	R1		R1	R1		
• 4:45	Wrap	Wrap	Wrap	Wrap Up	Wrap Up	Wrap	Wrap	Wrap Up	
	Up	Up	Up			Up	Up		
• 5:00	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	
1 16									
June 16	Breakfast/Registration								
• 7:30				вгеактаст	Registration	1			
a.m.	Brief	Brief	Brief	Brief	Brief	Brief	Brief	Brief	
• 8:30	review	review	review	review	review	review	review	review	
• 9:00	S4SI R1	S11SI R1	M3-5SI	M6-8SI	M11SI R1	E3-5SI	E6-8SI	E11SI R1	
• 10:30	S7SI R1	3113111	R1	R1	IVITISINI	R1	R1	LIIJIKI	
Noon	3731111			1	unch	1			
• 12:45	R1	R1	R1	R1	R1 Results	R1	R1	R1 Results	
p.m.	Results	Results	Results	Results	NI NESUILS	Results	Results	NI Nesuits	
• 1:30	S4P R2	S11P R2	M3-5P	M6-8P	M11P R2	E3-5P	E6-8P	E11P R2	
	S4SI R2	J111 112	R2	R2	IVITTI IVE	R2	R2		
• 3:00 •4:45	Wrap	Wrap	Wrap	Wrap Up	Wrap Up	Wrap	Wrap	Wrap Up	
-4.43	Up	Up	Up	vviap op	ννιαρ Ορ	Up	Up	vviap op	
•5:00	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	
		ļ	ļ.	ļ	<u>J</u>	ļ		Į	
June 17									
•7:30				Breakfast	/Registration	1			
a.m.									
•8:30	R1	R1	R1	R1	R1 Results	R1	R1	R1 Results	
	Results	Results	Results	Results		Results	Results		
•9:15	S7P R2	S11SI R2	M3-5SI	M6-8SI	M11SI R2	E3-5SI	E6-8SI	E11SI R2	
• 10:30	S7SI R2		R2	R2		R2	R2		
• Noon				L	unch				
• 12:45	Review;	Review;	Review;	Review;	Review;	Review;	Review;	Review;	
p.m.	Revise P	Revise P	Revise	Revise	Revise	Revise	Revise	Revise	
•4:45	Wrap	Wrap	Wrap	Wrap	Wrap Up ¹	Wrap	Wrap	Wrap Up ¹	
	Up ¹	Up ¹	Up ¹	Up ¹		Up ¹	Up ¹		
•5:00	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	
June 18									
•7:30				Breakfast	/Registration)			
a.m.									
•8:30	Review;	Review;	Vert	tical Articula	ition Training	for half of	Panels 3-8	Bunch	
	Revise SI	Revise SI	Mat	h Debrief/C	Debrief/C	ritique			
				Bowen/Re		Kelsh			

•9:15		Math Vertical Articulation Deville/Luke		ELA Vertical Articulation Bunch/Robertson					
		Math Debrief/Critique		ELA Debrief/Critique					
• Noon		Lunch							
• 12:45	Wrap	Wrap	Math Vertical Articulation	ELA Vertical Articulation					
p.m.	Up;	Up;	Math Debrief/Critique	ELA Debrief/Critique					
•4:45	Evaluate	Evaluate	Wrap Up; Evaluate	Wrap Up; Evaluate					
•5:00	Dismiss	Dismiss	Dismiss	Dismiss					

¹ During Wrap-Up on June 17, panelists received information regarding their June 18 room assignments. The two Science panels (1 and 2) returned to their same breakout rooms. For Math and ELA panels (3-8), half the panelists were selected to participate in vertical articulation, and the other half were selected to participate in a final critique of the process. Within each panel, the facilitator selected half the panelists at each table to go to vertical articulation, and the other half to go to the critique.

Conduct of the meeting. Dr. Bunch provided an overview of the four days and gave the panels their charge (see Appendix A). Afterwards, panelists dispersed to their breakout rooms to review the P and SI tests under the direction of the facilitators listed in Table 2. These same facilitators also led the panelists in a review of the PLDs. After lunch on June 15, Dr. Bunch provided an overview of the Body of Work procedure (see Appendix A). Panelists then dispersed to their breakout rooms for Body of Work practice with a small set of P or SI Scoring Documents. Following this practice round, facilitators answered questions, and determined readiness to begin Round 1 by administering and reviewing the Round 1 Readiness Form (see Appendix A). Dr. Bunch and MDE staff circulated among the eight panel rooms throughout each day to observe and answer questions. At the end of each day, MI and MDE staff met for approximately one hour to debrief the day's activities and outline the next day's activities.

Panelists worked in small groups of 3-4 within a room of 7-9. They consulted with others at their table during each round. One panel (Science grades 4 and 7) had two different sets of tests to review (four tests in all); therefore, their schedule was a bit different from those of the remaining panels. Although most other panels had multiple grades to consider (e.g., ELA P 3-5/ELA SI 3-5), those panelists actually had only two tests to consider for a single grade band. For example, the ELA 3-5 panel had to set two cut scores for the Participation test that would apply to all three grades.

Each panel completed Round 1 for all tests before beginning Round 2 for any test. Review materials consisted of a packet of 30 completed Scoring Documents (see Figures 1 and 2) arranged from lowest to highest score. Their task was to assign each completed Scoring Document to one of the following three levels using the PLDs:

- 3 Emerging
- 2 Attained
- 1 Surpassed

Panelists were free to discuss any Scoring Document with others at their tables, but the entries

they made had to be their own, not that of the table. They entered their ratings on forms similar to that shown in Figure 4.

After Round 1, MI staff analyzed the ratings and identified regions where cut scores might be, using the standard rangefinding procedure associated with Body of Work (cf. Cizek & Bunch, 2007, Ch. 9). Scoring Documents that did not contribute to the identification of a cut score were eliminated from the set, and additional Scoring Documents with scores in the regions identified in Round 1 as possible cut scores were inserted to make up the Round 2 packets.

In Round 2, panelists rated the Scoring Documents as in Round 1, assigning each to one of the three performance levels, using the PLDs. As they completed Round 2, they turned in their completed rating sheets, and MI staff calculated cut scores for Levels 2 and 1, using logistic regression as described in Cizek & Bunch (2007, Ch. 9).

On the final day of the meeting, the Science panels continued to review work samples. The ELA and Math panels were divided into two groups: one for vertical articulation and another for overall critique and evaluation of the process. Assignment to these groups was done by the panel facilitators, who took demographics, overall participation, and other factors into consideration. Dr. Bunch provided an introduction to vertical articulation (see Appendix A) and gave the panelists their charge. They then divided by subject and conducted separate reviews for ELA and Math.

The vertical articulation facilitators (Drs. Bunch and Deville) presented displays of data depicting the Round 3 results in terms of cut scores, percent of students at or above each cut score, and percent of students in each category (Emerging, Attained, and Surpassed). Panelists also had access to all test materials they had used during the three rounds of standard setting. The process for changing any cut score were as follows:

- 1. Motion from the floor to make a specific cut score change (e.g., change the Math 6-8 Participation Level 2 cut score from 24 to 26)
- 2. Second to the motion
- 3. Discussion
- 4. Vote

For the vote, a 2/3 majority was required for passage inasmuch as the action effectively overrode the work of three rounds of panel activity. As panelists recommended changes, the facilitator would enter the new cut score, and the remaining tables and graphic on the display would update so that panelists could see the immediate impact of the change. The two facilitators kept the discussion focused on the PLDs and the relationship between the new cut score and the performance level.

Meanwhile, the remaining ELA and Math panelists gathered in two separate rooms to critique the process and provide feedback to the MDE regarding the manner in which the standard setting was conducted. MDE plans to use this feedback not only in documenting this standard

setting but in planning for future events.

Functional Independence

Test booklets for Functional Independence are similar to those for MI-STEP (i.e., a combination of selected and constructed response items for FI ELA and selected response items only for FI Math, Science and Social Studies). The numbers of students taking the FI assessments are sufficient to calibrate the items using item response theory. Therefore, the Bookmark procedure (Lewis, Mitzel, Mercado, & Schulz, 2012) was not only appropriate but clearly indicated. In this procedure, panelists review test items from easiest to most difficult and identify points in the ordered item booklet where students at the threshold of a given performance level would cease to have a reasonable chance of answering correctly. This level is typically 50 or 67 percent, depending on the nature of the test and the judgment of the technical advisory committee (TAC). For this particular application, the threshold level was set at 67 percent. After the third round of item review, MI conducted a vertical articulation, engaging representatives of each grade level for each content area to examine all cut scores across all grades and recommend changes.

MDE constructed and administered the tests and carried out item calibration. It was then necessary to calibrate for each selected-response item and each score point for each constructed-response item a theta value associated with a fixed probability (.67) of answering each selected-response item correctly or achieving that particular score or better on each constructed-response item. These theta estimates were then used to order selected-response items and score points of constructed-response items from easiest to most difficult in order to construct an ordered item booklet (OIB) for each assessment. MDE conducted all necessary item calibrations and construct all OIBs based on input and requirements developed with MI. MI staff reviewed the item calibrations and the OIBs prior to on-site standard setting. MI staff prepared training materials and made copies of the OIBs.

Training materials. MI prepared materials for an opening session that included the goals and tasks of the session as well as a PowerPoint presentation on the Bookmark procedure. In addition, panel facilitators prepared grade/subject-specific materials that helped panelists understand the nature of the tests and factors affecting performance. All training materials were submitted to the MDE for review and approval prior to implementation. Training materials are listed below and included in Appendix B. PowerPoint presentations are included in Appendix D.

- Overview (PowerPoint)
- Bookmark Training (PowerPoint)
- Facilitator Script
- Body of Work Refresher Notes
- Bookmark Practice Round Form

- Bookmark Entry Form Round 1
- Bookmark Entry Form Rounds 2 and 3
- Readiness Form
- Process Evaluation Form

Agenda. Table 5 shows the day-by-day agenda for the four-day event.

Table 5
MI-Access Functional Independence Agenda

	ı — — —	1		Tonai macpen		1		I
	Panel	Panel	Panel	Panel 12: ELA	Panel 13:	Panel	Panel	Panel 16:
	9:	10:	11: Math	Grades 3-4	ELA	14: ELA	15:	Social
	Math	Math	Grades	Dan Bowen	Grades	Grades	Science	Studies
	Grades	Grades	8, High		5, 6, 7	8, High	Grades	Grades 5,
	3, 4, 5	6, 7	School		Jeff	School	4, 7, 11	8, 11
	Craig	Jennifer	Lidia		Barker	Job	Steve	Stephanie
Day/Session	Deville	Bowen	Martinez			Thomas	Cramer	Lai
June 29								
•7:30a.m.				Breakfast/Re	gistration			
•8:30			Overv	iew and Charge ((large room)	Bunch		
•9:15	Test Rev	iew (by Par	nel in breakd	out rooms)				
•10:30				Brea	ık			
•10:45	PLD Revi	ew (by Pan	el in breako	ut rooms)				
•11:30			Introduct	ion to the Bookn	nark Proced	ure Bunch		
•12:15				Lunc	h			
p.m.								
1:00	Bookma	rk Practice	(by Panel in	breakout rooms				
1:45	M3R1	M6R1	M8R1	E3R1	E5R1	E8R1	S4R1	SS5R1
4:45	Wrap-	Wrap-	Wrap-Up	Wrap-Up	Wrap-Up	Wrap-	Wrap-	Wrap-Up
	Up	Up				Up	Up	
5:00	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss
June 30								
•7:30a.m.				Breakfast/Re	gistration			
•8:30	Brief	Brief	Brief	Brief Review	Brief	Brief	Brief	Brief
	Review	Review	Review		Review	Review	Review	Review
•9:00	M4R1	M7R1	MHSR1	E4R1	E6R1	EHSR1	S7R1	SS8R1
•10:30	M5R1				E7R1			
• Noon				Lunc	:h			
•12:45	M3R1	M6R1	M8R1	E3R1 Results	E5R1	E8R1	S11R1	SS11R1
p.m.	Results	Results	Results		Results	Results		
•1:30	M3R2	M6R2	M8R2	E3R2	E5R2	E8R2		
•4:45	Wrap- Up	Wrap- Up	Wrap-Up	Wrap-Up	Wrap-Up	Wrap- Up	Wrap- Up	Wrap-Up
• 5:00	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss
3.00	2.5.11155	2.5.11155	2.555	555	2.555	2.5.11155	2.5.11155	2.555

Day/Session	Panel 9: Math Grades 3, 4, 5 Craig Deville	Panel 10: Math Grades 6, 7 Jennifer Bowen	Panel 11: Math Grades 8, High School Lidia Martinez	Panel 12: ELA Grades 3-4 Dan Bowen	Panel 13: ELA Grades 5, 6, 7 Jeff Barker	Panel 14: ELA Grades 8, High School Job Thomas	Panel 15: Science Grades 4, 7, 11 Steve Cramer	Panel 16: Social Studies Grades 5, 8, 11 Stephanie Lai
July 1								
•7:30a.m.			1	Breakfast/Re	gistration			
•8:30	MR4R1 Results	M7R1 Results	MHSR1 Results	E4R1 Results	E6R1 Results	E8R1 Results	S4R1 Results S7R1 Results	SS5R1 Results SS8R1 Results
•9:15	M4R2	M7R2	MHSR2	E4R2	E6R2	EHSR2	S4R2	SS5R2
•10:30	M5R1 Results				E7R1 Results		S7R2	SS8R2
•10:30	M5R2				E7R2			
• Noon				Lunc	ch			
•12:45 p.m.	M3R2 Results M4R2 Results M5R2 Results	M6R2 Results M7R2 Results	M8R2 Results MHSR 2 Results	E3R2 Results E4R2 Results	E5R2 Results E6R2 Results E7R2 Results	E8R2 Results EHSR2 Results	S11R1 Results	SS11R1 Results
•2:15	M3R3 M4R3 M5R3	M6R3 M7R3	M8R3 MHSR3	E3R3 E4R3	E5R3 E6R3 E7R3	E8R3 EHSR3	S11R2	SS11R2
•4:45	Wrap- Up ¹	Wrap- Up ¹	Wrap- Up ¹	Wrap-Up ¹	Wrap- Up ¹	Wrap- Up ¹	Wrap- Up ¹	Wrap-Up ¹
•5:00	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss
•								
July 2				Dunal foot /D				
•7:30a.m.	Mari	tical artic	lation Train	Breakfast/Re		ınch	S4R2	SS5R2
•8:30a.m.	Math	n Debrief/C wen/Mart	ritique	ELA De	brief/Critiqu cClintock		Results S7R2 Results	Results SS8R2 Results
•9:15	Math Vertical articulation Deville/Barker Math Debrief/Critique			ELA Vertical articulation Bunch/Thomas ELA Debrief/Critique			S4R3 S7R3	SS5R3 SS8R3
• Noon				Lunc	:h			
•12:45	Math \	/ertical arti	culation	ELA Vertical articulation			S11R2	SS11R2
p.m.	1	n Debrief/C			brief/Critiqu		Results	Results
•2:00		/ertical arti Debrief/C			ical articulat brief/Critiqu		S11R3 Wrap-	SS11R3 Wrap-Up;

	Panel	Panel	Panel	Panel 12: ELA	Panel 13:	Panel	Panel	Panel 16:
	9:	10:	11: Math	Grades 3-4	ELA	14: ELA	15:	Social
	Math	Math	Grades	Dan Bowen	Grades	Grades	Science	Studies
	Grades	Grades	8, High		5, 6, 7	8, High	Grades	Grades 5,
	3, 4, 5	6, 7	School		Jeff	School	4, 7, 11	8, 11
	Craig	Jennifer	Lidia		Barker	Job	Steve	Stephanie
Day/Session	Deville	Bowen	Martinez			Thomas	Cramer	Lai
• 4:45	Wrap-Up	; Evaluate		Wrap-Up; Evaluate			Up;	Eval
							Eval	
•5:00	Dismiss			Dismiss			Dismiss	Dismiss

¹ During Wrap-Up on July 1, panelists received information regarding their July 2 room assignments. The Science and Social Studies panels returned to their same breakout rooms. For Math and ELA panels, half the panelists were selected to participate in vertical articulation, and the other half were selected to participate in a final critique of the process. Within each panel, the facilitator selected half the panelists at each table to go to vertical articulation, and the other half to go to the critique.

Conduct of the meeting. Dr. Bunch provided an overview of the four days and gave the panels their charge (see Appendix B). Afterwards, panelists dispersed to their breakout rooms to review the FI tests under the direction of the facilitators listed in Table 3. These same facilitators also led the panelists in a review of the PLDs. After lunch on June 29, Dr. Bunch provided an overview of the Bookmark procedure (see Appendix B). Panelists then dispersed to their breakout rooms for Bookmark practice with a small set of items. Following this practice round, facilitators answered questions, and determined readiness to begin Round 1 by administering and reviewing the Round 1 Readiness Form (see Appendix B). Dr. Bunch and MDE staff circulated among the eight panel rooms throughout each day to observe and answer questions. At the end of each day, MI and MDE staff met for approximately one hour to debrief the day's activities and outline the next day's activities.

Panelists worked in small groups of 3-5 within a room of 9-10. They consulted with others at their table during each round. The Science and Social Studies panels followed a slightly different schedule than the other panels, partly due to the noncontiguous nature of their tests and partly due to the number of tests they had to review.

Panelists proceeded through three rounds of Bookmark item rating with feedback and discussion between rounds. As they worked their way through their ordered item booklets, they entered their bookmarks on scannable documents like the one shown in Figure 5.

As panelists completed their Bookmark item ratings, MI staff gathered them and processed the results. Although tests were administered in grade bands, panels had a unique form for each grade. Thus, for example, the panel recommending cut scores for Mathematics grades 3-5 evaluated items in three separate ordered item booklets, one each for grade 3, 4, and 5.

As panelists completed a round of Bookmark rating, MI staff collected the forms and processed them as described in Cizek & Bunch (2007, Ch. 10). Prior to Round 2, facilitators shared results

of Round 1, facilitated a discussion of results in terms of dispersion of bookmarks as well as median cut score, and shared impact data.

After discussion of Round 1 results, panelists completed the Readiness Form, indicating readiness to begin Round 2. They completed Round 2 as they had completed Round 1, working in small groups and entering two bookmarks. At the end of the round, MI staff collected the scannable forms, processed them as in Round 1, and prepared results to present to panelists. During the discussion of Round 2 results, facilitators shared the same types of information they had shared after Round 1 but also revealed impact data from previous years as additional context.

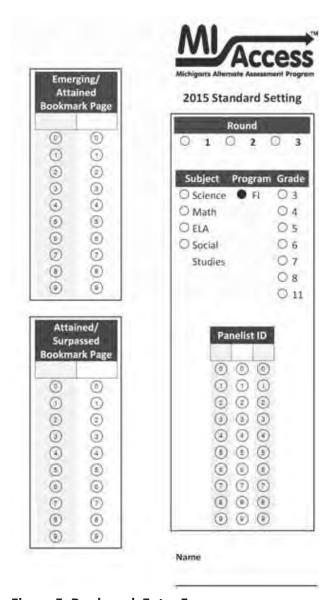


Figure 5. Bookmark Entry Form

At the close of the Round 2 discussion, panelists indicated their readiness to begin Round 3. They proceeded through Round 3 as they had in Rounds 1 and 2, entering two bookmarks on their scannable forms. MI facilitators collected the forms and processed them as in Rounds 1 and 2.

After Round 3, ELA and Math panels divided into four groups: ELA vertical articulation, ELA critique, Math vertical articulation, and Math critique. Procedures for forming and leading the groups were the same as that described above for the P/SI panels.

Results

Round-by-Round Results

Tables 6-14 show the round-by-round results of the Body of Work and Bookmark activities. Figures 6-8 show the impacts of the Round 3 cut scores.

Table 6
Round 1 Results for Participation

	Cut Scores % in Level				
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3-5	27	47	36.6	40.5	23.0
ELA 6-8	32	47	47.6	31.6	20.9
ELA 11	30	44	34.9	29.9	35.2
Math 3-5	26	45	31.6	36.6	31.8
Math 6-8	20	38	26.1	34.0	39.9
Math 11	33	48	36.9	21.8	41.3
Science 4	36	68	28.2	45.0	26.8
Science 7	40	70	38.4	38.1	23.5
Science 11	48	77	39.5	39.5	20.9

Table 7
Round 1 Results for Supported Independence

	Cut S	cores		% in Level			
Test	Attained	Surpassed	Emerging	Attained	Surpassed		
ELA 3-5	22	49	8.2	58.8	33.0		
ELA 6-8	30	44	14.1	27.1	58.9		
ELA 11	27	47	13.1	37.6	49.3		
Math 3-5	33	48	25.3	38.8	35.9		
Math 6-8	25	46	14.1	41.2	44.7		
Math 11	22	43	10.5	51.4	38.1		
Science 4	30	52	10.3	32.5	57.2		
Science 7	27	52	7.8	42.0	50.2		
Science 11	39	58	20.8	37.3	41.9		

Table 8
Round 1 Results for Functional Independence

	Cut	Scores		% in Level	
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3	2308	2316	57.6	14.2	28.2
ELA 4	2409	2421	35.6	23.9	40.5
ELA 5	2506	2529	30.2	40.9	28.9
ELA 6	2611	2628	29.0	31.9	39.1
ELA 7	2714	2736	26.0	42.8	31.2
ELA 8	2799	2815	11.2	18.0	70.8
ELA 11	3155	3167	21.3	10.9	67.8
Math 3	2307	2323	28.7	21.6	49.7
Math 4	2411	2423	26.6	26.3	47.1
Math 5	2505	2521	19.1	27.2	53.7
Math 6	2600	2616	18.9	35.4	45.7
Math 7	2709	2722	42.1	30.1	27.8
Math 8	2803	2815	40.0	24.4	35.6
Math 11	3093	3105	14.7	20.5	64.8
Science 4	2383	2394	40.4	28.6	31.0
Science 7	2708	2728	40.3	39.9	19.8
Science 11	3160	3189	42.5	36.3	21.2
Social Studies 5	2515	2529	63.3	22.7	14.1
Social Studies 8	2805	2819	56.8	26.1	17.1
Social Studies 11	3162	3183	51.1	24.9	24.0

Table 9
Round 2 Results for Participation

	Cut S	cores		% in Level			
Test	Attained	Surpassed	Emerging	Attained	Surpassed		
ELA 3-5	27	44	36.6	33.5	29.9		
ELA 6-8	29	45	43.0	33.8	23.2		
ELA 11	30	46	34.9	32.6	32.6		
Math 3-5	34	47	45.3	27.4	27.3		
Math 6-8	25	46	35.5	39.7	24.8		
Math 11	29	48	32.9	25.9	41.3		
Science 4	46	70	38.8	36.9	24.4		
Science 7	46	72	46.0	31.9	22.2		
Science 11	47	76	39.0	36.6	24.4		

Table 10
Round 2 Results for Supported Independence

	Cut Scores % in Level				
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3-5	28	47	14.1	45.8	40.0
ELA 6-8	35	47	23.2	29.3	47.6
ELA 11	30	41	15.9	20.1	64.0
Math 3-5	36	50	29.5	41.2	29.3
Math 6-8	29	50	20.2	49.1	30.7
Math 11	23	44	14.9	47.0	38.1
Science 4	31	54	11.0	37.0	52.0
Science 7	31	55	11.7	47.0	41.3
Science 11	44	58	26.8	31.4	41.9

Table 11
Round 2 Results for Functional Independence

	Cut	Cut Scores		% in Level	
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3	2297	2313	30.4	38.1	31.5
ELA 4	2406	2420	29.7	29.8	40.5
ELA 5	2506	2528	30.2	40.9	28.9
ELA 6	2611	2628	29.0	31.9	39.1
ELA 7	2716	2732	29.1	29.5	41.4
ELA 8	2804	2821	13.7	23.3	63.0
ELA 11	3153	3174	19.6	20.6	59.8
Math 3	2308	2323	28.7	21.6	49.7
Math 4	2411	2423	26.6	26.3	47.1
Math 5	2511	2523	32.2	20.7	47.1
Math 6	2607	2616	29.9	24.4	45.7
Math 7	2710	2723	48.7	23.5	27.8
Math 8	2803	2815	40.0	24.4	35.6
Math 11	3095	3117	18.3	40.9	40.8
Science 4	2383	2394	40.4	28.6	31.0
Science 7	2709	2731	44.9	39.1	16.0
Science 11	3160	3189	42.5	36.3	21.2
Social Studies 5	2515	2526	63.3	22.6	14.1
Social Studies 8	2805	2819	56.8	26.1	17.1
Social Studies 11	3163	3182	51.1	24.9	24.0

Table 12
Round 3 Results for Participation

	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3-5	27	44	36.6	33.5	29.9
ELA 6-8	29	45	43.0	33.8	23.2
ELA 11	26	43	27.9	36.6	35.5
Math 3-5	33	46	44.8	24.0	31.3
Math 6-8	24	47	31.3	47.7	21.0
Math 11	27	47	29.9	28.2	41.9
Science 4	46	72	38.8	39.6	21.7
Science 7	44	72	43.2	34.6	22.2
Science 11	48	75	39.5	35.8	24.7

Table 13
Round 3 Results for Supported Independence

	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3-5	29	47	16.8	43.2	40.0
ELA 6-8	37	47	26.4	26.0	47.6
ELA 11	28	43	13.1	27.4	59.4
Math 3-5	32	48	21.7	42.4	35.9
Math 6-8	29	50	20.2	49.1	30.7
Math 11	24	43	15.1	46.8	38.1
Science 4	32	55	11.0	41.1	48.0
Science 7	33	55	16.0	42.6	41.3
Science 11	45	57	31.0	26.4	42.7

Table 14
Round 3 Results for Functional Independence

	Cut	Cut Scores		% in Level	
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3	2297	2313	30.4	38.1	31.5
ELA 4	2406	2420	29.7	29.8	40.5
ELA 5	2506	2528	30.2	40.9	28.9
ELA 6	2611	2628	29.0	31.9	39.1
ELA 7	2716	2732	29.1	29.5	41.4
ELA 8	2803	2821	13.7	23.3	63.0
ELA 11	3152	3172	19.6	20.6	59.8
Math 3	2308	2323	28.7	21.6	49.7
Math 4	2411	2426	26.6	32.5	40.9
Math 5	2511	2523	32.2	20.7	47.1
Math 6	2607	2626	29.9	39.6	30.5
Math 7	2708	2723	42.1	30.1	27.8
Math 8	2799	2815	34.8	29.6	35.6
Math 11	3094	3116	18.3	36.5	45.2
Science 4	2383	2394	40.4	28.6	31.0
Science 7	2709	2728	44.9	35.3	19.8
Science 11	3160	3188	42.5	36.3	21.2
Social Studies 5	2515	2526	63.3	22.6	14.1
Social Studies 8	2805	2818	56.8	22.4	20.8
Social Studies 11	3164	3182	51.1	24.9	24.0

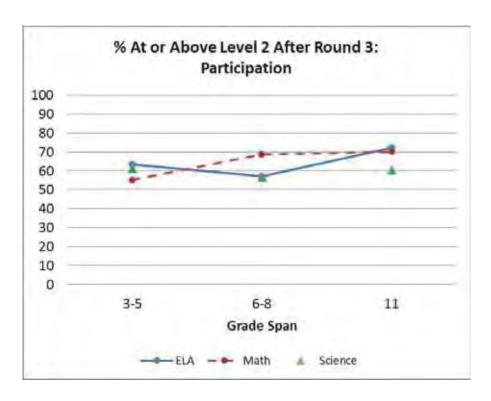


Figure 6. Round 3 Impact: Participation

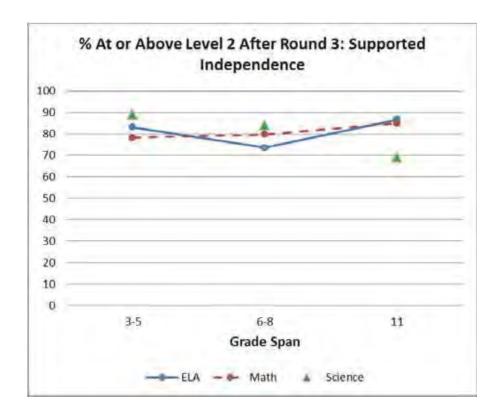


Figure 7. Round 3 Impact: Supported Independence

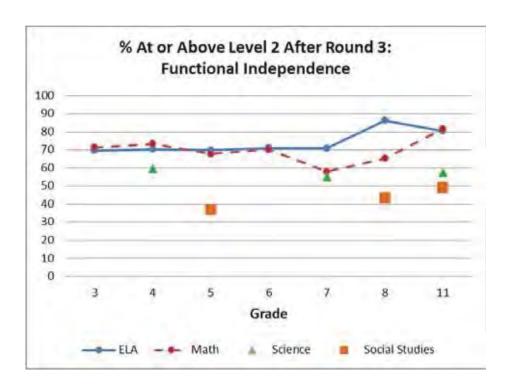


Figure 8. Round 3 Impact: Functional Independence

Vertical Articulation

On the final day of both weeks of standard setting, English language arts (ELA) and Math panelists were regrouped as follows:

- ELA Vertical Articulation Committee (VAC)
- Math Vertical Articulation Committee
- ELA Review and Critique Committee
- Math Review and Critique Committee

The Science and Social Studies panels, given that their grades are noncontiguous, continued through Round 3 and final review on the final day and did not participate in vertical articulation. The P/SI ELA and Math panels had been given the opportunity to advise MDE as to whether to articulate by grade span or by individual grade. For Participation, the panels unanimously endorsed articulation by grade span. For Supported Independence, there was some support for articulation by individual grade, but those in favor of articulation by grade span outnumbered those in support of individual-grade articulation by about three to one.

Vertical articulation began with an overview of the process, followed by a question-and-answer period. During this phase of the process, both ELA and Math VACs met together. After the question-and-answer session, ELA and Math VACs separated into different rooms. During the remainder of the day, each VAC reviewed results (cut scores and impact) across grade spans

and recommended changes. Changes were effected by a motion, second, discussion and vote. Given that the changes were to override cut scores set over three rounds of deliberation, a 2/3 majority was required to pass any motion. The two P/SI committees made a total of three changes (one for ELA and two for Math). The two FI committees made a total of five changes three for ELA and two for Math). Results are depicted in Tables 15-17. Highlighted entries in these tables indicate changes, relative to Round 3 (Tables 12-14). Science and Social Studies cut scores and impact are included even though they were not subject to vertical articulation. Figures 9-11 show the impacts after vertical articulation.

Table 15
Cut Scores and Impact for Participation – After Vertical Articulation

	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3-5	27	44	36.6	33.5	29.9
ELA 6-8	29	45	43.0	33.8	23.2
ELA 11	26	43	27.9	36.6	35.5
Math 3-5	33	46	44.8	23.9	31.3
Math 6-8	26	47	35.9	43.1	21.0
Math 11	27	47	29.9	28.2	41.9
Science 4	46	72	38.8	39.6	21.7
Science 7	44	72	43.2	34.6	22.2
Science 11	48	75	39.5	35.8	24.7

Table 16
Cut Scores and Impact for Supported Independence – After Vertical Articulation

	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3-5	29	47	16.8	43.2	40.0
ELA 6-8	34	47	19.5	32.9	47.6
ELA 11	28	43	13.1	27.5	59.4
Math 3-5	32	49	21.7	48.5	29.8
Math 6-8	29	50	20.2	49.1	30.7
Math 11	24	43	15.1	46.8	38.1
Science 4	32	55	11.0	41.1	48.0
Science 7	33	55	16.0	42.6	41.3
Science 11	45	57	31.0	26.4	42.7

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Table 17
Cut Scores and Impact for Functional Independence – After Vertical Articulation

	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA 3	2297	2312	30.4	35.7	33.9
ELA 4	2406	2420	29.7	29.8	40.5
ELA 5	2506	2523	30.2	32.0	37.8
ELA 6	2611	2628	29.0	31.9	39.1
ELA 7	2713	2732	26.0	32.6	41.4
ELA 8	2803	2821	13.7	23.3	63.0
ELA 11	3152	3172	19.6	20.6	59.8
Math 3	2308	2323	28.7	21.6	49.7
Math 4	2411	2426	26.6	32.5	40.9
Math 5	2511	2529	32.2	32.8	35.0
Math 6	2607	2626	29.9	39.6	30.5
Math 7	2704	2723	30.4	41.8	27.8
Math 8	2799	2815	34.8	29.6	35.6
Math 11	3094	3116	18.3	36.5	45.2
Science 4	2383	2394	40.4	28.6	31.0
Science 7	2709	2728	44.9	35.3	19.8
Science 11	3160	3188	42.5	36.3	21.2
Social Studies 5	2515	2526	63.3	22.6	14.1
Social Studies 8	2805	2818	56.8	22.4	20.8
Social Studies 11	3164	3182	51.1	24.9	24.0

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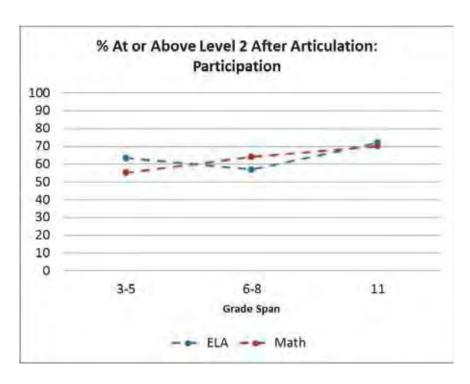


Figure 9. Impact After Vertical Articulation: Participation

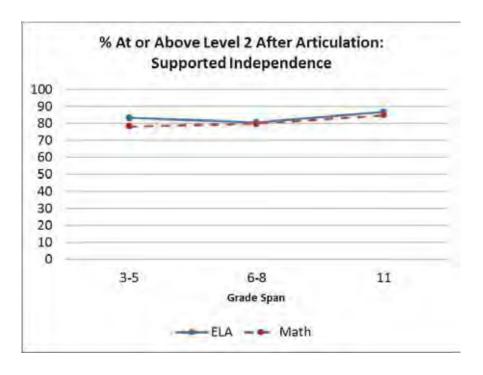


Figure 10. Impact After Vertical Articulation: Supported Independence

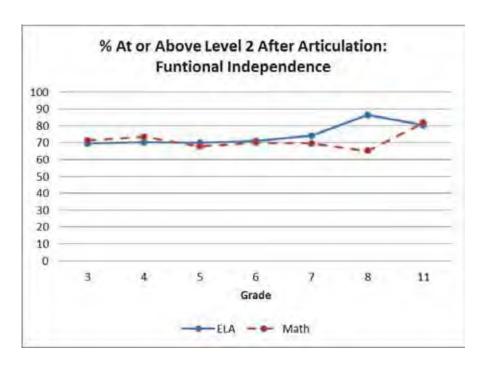


Figure 11. Impact After Vertical Articulation: Functional Independence

Review and Critique

The review and critique sessions occurred at the same time as the vertical articulations. In each panel, facilitators appointed roughly half the panelists to the VAC and the other half to the review/critique committee. The purpose of the review/critique committees was to evaluate the process and provide feedback to the Department regarding improvements in future standard-setting activities. Facilitators employed a common checklist (See Appendix A) to elicit comments from panelists. While the overall tone of the sessions was very positive, several excellent suggestions were received.

Panelists also evaluated the process and their facilitators on eight critical-incident factors, each on a 2-point scale (Agree/Disagree). With regard to facilitators and process, 98-100 percent of panelists agreed with each statement. With regard to facilities and food, reaction was mixed, with 43 percent of P/SI panelists and 53 percent of FI panelists agreeing that the facilities and food service helped to create a good working environment. Results are summarized in Tables 18 and 19. Sample comments follow Table 19. All comments are included in Appendix C.

Table 18
Summary of Evaluations for Participation and Supported Independence (N=62)

	Statement	Agree	Disagree
1	Overall, the facilities and food service helped to create a good working environment.	43%	57%
2	Overall, the training in the standard-setting purpose and methods was clear.	98%	2%
3	Overall, I am confident that I was able to apply the standard setting methods appropriately.	100%	0%
4	Overall, the standard setting procedures allowed me to use my experience and expertise to recommend cut scores for the tests.	100%	0%
5	Overall, the facilitator helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions.	100%	0%
6	Overall, I was able to understand and use the feedback provided (e.g., other participants' ratings, impact data).	100%	0%
7	I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Attained level.	100%	0%
8	I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Surpassed level.	100%	0%

Table 19
Summary of Evaluations for Functional Independence (N=76)

	Statement	Agree	Disagree
1	Overall, the facilities and food service helped to create a good working	53%	47%
	environment.		
2	Overall, the training in the standard-setting purpose and methods was clear.	99%	1%
3	Overall, I am confident that I was able to apply the standard setting methods	100%	0%
	appropriately.		
4	Overall, the standard setting procedures allowed me to use my experience	100%	0%
	and expertise to recommend cut scores for the tests.		
5	Overall, the facilitator helped to ensure that everyone was able to contribute	100%	0%
	to the group discussions and that no one unfairly dominated the discussions.		
6	Overall, I was able to understand and use the feedback provided (e.g., other	100%	0%
	participants' ratings, impact data).		
7	I believe that the final group-recommended cut score fairly represents the	100%	0%
	minimal level of performance for students at the Attained level.		
8	I believe that the final group-recommended cut score fairly represents the	100%	0%
	minimal level of performance for students at the Surpassed level.		

Sample comments. In general, panelists were enthusiastic about the facilities and the facilitators but less so about the meals choices. Most comments on the Final Evaluation forms were about food. That issue aside, panelists were very favorably disposed toward all aspects of the experience.

A nearly-universal comment from the P/SI panelists concerned the sequence of tests to be reviewed. Each panel reviewed both the Participation and the Supported Independence tests for a given grade span. In every case, panelists went through Round 1 for Participation and then Round 1 for Supported Independence. Most would have preferred to go through all three rounds of one test and then all three rounds for the other. We will consider those suggestions in preparation for the next P/SI standard setting or any activity that requires review of both sets of exams.

There were many expressions of thanks to MDE for listening and for paying attention to the needs of this population of students. Panelists found the experience very rewarding and expressed their gratitude for the support they receive from MDE.

The following comments are taken from the debriefings conducted on June 18 and July 2. These comments and suggestions are representative of all panels both weeks.

What did you think about the process you went through?

- I loved it. It wasn't what I was expecting and I just loved it. I learned a lot.
- I was glad we did three rounds because I felt it helped me make better decisions.

What helped?

- The facilitator reminded everyone about the PLD. We joked about not answering a question with a question.
- Feeling that we could agree to disagree. Everyone was very professional. We were not ostracized about feeling differently.

What wasn't helpful?

- Flopping back and forth from P to SI. If we could have gone through participation and continued those discussions about participation before shifting our mindset. We did it okay, but it was harder.
- Color code the forms so we can separate out the different rounds of work samples.

When did things click?

- Round 2 because we got round 1 impact data and we realized we kind of got there but we didn't really get it.
- Half way through round 1 it clicked better. Then we all got there. For round 1 for supported independence it was better. We left and we got it and then we talked to him the next day and we didn't get it.

Was there anything we might have done to make it click sooner?

• I think you have to go through it. I think you have to do it. On the job training. You learn by doing.

What was the most difficult part for you?

- Switching back and forth between participation and supported independence.
- I think making decisions about the work samples right on the edge. Having to look at those and re-look at those.
- Putting myself in the place of kids who I don't teach.

When you needed help, did you get it?

- The facilitator and anyone doing this process was available to answer questions. Other people at our table, our peers, were available.
- We definitely had sufficient materials.

What advice would you like us to take back to MDE?

- Thank you for listening to our opinions.
- Thank you for paying attention to this population.
- Thank you for inviting our input.

Conclusions and Recommendations

The two sessions went remarkably well. Panels were large enough to yield reliable results and diverse enough to yield generalizable results. Panelists expressed satisfaction with their training and confidence in their final recommendations. Observations during each day of standard setting revealed that facilitators were following their scripts and keeping panelists focused on the test contents and performance level descriptors at all times.

The process for arriving at cut scores for both standard-setting activities was rigorous and consistent with best practices and overseen by highly competent practitioners. The resulting cut scores and corresponding impacts were reasonably consistent across grade spans or individual grades as well as with historical trends in Michigan for these populations. It is our recommendation that the cut scores recommended by these panels be adopted without modification or adjustment.

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Appendix A Participation and Supported Independence Training Materials

- Body of Work Facilitator Script
- Body of Work Refresher Notes
- Body of Work Practice Round Form
- Readiness Form
- Process Evaluation Form
- Debriefing Script

Body of Work Facilitator Script

Day 1 A.M. (9:15am – 11:30am) Post-Overview Presentation

Goals: Introduce panelists to the Participation and Supported Independence (P/SI) tests and to the PLDs.

Materials of Importance: P/SI Tests; P/SI PLDs; non-disclosure agreements.

Facilitator Outline:

- 1. Conduct group introduction (15-30 seconds per person).
- 2. Have panelists sign non-disclosure agreements.
- 3. Allow panelists to become familiar with the P/SI tests.
- 4. Dismiss panelists for 15-minute break at 10:30.
- 5. Lead panelists in a discussion of the PLDs.
- 6. Dismiss panelists for 11:30 presentation of the Body of Work procedure.

- Identify yourself as the facilitator, along with relevant information about yourself, and ask panelists to identify themselves with their names, districts, and job titles.
- Remind panelists that they are reviewing the tests so that they can have first-hand experience of the types of items that students will be charged with completing, not so that they can critique the test development process.
- Ask panelists to discuss their impressions of the test content. What did they think would have been easy or difficult for MI-Access students? What types of skills did they notice would be needed to successfully answer the items on the test?
- Briefly remind panelists that PLDs are simply descriptions of students' abilities at a
 particular performance level; also point out that all their decisions concerning setting
 cut scores must be firmly grounded in the PLDs.
- Ask panelists to read the PLDs carefully and to contemplate what it means to be Emerging, Attained, or Surpassed.
- Encourage panelists to imagine students they have known who might have fit the Emerging, Attained, or Surpassed descriptors.
- Ask panelists to highlight and underline the differentiating characteristics of each performance level.
- Lead panelists in a room-wide discussion of the differentiating characteristics of each performance level.

Day 1 P.M. (1:00pm – 5:00pm) Post-Body of Work Orientation Presentation

Goals: Introduce panelists to student work samples by leading them through the practice

Body of Work (BoW) samples. Ensure all panelists are prepared to begin the Standard Setting process. Complete BoW Round 1 for the Participation test.

Materials of Importance: BoW practice samples; Readiness Form; Round 1 BoW samples for the Participation test.

Logistics

- Table Assignments
- Distribution of Materials
- Groundrules Discussion by Table

Facilitator Outline:

- 1. Assist panelists through BoW Practice Round
- 2. Have panelists complete Round 1 Readiness Form
- 3. Begin Round 1 Participation
- 4. Monitor Round 1 Participation
- 5. End Round 1 Participation (key points)
- 6. Dismiss panelists for the evening (Collect secure materials)

- Conduct a room-wide discussion concerning the first two work samples in the BoW Practice samples.
- Allow panelists to complete the remaining four practice work samples with their tables.
- Encourage panelists to consult with the other people sitting at their tables during each round.
- Remind panelists that all their decisions concerning their placement of work samples into performance categories must be firmly grounded in the PLDs.
- Remind panelists to consider the following questions for each work sample:
 - What types of skills and abilities must a student possess to be capable of each work sample?
 - o What skills and abilities make work samples progressively more challenging?
 - o What performance level does each work sample best represent?
- Explain to panelists that it is ok for them to have reversals (e.g. work sample #4 is place in Level 2 and work sample #5 is placed in Level 3) as they are sorting the work samples into categories. However, if they are consistently having an inordinate number of reversals encourage them to talk to you or to revisit their PLDs.

• Remind panelists to pace themselves. They have three hours to sort all of their work samples into one of three performance categories.

Day 2 A.M. (8:30am – 12:00pm) Review of Day 1; Finalize Round 1

Goals: Complete BoW Round 1 for the Supported Independence test.

Materials of Importance: Round 1 BoW samples for the Supported Independence test.

Facilitator Outline:

- 1. Briefly review essential topics covered in Day 1.
- 2. Begin Round 1 Supported Independence
- 3. End Round 1 Supported Independence
- 4. Dismiss panelists for lunch

- Briefly review the following topics with the panelists:
 - o PLDs:
 - PLDs are simply descriptions of students' abilities at a particular performance level.
 - All decisions in sorting student work samples must be firmly grounded in the PLDs.
 - The differences among Emerging, Attained, and Surpassed that the panel noted in the PLDs.
 - Body of Work procedure:
 - Each work sample represents the complete body of work for one student on either the Participation or Supported independence test.
 - Work samples are ordered by total score with students receiving the highest score appearing at the beginning of the set and students receiving the lowest score appearing at the end of the set.
 - BoW procedure is characterized by utilizing the PLDs to place each student work sample into a performance category.
- Before beginning Round 1 Supported Independence, reiterate to panelists that they should consider the following questions for each work sample:
 - What types of skills and abilities must a student possess to be capable of each work sample?
 - o What skills and abilities make work samples progressively more challenging?
 - o What performance level does each work sample best represent?

Day 2 P.M. (12:45pm – 5:00pm) Round 1 Discussion; Begin Round 2

Goals: Review Round 1 – Participation results. Ensure all panelists are prepared to begin Round 2. Complete BoW Round 2 for the Participation test.

Materials of Importance: Round 1 – Participation results (tables, graphs, and impact data); Round 2 Readiness form; Round 2 – Participation work samples

Facilitator Outline:

- 1. Discuss Round 1 results for the Participation test
- 2. Have panelists complete Round 2 Readiness Form
- 3. Begin Round 2 Participation
- 4. End Round 2 Participation
- 5. Dismiss panelists for the evening

- Conduct a room-wide discussion concerning the Round 1 results for the Participation test. Highlight the following topics:
 - O What were the challenges panelists faced in Round 1?
 - o What factors influenced panelists' decisions to rate certain work samples?
 - o How did the panelists use the PLDs in their decision making process?
 - Group consensus is not necessary.
 - Ask panelists to explain their thought process concerning work samples where the room was evenly divided in opinion (i.e. a work sample that half the room rated as Attained and the other half rated as Emerging).
- Review the Round 1 impact data. Highlight the following topics:
 - The data are being presented to the panelists to give them perspective concerning the effect of their ratings.
 - Do the percentages of students in the three performance categories seem realistic?
- Explain to panelists the Round 2 process:
 - Work samples will not be exactly the same as they were for Round 1. A targeted sample will be employed that focuses on work samples in the relative vicinity of the Round 1 cut score.
 - o Panelists should rate each work sample using the same process used in Round 1.
 - Panelists are free to discuss the work samples and PLDs with their tablemates, but not across tables.
- Ask if the panelists have any questions and ensure they are ready to begin Round 2.

Day 3 A.M. (8:30am – 12:00pm) Round 1 Discussion Part II; Finalize Round 2

Goals: Review Round 1 – Supported Independence results. Complete BoW Round 2 for the Supported Independence test.

Materials of Importance: Round 1 – Supported Independence results (tables, graphs, and impact data); Round 2 Readiness form; Round 2 – Supported Independence work samples

Facilitator Outline:

- 1. Discuss Round 1 results for the Supported Independence test
- 2. Begin Round 2 Supported Independence
- 3. End Round 2 Supported Independence
- **4.** Dismiss panelists for lunch

- Conduct a room-wide discussion concerning the Round 1 results for the Supported Independence test. Highlight the following topics:
 - o What were the challenges panelists faced in Round 1?
 - o What factors influenced panelists' decisions to rate certain work samples?
 - o How did the panelists use the PLDs in their decision making process?
 - Group consensus is not necessary.
 - Ask panelists to explain their thought process concerning work samples where the room was evenly divided in opinion (i.e. a work sample that half the room rated as Attained and the other half rated as Emerging).
- Review the Round 1 impact data. Highlight the following topics:
 - The data are being presented to the panelists to give them perspective concerning the effect of their ratings.
 - Do the percentages of students in the three performance categories seem realistic?
- Reiterate to panelists the Round 2 process:
 - Work samples will not be exactly the same as they were for Round 1. A targeted sample will be employed that focuses on work samples in the relative vicinity of the Round 1 cut score.
 - o Panelists should rate each work sample using the same process used in Round 1.
 - Panelists are free to discuss the work samples and PLDs with their tablemates, but not across tables.
- Ask if the panelists have any questions and ensure they are ready to begin Round 2.

Day 3 P.M. (12:45pm – 4:45 pm) Review; Wrap-up

Goals: Review and Revise Round 2 results for both the Participation and Supported Independence tests. Ensure panelists complete the Final Evaluation Form. Inform panelists of Day 4 assignments.

Materials of Importance: Round 2 results (tables, graphs, and impact data) for both the P/SI tests; Final Evaluation Form.

Facilitator Outline:

- 1. Review Round 2 results for P/SI tests.
- 2. Revise Round 2 results for P/SI tests.
- 3. Have panelists complete Final Evaluation Form.
- 4. Inform panelists of Day 4 room assignments.
- 5. Dismiss panelists for evening.

- Conduct a room-wide discussion concerning the Round 2 results for both the P/SI tests. Highlight the following topics:
 - o What were the challenges panelists faced in Round 2?
 - o What factors influenced panelists' decisions to rate certain work samples?
 - o How did the panelists use the PLDs in their decision making process?
 - Group consensus is not necessary.
 - Ask panelists to explain their thought process concerning work samples where the room was evenly divided in opinion (i.e. a work sample that half the room rated as Attained and the other half rated as Emerging).
- Review the Round 2 impact data. Focus their attention on whether the percentages of students in the three performance categories seem realistic.
- The revision process will entail giving the panelists the opportunity to change the impact of the cut scores for all combinations of grade and test (P/SI) within their own respective grade band. Highlight the following topics:
 - Are the cut scores reasonably intuitive or are there major dips or peaks in the percentage of students within performance levels at certain grade levels? For example, if 50% of G3 students and 55% of G5 students are Attained or above would it make sense for only 45% of G4 students to be Attained or above?
 - Ask panelists to discuss possible work samples that it would be justified to move from one performance level to another.
 - Encourage panelists to make small changes across all grade levels as opposed to one large change at one grade level.

- o If the reclassification of a work sample has been justified using the PLDs call for a motion and a second. Then allow the room to vote democratically on whether to change the cut score. A 2/3 majority is needed for the motion to pass.
- o Remind panelists that recommendations must be firmly grounded in the PLDs.

Inform panelists of their Day 4 room assignments. Half of the Math and ELA panelists will participate in cross-grade review; the other half will participate in a final critique of the standard setting activity

Body of Work Refresher Notes for Facilitators

Facilitators should keep the following talking points in mind:

- 1. Remind panelists that work samples are ordered from lowest to highest scoring students.
- 2. Panelists will sort the work samples into one of three groups: "Emerging toward the standard," "Attaining the standard," or "Surpassed the standard."
- 3. It is OK—even expected—that panelists do not follow strict ordering, that is, that they place initial work samples only under "Emerging," followed by a group of samples only assigned to "Attained," with the final samples placed only under "Surpassed."
- 4. Panelists should have their PLDs beside them and refer to them for all decisions.
- 5. Allow table talk during Round 1. If an issue comes up at one table that should be brought to the attention of all panelists, do so.
- 6. Present impact data after Round 1. When panelists realize impact, some will want to immediately change their ratings. Remind them that any changes should be grounded in the panelists' consideration of the PLDs.
- 7. Remember to have panelists complete Readiness and Evaluation forms.



MI-Access Participation and Supported Independence Standard Setting June 15-18, 2015

Body of Work Rating Form: Practice Round

Content Area	Grade(s)		
English Language Arts	3-5	4, 7	
Math	6-8	11	
Science			
Panelist			

For each Sample enter
3 for Emerging, 2 for Attained, or 1 for Surpassed

Sample	Level	Comment
1		
2		
3		
4		
5		
6	·	



Standard Setting Readiness Form

Panelist Number		
Ready for Round 1: I have completed the trawhat I need to do to complete Round 1.	aining, and	d I understand
(Circle one):	Yes	No
Ready for Round 2: I have completed the discunderstand what I need to do to complete Round		Round 1, and I
(Circle one):	Yes	No
Ready for Round 3: I have completed the discunderstand what I need to do to complete Round		Round 1, and I
(Circle one): Yes	s No	N/A
Ready for Articulation: I have completed the and the articulation training, and I understand complete vertical articulation.		
(Circle one):	Yes	No
Final: I have completed vertical articulation and believe that the cut scores recommended by the and fair.		
(Circle one):	Yes	No
Comments (on back)		



Final Evaluation

	Statement	Agree	Disagree
1	Overall, the facilities and food service helped to create a good working environment.		
2	Overall, the training in the standard-setting purpose and methods was clear.		
3	Overall, I am confident that I was able to apply the standard setting methods appropriately.		
4	Overall, the standard setting procedures allowed me to use my experience and expertise to recommend cut scores for the tests.		
5	Overall, the facilitator helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions.		
6	Overall, I was able to understand and use the feedback provided (e.g., other participants' ratings, impact data).		
7	I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Attained level.		
	ou answered Disagree to Question 7, do you believe the final group-recomn ained is:too high ortoo low (check one).	nended cu	t score for
8	I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Surpassed level.		
	ou answered Disagree to Question 8, do you believe the final group-recomn anced Surpassed is:too high ortoo low (check one).	nended cu	t score for
omr	ments:		

44

Thank you! When you have completed this form, please return it to your facilitator.

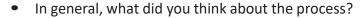
Debriefing Script for June 18

Show Round 3 Results/Impact

•	How	reason	able	dο	these	seem?
_	11000	Lasor	Iabic	uu	LIICSC	JCCIII:

•	Other	comments	about th	e results.
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Comments on the Process



- What helped?
- What didn't help?
- When did it "click?"
- How might we have made it click sooner?
- What was the most difficult part?
- Did you get the help you needed? [Explain]
- What advice would you like us to take back to MDE?

Appendix B Functional Independence Training Materials

- Bookmark Facilitator Script
- Bookmark Refresher Notes
- Bookmark Practice Round Form
- Readiness Form
- Process Evaluation Form
- Debriefing Script

Facilitator Script – Post-Overview Presentation

Goals: Introduce panelists to the Functional Independence (FI) tests and to the PLDs.

Materials of Importance: FI Tests; FI PLDs; non-disclosure agreements; demographics form.

Facilitator Outline:

- 7. Assist panelists with their table assignment
- 8. Conduct group introduction (15-30 seconds per person).
- 9. Have panelists sign non-disclosure agreements and demographics form.
- 10. Allow panelists to become familiar with the FI tests.
- 11. Dismiss panelists for 15-minute break at 10:30. [Stagger across the 8 rooms by 2-3 minutes]
- 12. Lead panelists in a discussion of the PLDs.
- 13. Dismiss panelists for 11:30 presentation of the Bookmark procedure.

- Identify yourself as the facilitator, along with relevant information about yourself, and ask panelists to identify themselves with their names, districts, and job titles.
- Remind panelists that they are taking the tests so that they can have first-hand experience of
 the types of items that students will be charged with completing, not so that they can critique
 the test development process.
- Ask panelists to discuss their impressions of the test content. What did they think would have been easy or difficult for MI-Access students? What types of skills did they notice would be needed to successfully answer the items on the test?
- Briefly remind panelists that PLDs are simply descriptions of students' abilities at a particular performance level; also point out that all their decisions concerning setting cut scores must be firmly grounded in the PLDs.
- Ask panelists to read the PLDs carefully and to contemplate what it means to be Emerging, Attained, or Surpassed.
- Encourage panelists to imagine students they have known who might have fit the Emerging,
 Attained, or Surpassed descriptors.
- Ask panelists to highlight and underline the differentiating characteristics of each performance level.
- Lead panelists in a room-wide discussion of the differentiating characteristics of each performance level.
- Next, narrow the focus and ask panelists to focus on the *Just Barely* Attained students and what differentiates them from the Emerging performance level. Then, ask the panelists to focus on the *Just Barely* Surpassed students and what differentiates them from the Attained performance level.

Facilitator Script: Post-Bookmark Orientation Presentation

Goals: Introduce panelists to the Bookmark procedure by leading them through the practice Ordered-Item Booklet (OIB). Ensure all panelists are prepared to begin the Standard Setting process. Complete Bookmark Round 1 for the Functional Independence test.

Materials of Importance: Bookmark practice OIB; Round 1 Readiness Form; Round 1 OIB for the Functional Independence test; Round 1 Bookmark Rating Forms.

Facilitator Outline:

- 7. Assist panelists through Bookmark Practice Round.
- 8. Have panelists complete Round 1 Readiness Form and begin Round 1.
- 9. Monitor Round 1 and be available to answer panelists' questions.
- 10. Dismiss panelists for the evening and collect their secure materials.
- 11. Bring completed Bookmark forms to data analysts.

- Before beginning the Bookmark Practice Round remind panelists of the following:
 - The items in the OIB are ordered from easiest to hardest based on actual student performance on the items.
 - If there is a constructed response item on the assessment it will appear in the OIB multiple times, once for each score point.
 - They will place their practice bookmark on the first item that *Just Barely* Attained students would have a less than 67% chance of answering correctly.
- Work through the first two item in the Practice OIB as a group asking the panelists to specifically discuss the following questions:
 - O What types of skills and abilities must students possess to correctly answer this item?
 - O How do those skills and abilities relate back to the PLDs?
- Ask panelists to complete the Practice OIB. They will place one practice bookmark that differentiates between the Emerging and Attained performance levels.
- Discuss the results of the Practice Round with the group. Note the range of pages where panelists set their bookmarks.
- Before beginning Round 1 remind panelists to consider the following questions for each item as they progress through the Ordered-Item Booklet:
 - O What do you know about students who correctly answer this item?
 - O What makes items progressively more challenging?
 - Would *Just Barely* Attained students have a 67% chance of answering the item correctly?
 - After placing the Attained bookmark, would *Just Barely* Surpassed students have a 67% chance of answering the item correctly?
- Explain to panelists that once they identify an item that they think *Just Barely* Attained or Surpassed students have a less than 67% chance of answering correctly that they should take a

look at the next few items in the Order-Item Booklet to confirm that they have reached the best page to place their bookmark.

- Remind panelists that all their decisions concerning their placement of bookmarks must be firmly grounded in the PLDs.
- Encourage panelists to consult with the other people sitting at their tables during each round.
- Answer any questions the panelists might have about the process and ensure all panelists are prepared to begin Round 1.
- Remind panelists to pace themselves. They have three hours to place their bookmarks.

Facilitator Script: Review of Day 1; Finalize Round 1

Goals: Complete Bookmark Round 1.

Materials of Importance: Round 1 Ordered-Item Booklet; Round 1 Bookmark Rating Forms.

Facilitator Outline:

- 5. Briefly review essential topics covered in Day 1.
 - a. Performance Level Descriptors (PLDs).
 - b. Bookmark procedure.
- 6. Monitor Round 1 and be available to answer panelists' questions.
- 7. End Round 1 and collect panelists' secure materials.
- 8. Bring completed Bookmark forms to data analysts.

- Briefly review the following topics with the panelists:
 - o PLDs:
 - PLDs are simply descriptions of students' abilities at a particular performance level.
 - All decisions in bookmark placement must be firmly grounded in the PLDs.
 - The differences among Emerging, Attained, and Surpassed that the panel noted in the PLDs.
 - Bookmark procedure:
 - The items in the OIB are ordered from easiest to hardest based on actual student performance on the items.
 - If there is a constructed response item on the assessment it will appear in the OIB multiple times, once for each score point.
 - The bookmark procedure we will use is characterized by the placement of two bookmarks on the first items in the OIB that the *Just Barely* Attained or *Just Barely* Surpassed students would have a less than 67% chance of answering correctly.

- Before beginning Round 1 for the next grade level, reiterate to panelists that they should consider the following questions for each item in the OIB:
 - O What do you know about students who correctly answer this item?
 - O What makes items progressively more challenging?
 - Would *Just Barely* Attained students have a 67% chance of answering the item correctly?
 - After placing the Attained bookmark, would *Just Barely* Surpassed students have a 67% chance of answering the item correctly?
- [This bullet only pertains to Math 3-5, Math 6-7, ELA 3-4, and ELA 5-7] Remind panelists that students in grade clusters take the same test. Panelists will start at the lowest grade in their cluster. After the lowest grade is completed they will consider how students in the next grade up should perform on the same test. When examining the higher grade levels, it may be more efficient to start at or near the bookmarked pages for the previous grade. After all, if a G3 *Just Barely* Attained student has a 67% chance to answer an item correctly then it can be surmised that a G4 *Just Barely* Attained student would have at least a 67% chance as well. [NOTE: it will be necessary for the facilitators to return panelists' R1 rating forms so they may know they exact page they placed their bookmark for the previous grade level.]

Facilitator Script: Round 1 Discussion; Begin Round 2

Goals: Review Round 1 results. Ensure all panelists are prepared to begin Round 2.

Materials of Importance: Round 1 results (tables, graphs, and impact data); Round 2 Readiness Form; Round 2 Ordered-Item Booklet; Round 2 Bookmark Rating Form.

Facilitator Outline:

- 6. Discuss Round 1 results.
- 7. Have panelists complete Round 2 Readiness Form and begin Round 2.
- 8. Monitor Round 2 and be available to answer panelists' questions.
- 9. End Round 2 and collect panelists' secure materials.
- 10. Bring completed Bookmark forms to data analysts.

- Conduct a room-wide discussion concerning the Round 1 results. Highlight the following topics:
 - O What were the challenges panelists faced in Round 1?
 - O What factors influenced panelists' decisions in placing their bookmarks?
 - O How did the panelists use the PLDs in their decision making process?
 - O Group consensus is not necessary.
 - Ask panelists to explain their thought process concerning the placement of their bookmarks in the OIB. If there was a wide divergence of opinions specifically ask panelists from both ends of the spectrum to explain their reasoning.

- Explain to panelists the Round 2 process:
 - Round 2 will be more targeted. Panelists will start Round 2 on the lowest recommended Attained bookmark recommended in Round 1. Similarly, the last page in the OIB that they will review for Round 2 will be the highest recommended Surpassed bookmark.
 - o Panelists should place their bookmarks using the same process employed in Round 1.
 - Panelists are free to discuss the items and PLDs with their tablemates, but not across tables.
- Before beginning Round 2, reiterate to panelists that they should consider the following questions for each item they examine in the OIB:
 - O What do you know about students who correctly answer this item?
 - O What makes items progressively more challenging?
 - Would *Just Barely* Attained students have a 67% chance of answering the item correctly?
 - After placing the Attained bookmark, would *Just Barely* Surpassed students have a 67% chance of answering the item correctly?
- Ask if the panelists have any questions and ensure they are ready to begin Round 2.

Facilitator Script: Round 2 Discussion; Begin Round 3

Goals: Review Round 2 results. Ensure all panelists are prepared to begin Round 3.

Materials of Importance: Round 2 results (tables, graphs, and impact data); Round 3 Readiness form; Ordered-Item Booklet.

Facilitator Outline:

- 1. Distribute then discuss Round 2 results.
- 2. Have panelists complete Round 3 Readiness Form and begin Round 3.
- 3. Monitor Round 3 and be available to answer panelists' questions.
- 4. End Round 3 and collect panelists' secure materials.
- 5. Bring completed Bookmark forms to data analysts.

- Conduct a room-wide discussion concerning the Round 2 results. Highlight the following topics:
 - O What were the challenges panelists faced in Round 2?
 - O What factors influenced panelists' decisions in placing their bookmarks?
 - O How did the panelists use the PLDs in their decision making process?
 - Group consensus is not necessary.
 - Ask panelists to explain their thought process concerning the placement of their bookmarks in the OIB. If there was a wide divergence of opinions specifically ask panelists from both ends of the spectrum to explain their reasoning.
- Review the Round 2 impact data. Highlight the following topics:

- The data are being presented to the panelists to give them perspective concerning the effect of their ratings.
- O Do the percentages of students in the three performance categories seem realistic?
- Explain to panelists the Round 3 process:
 - O Round 3 will be more targeted. Panelists will start Round 3 on the lowest recommended Attained bookmark recommended in Round 2. Similarly, the last page in the OIB that they will review for Round 3 will be the highest recommended Surpassed bookmark from Round 2.
 - Panelists should place their bookmarks using the same process employed in Rounds 1 and 2.
 - o Panelists are free to discuss the items and PLDs with their tablemates, but not across tables.
- Before beginning Round 3, once again reiterate to panelists that they should consider the following questions for each item they examine in the OIB:
 - O What do you know about students who correctly answer this item?
 - O What makes items progressively more challenging?
 - Would *Just Barely* Attained students have a 67% chance of answering the item correctly?
 - After placing the Attained bookmark, would *Just Barely* Surpassed students have a 67% chance of answering the item correctly?
- Ask if the panelists have any questions and ensure they are ready to begin Round 3.

Facilitator Script: Review; Wrap-up

Goals: Review and Revise Round 3 results for Functional Independence tests. Ensure panelists complete the Final Evaluation Form. Inform panelists of Day 4 assignments.

Materials of Importance: Round 3 results (tables, graphs, and impact data) for the FI test; Final Evaluation Form.

Facilitator Outline:

- 6. Review Round 3 results for FI tests.
- 7. Revise Round 3 results for FI tests.
- 8. Have panelists complete Final Evaluation Form.
- 9. Inform panelists of Day 4 room assignments.
- 10. Dismiss panelists for the evening.
- 11. Bring completed Bookmark forms to data analysts.

- Conduct a room-wide discussion concerning the Round 3 results for both the FI tests. Highlight the following topics:
 - What were the challenges panelists faced in Round 3?
 - o What factors influenced panelists' decisions in placing their bookmarks?
 - o How did the panelists use the PLDs in their decision making process?
 - Group consensus is not necessary.
 - Ask panelists to explain their thought process concerning the placement of their bookmarks in the OIB. If there was a wide divergence of opinions specifically ask panelists from both ends of the spectrum to explain their reasoning.
- Review the Round 3 impact data. Focus panelists' attention on whether the percentages of students in the three performance categories seem realistic.
- The revision process will entail giving the panelists the opportunity to change the impact of the cut scores for all grades within their own respective grade band. Highlight the following topics:
 - Are the cut scores reasonably intuitive or are there major dips or peaks in the percentage of students within performance levels at certain grade levels? For example, if 67% of G3 students and 55% of G5 students are Attained or above would it make sense for only 45% of G4 students to be Attained or above?
 - Ask panelists to discuss possible pages in the Ordered-Item Booklet that it would be
 justified to move from one performance level to another.
 - Encourage panelists to make small changes across all grade levels as opposed to one large change at one grade level.
 - o If the reclassification of an item in the OIB has been justified using the PLDs call for a motion and a second. Then allow the room to vote democratically on whether to change the cut score. A 2/3 majority is needed for the motion to pass.
 - o Remind panelists that recommendations must be firmly grounded in the PLDs.
- [Note: On Day 4 All Science and Social Students panelists will remain in their breakout rooms and continue to place Bookmarks.] Inform panelists of their Day 4 room assignments. Half of the Math and ELA panelists will participate in cross-grade review; the other half will participate in a final critique of the standard setting process.

Bookmark Refresher Notes for Facilitators

Facilitators should keep the following talking points in mind:

- 1. Remind panelists that items are arranged from easiest to hardest based on actual student responses, not on our or somebody's perception of item difficulty.
- 2. They will proceed through booklet and set two bookmarks, the first separating "Emerging toward the standard" and "Attained the standard," the second separating "Attained the standard" from "Surpassed the standard."
- 3. Panelists should have their PLDs beside them and refer to them for all decisions.
- 4. When examining an item, panelists should ask themselves and one another the following two questions: What skills must a student have in order to know the correct answer? and What makes this item more difficult than preceding items?
- 5. Next, would a student JUST BARELY entering Level X (e.g., Attaining the standard) have a 2/3 chance or better of answering the question? If yes, move on. If no, set the bookmark on that page.
- 6. Allow table talk during Round 1. If an issue comes up at one table that should be brought to the attention of all panelists, do so.
- 7. Present impact data after Round 1. When panelists realize impact, some will want to immediately change their bookmarks. Remind them that any changes should be grounded in the panelists' consideration of the PLDs.
- 8. Remember to have panelists complete Readiness and Evaluation forms.



MI-Access: Functional Independence Standard Setting June 29 - July 2, 2015

Bookmark Rating Form: Practice Round

Content Area	G	rad	e(s)
English Language Arts		3	7
Math		4	8
Science		5	11
Social Studies		6	
Panelist			
Emerging/Attained Bookmark:			



Standard Setting Readiness Form

Panelist Number		
Ready for Round 1: I have completed understand what I need to do to complete Round		ıg, and I
(Circle one):	Yes	No
Ready for Round 2: I have completed the distand I understand what I need to do to complete		Round 1,
(Circle one):	Yes	No
Ready for Round 3: I have completed the distand I understand what I need to do to complete		Round 1,
(Circle one): Ye	es No	N/A
Ready for Articulation: I have complete Round 2 and the articulation training, and I und to do to complete vertical articulation.		
(Circle one):	Yes	No
Final: I have completed vertical articulation at and I believe that the cut scores recommended reasonable and fair.		
(Circle one):	Yes	No
Comments (on back)		



Final Evaluation

	Statement	Agree	Disagree
1	Overall, the facilities and food service helped to create a good working environment.		
2	Overall, the training in the standard-setting purpose and methods was clear.		
3	Overall, I am confident that I was able to apply the standard setting methods appropriately.		
4	Overall, the standard setting procedures allowed me to use my experience and expertise to recommend cut scores for the tests.		
5	Overall, the facilitator helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions.		
6	Overall, I was able to understand and use the feedback provided (e.g., other participants' ratings, impact data).		
7	I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Attained level.		
	ou answered Disagree to Question 7, do you believe the final group-recomn ained is:too high ortoo low (check one).	nended cu	t score for
8	I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Surpassed level.		
	ou answered Disagree to Question 8, do you believe the final group-recomn anced Surpassed is:too high ortoo low (check one).	nended cu	t score for
omr	ments:		

Thank you! When you have completed this form, please return it to your facilitator.

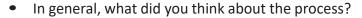
Debriefing Script for July 2

Show Round 3 Results/Impact

•	Ном	rascan	ahla	d۵	thoco	seem?
•	HOW	reason	iabie	(10)	rnese	seemr

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_	Oulei	COILLIE	:เบเร สม	out the	Tesuits.

Comments on the Process



- What helped?
- What didn't help?
- When did it "click?"
- How might we have made it click sooner?
- What was the most difficult part?
- Did you get the help you needed? [Explain]
- What advice would you like us to take back to MDE?

Appendix C Evaluation Comments

- Evaluation Comments from Participation and Supported Independence Panelists
- Evaluation Comments from Functional Independence Panelists

Evaluation Comments from Participated and Supported Independence Panelists

food was horrible

Karen was a great facilitator who made the process easy. The lunch left much to be desired (it was mostly yucky) I didn't know Danish was considered breakfast, I had to go in search of protein or fruit. I would have brought my own breakfast, had I known we would not get reimbursed for the daily expense, I am sure the Danish did not cost \$8.50 per person.

It would have been nice to have a better breakfast and not such a heavy carb lunch.

Breakfast lacked fruit or yogurt, only high carb choices. I did not stay in hotel or collect stipend. We should be reimbursed for a healthy breakfast. Food was horrible, high grease and no choice. Overall process was good. Not an easy job but worth it. Should have done Participation all the way through before starting SI.

The food options were not good. We should have had 2 options for lunch. Breakfast had no options for those that could not eat sweets. We should have covered P/SI without a switch between days.

Poor food, participants should have been reimbursed for breakfast due to lack of choice. Lunch should have had more options. Corey was a great facilitator! He kept conversation going and asked the right questions to keep us thinking.

Lansing Ctr. Is a nice facility but the meals were too heavy with carbs, no fruit, no water in work rooms, not enough protein, need more veggies. Difficult to work with so much carbs in the system. Need more diet pop.

Smart boards would speed up process or minimize "down time". Corey was excellent! Very neutral and professional. It may be more consistent to stick w/entire grade level, difficult to switch thinking. P & SI scoring is very different.

The food was disgusting but that was not the fault of Corey. :) Did not appreciate staying 2 hours more than other groups because we had Sci 4 & 7, they should have been divided.

Facilities great, unhealthy breakfast and lunch choices. I feel the group made informed decisions based on discussions. It was difficult to go between two types of tests (P/SI) Corey did an excellent job!

Facilities were nice. Food was not good.

more fruit and vegetables

lunch was terrible, facilitators were very competent and knowledgeable

A breakfast of sweets is not what most eat for breakfast. The lunch did not facilitate healthy eating habits.

food was horrible and terrible

Wonderful experience!!

Thank you!

Everyone did a nice job of keeping discussions going and open for growth on the testing critique and evaluation rating.

Less fattening lunches, better breakfasts (fruit, protein). Great facilitator! Great interactions with peers.

The breakfast was very poor.

I enjoyed the discussions and appreciated being able to hash out differences.

Christina did a wonderful job as facilitator, giving us instructions, encouraging other perspectives and keeping it positive.

First time I ever sat on a panel where disagreement was demanded- consensus was accomplished. Agree and disagree is not a good way to set this up.(re: rating form) (Use number scale)

Round one explanations could have been more clear with color coding P/SI. Would have loved fresh fruit for breakfast and a choice at lunch.

This rating sheet should be numbered for more choice not agree/disagree Great!

Great job posing questions to the group. :)

This was a wonderful experience!:)

Just 1 little suggestion - fruit and yogurt at breakfast. Loved the process and my privilege to participate.

Being part of this process has been very beneficial to me as a teacher. I will have lots of info to take back to my district about reviewing the test taking process. Thanks for allowing me to participate. The facilitator was excellent.

Food service and quality needs to be addressed.

Food service was not great, facility worked well. Tom was wonderful. Very calming presence, very thorough.

I feel all facilitators should know and understand our assessments in order to facilitate the discussions. Tom was one that understood. Tom was great!

Tom did a great job! Food provided was not well-balanced or nutritious. Climate was either very cold or too hot.

facilities were good, food unhealthy. I highly enjoyed my group discussions and the role that I played. I would be interested in getting in touch with the Essential Elements group as we further the process for our students. Tom was a great facilitator.

Facilities fine, food was not good-only sugar and carbs for breakfast. Good process with very skilled facilitator.

Loved the experience-it was beneficial for me as a professional, and we really worked hard on what our students need regarding assessment. A better lunch would be appreciated.

I feel each group should have received the same directions and/or worksheets.

This was a wonderful learning experience. Craig was extremely helpful with explaining and directing our group. Thanks.

Need to provide healthier choices for breakfast and lunch.

Facility was fine, hotel was great, food could use some work! <u>Very disappointed</u> that breakfast didn't include fruit. We also weren't told you weren't going to cover breakfast to buy something healthy. Meal choices were OK but soup and sandwiches would have been good. Facilitator <u>was wonderful!</u> They were all very pleasant. Look forward to other opportunities.

I think this was a great process. I learned a lot.

I really enjoyed the experience. I learned so much about the assessment process and I'll take it back to my district and classroom.

Increased knowledge about assessment. Great conversations, a lot of food for thought Food service was terrible.

Food choices were minimal. Need to give more variety and healthier choices. Tracey was awesome! She is a great facilitator.

We did not even have water provided during sessions. Tracey did a fantastic job facilitating our group and helping us through this process.

I feel this was a very encompassing project and I learned a lot about the test, administration and what goes into interpretation.

Evaluations from Functional Independence Panelists

Overall, I enjoyed this experience. Next time please provide the team w/healthy meal options. Teachers love fruit & veggies.

Did not like breakfast choices. I thought the process was fair. Although we finished early, I feel 4 days is appropriate so that groups have time to process between rounds.

Loved everything about the process except the food. Need healthy choices, variety or let us buy our own food. The process was very enlightening and beneficial to me and my students. The facilitator was respectful and fair.

Craig was an awesome facilitator! However, I would like to start Round 1 off with individual time to bookmark <u>before</u> discussing as a group. Healthier food options and/or "open" lunch option for reimbursement needed. Need chocolate at tables.:)

Breakfast is all sugar. Serve protein.

He did a great job asking leading questions to direct us in our discussion making and encouraging us to look at different variables. He was consistent in reminding us of what we were looking for in terms of PLD's, questions, and "barely attained" or "surpassed" 2/3 of the time.

Craig kept us productive and on task. His directions and feedback was clear to understand.

The overall experience was rewarding. This was my first opportunity to participate in an event so I feel there is a learning curve, but that being said, the guidance and interaction w/my peers made the decisions I reached mostly comfortable.

Lunch should be on our own w/reimbursement (food was <u>terrible!</u>) Offer <u>way</u> better breakfast. Jennie was fantastic as a facilitator - very personable, helpful & great to work with.

Facilitator was supportive and offered guidance - did not try to sway us. The process was very interesting. Thank you for allowing me to participate.

Facilitator was wonderful, very helpful! Lunch & breakfast needed better/healthier options! Facilities were great, food left a lot to be desired.

Our facilitator was great- encouraging us to look beyond the first no, discussing each item & letting our voices be heard.

The breakfast and lunch would be better if there was some fruit/yogurt available or a lighter fare. Too carb heavy, which is not conducive to having an alert group.

Food service-Horrible. Bowen, great facilitator! Encourage group to think on a higher level. Great personality.

Jennie did an awesome job facilitating. She encouraged everyone to speak and share. She engaged us in discussions and asked probing questions. I love her excitement and true appreciation for teachers and the education process. Although the food wasn't always great my vegan diet was definitely accommodated and I appreciate that!:)

Lidia did a nice job leading the group through discussions, making sure everyone was heard & finding a place of agreement.

Down time is nice but it could be used more productively to shorten a day. Refocus all the time is difficult. PLD terms need to be measurable. Limited, basic and consistent are not helpful.

The experience was awesome, I learned so much about testing, learning and process of the different students in different grades.

Food and computer facilities were better when provided by Montan-sp? Catering and working at a facility like DRC where computers are readily available.

Enjoyed being a part of the experience.

Facilities-yes, food- no. Very insightful experience which I really enjoyed.

I very much enjoyed participating in this process as it was my first time on a committee. I will most definitely repeat the experience again! D. Bowen a.k.a. (Ron)!

Dan was an excellent facilitator!! Overall, the process was excellent. I would love to come back to this committee.

I honestly feel this was an excellent well thought out process. I truly have an appreciation for the test items and the categories. Great to establish barely attained and barely surpassed.

Food too carb related & sugary for breakfast, so hard to concentrate without protein. Process excellent! Food was good, however more fresh vegetable/fruit options would be wonderful. Also coffee/tea available all day.

There were no healthy options for food (including the salad dressing). Breakfast and lunch should be reimbursed for those who need different options.

Breakfast & lunch options were disappointing. The group process worked well and allowed for valuable discussion that contributed to the final recommendations and our level of confidence w/ those results.

It would have been nice to have more choices for breakfast and lunch - four days of empty carbs was too much. Two choices at lunch would be preferable. Break stations on both levels would have been nice. Would have been nice to have whiteboard in room. Also, what are the frequently encountered and functional word lists? We were to make decisions based on info we didn't have.

Very informative & thorough process! Dan is a highly effective facilitator.

Jeff was an excellent facilitator. Just a little cold in the conference rooms.

Excellent process- fair, clear, informative. I would love to see teachers (educators) work on <u>clear PLDs.</u> Breakfast was not gluten free friendly. PLDs were so vague it caused anxiety.

I was disappointed in the food selection. I would have liked to see healthier options. Unfortunately, we were not reimbursed if we chose healthier options.

Food service not the best. Jeff Barker was a great facilitator! Better food options would have been better.

More healthy choices for breakfast- yogurt, fruit, bagels. Overall this was a very enlightening experience.

Jeff Barker was wonderful to work with. He had a great way of facilitating. I am hoping they improve the temperature and food. The breakfast was awful (full of carbs/sugar) with no healthy options. Lunch as well. It would have been great in ELA to have the "word lists" (functional/context-specific)

Jeff B. was a great facilitator and really helped us through the process. The temp in the room could be a little warmer. Better food choices in the future.

Job Thomas was very helpful & encouraging. His easy & gentle manner allowed participants to feel at ease & allowed the process to go much smoother.

Job did a great job facilitating & leading our group. He ensured that everyone was heard & we understood everyone's thought process. Very kind, approachable, & a good facilitator.

Job did an excellent job facilitating the discussion. The process was also excellent.

Job did a great job making sure everyone's voice was heard.

Everything was great & I am happy that I was able to be a part of this process & would definitely do it again! Job was a great facilitator! If there was one improvement it would be healthier food options for breakfast.

The entire experience was enlightening & beneficial. Job did an excellent job in guiding the process and keeping our panel on task and focused. I really appreciate the opportunity to participate.

Overall a great experience. Job did a great job! Maybe healthier options for breakfast.

I felt that this was a very beneficial experience! Bravo to the MDE for allowing us, those in the "trenches," to make these important decisions.

I think the initial PowerPoint shown by Mike Bunch, and the practice bookmarking session caused a lot of confusion for people but once things were clarified, the whole process of creating bookmarks seemed to flow more naturally. Also, it would have been nice if the facilitators had been better exposed to the process as well as they seemed confused in the beginning as well.

Food was not good.

It would be nice to have some fruit at breakfast with less sugary food. Maybe one dark roast coffee.

The standard setting process was very effective. I appreciated having the opportunity to make recommendations for cut off scores. As educators in the classroom we see what students are learning and what they should be capable of doing.

Temp of room cool. Protein at breakfast would help.

Several participants did previous scoring & repeatedly kept saying "this is what we did the last time" - little irritating. Mr. Cramer listened and handled well.

Thank you for the opportunity to participate in this important activity. Great meeting place.

Excellent facilitator Management of topics - wonderful.

food was substandard especially breakfast

The instructor was great! She kept you engaged! Great group of educators!

I appreciate the opportunity to help in the assessment process. If I had any complaint it could be the lack of a better breakfast. I would prefer yogurt or some type of protein. All another arrangements were great. :)

Really enjoyed the opportunity to participate. Great job ensuring group diversity and maintaining positive group dynamics. Excellent job with the facilitating.

She was an awesome facilitator - she pushed at you to double check our angles & perspectives but never pushed us to expect other opinions as our own - she expected that we were thoroughly informed before deciding.

Breakfast is not a donut.

Appendix D PowerPoint Presentations

- Overview June 15
- The Body of Work Procedure
- Vertical Articulation Training June 18
- Overview June 29
- The Bookmark Procedure
- Vertical Articulation Training July 2



Goals

- Understand Test Contents
- Understand PLDs
- Learn a Standard Setting Procedure
- Recommend Cut Scores



We are here to consider the tests students took this spring under MI-Access: Participation and Supported Independence; and to recommend performance standards – cut scores – to the State Superintendent. With that in mind, here are our goals for the next four days: Understand Test Contents – In order to recommend meaningfully what scores a student should earn on a given test in order to be considered performing at the Emerging, Attained, or Surpassed levels, you should be very familiar with the contents of those tests, starting with the state content standards and ending with the individual items and their scoring rubrics.

Understand PLDs – We want you to be very familiar with the Performance Level Descriptors (PLDs) that describe what students at each performance level know and can do. Your recommended cut scores will translate those descriptions into numerical goals for students.

Learn Standard Setting Procedures – You will be using a process known as the Body of Work Procedure.

Recommend Cut scores – When all is said and done, the main thing you do this week will be recommend two cut scores for each test, one to separate Emerging from Attained performance and one to separate Attained from Surpassed performance. Everything else you will do will be primarily to prepare you to meet this specific goal.

Activities

- Examine Background
- Examine Tests
- Study PLDs
- Apply Standard Setting Procedures
 - ▶ 2 Rounds
 - Discussion Between Rounds
 - Cross-Grade Review



To accomplish these goals, we have developed a series of activities that will lead to the development of defensible cut scores. If you would take out your agenda, we will look at the activities we have planned for the next four days.

Later this morning, you will examine the tests in some detail. Afterwards, you are going to study the Performance Level Descriptors or PLDs in detail. Every recommendation we make this week must be firmly grounded in the Performance Level Descriptors. When we submit your recommendations to the Superintendent and when he acts on them, every action needs to be based on the PLDs because at some point, these performance standards will be reviewed by outside agencies, and the first question they will ask is whether or not we set our cut scores on the basis of clearly worded PLDs.

This afternoon, you are going to learn a specific way to use the information you have to make cut score recommendations. Let me state now, and we will no doubt remind you frequently later, that your job is to recommend cut scores. The State Superintendent will make the final decisions about cut scores, based on your recommendations and other considerations.

After you have learned the standard-setting procedure and had a chance to practice, each of you will then examine the test for your subject/grade band and recommend cut scores. We will tally results for your panel and share the results with you, after which time, you will discuss those results in your panel and do the same thing again. Between rounds of examining the tests, we will give you additional information to consider.

At the end of the week, some of you will participate in a cross-grade review. You will examine recommended cut scores for all grades or grade bands and consider whether some of them ought to be adjusted so that the overall impact of the cut scores would seem reasonable to parents, teachers, school administrators, and the general public. We will provide specific instructions on how that will work. The rest of you will participate in a debriefing about the process we are using this week. We will use the feedback you give us in our presentation to the Board and to help us improve the process for future standard-setting activities.

Why Me?

- Need for statewide representation
- Recommendations from superintendents and principals
- Review of credentials by Michigan Department of Education staff
- Final selection to assure representativeness



Having heard all this, you may be wondering how you happened to be chosen for this singular honor.

Standard setting is a high-profile activity, and we want as many people as possible involved in it. More importantly, we want those people to be representative of the State of Michigan as a whole. We have sent invitations to all parts of the state in order to find panelists who could fairly represent the state in terms of gender, ethnicity, length of service, and type of student population served. Staff of the Michigan Department of Education reviewed credentials of many people and chose you as the most representative and best qualified to carry out this important task. They put a lot of thought into selecting you, and we trust that you will put a lot of thought into what you do here this week. The performance standards we recommend this week, once approved or modified by the Superintendent, will be applied to all MI-Access Participation and Supported Independence students in Michigan not only this year but for years to come.

Background

- Kinds of Standards
 - Content standards
 - Performance standards
- Performance Levels
 - Required by federal law
 - Set by State Board



This may be a good time to provide a little background about standard setting and clarify some terms.

First, there are many different kinds of standards. Many people, when we refer to standards, automatically think of content standards. Actually, we couldn't set cut scores unless we had content standards that tell us what we are trying to teach and therefore what we are trying to test. But performance standards are numerical standards that specify how much we expect students to learn.

Part of the process of establishing performance standards is establishing performance levels. In Michigan, for the MI-Access test we have three:

- 3 Emerging toward the standard
- 2 Attained the standard
- 1 Surpassed the standard

Each level has its own detailed description of what students at that level know and are able to do. No Child Left Behind requires states to spell out these levels with Performance Level Descriptors – PLDs. The law requires at least three levels; MEAP has four and MI-Access has three. Some states have even more. Groups of Michigan educators have drafted these descriptors, Michigan Department of Education staff have worked with those groups to refine and polish them, and the Superintendent ultimately has the responsibility for implementing them.

Performance Levels

- ▶ 1 Surpassed the standard
- ▶ 2 Attained the standard
- 3 Emerging toward the standard



Again, the three performance levels are

- 1 Surpassed the standard
- 2 Attained the standard
- 3 Emerging toward the standard

Review Tests Review the tests A word about the test development process

As I mentioned earlier, you will review the tests before you start recommending cut scores. A note about the tests: These tests were developed over a period of 2-3 years and have had considerable input already from groups of Michigan educators, for both content and fairness/sensitivity issues. You may not be thrilled with each and every item or how it is scored. That's OK. This is not the time to critique the tests because these are the tests we gave to students this year, and these are the tests from which they will receive their scores. If you see something you think is not as it should be, we would certainly like to know about it.

Please share your comments with us at the breaks or at other times, but we will not be conducting a test or item review during this workshop. It is appropriate, however, to keep those concerns in mind as you recommend cut scores. For example, if you see something that you believe would hinder an otherwise proficient student from answering an item correctly, you may take that into consideration when you make your cut score recommendation.

After you review the tests and receive instruction in the standard-setting procedure, you will be ready to start recommending cut scores. As you look at each test item , you may find something that you disagree with—again please feel free to mention it to one of us, and take that into consideration when you make your cut score recommendation.

After you review the tests, we will conduct a brief discussion about your reactions to them. Primarily, we will be interested in what you think it takes to answer particular items

correctly or to receive high scores on them. Our chief aim is to find out what you thought was particularly easy or difficult and what you think would be particularly easy or difficult for Michigan students.

The purpose of this exercise is to have you become very aware of the content of the tests. These tests have gone through years of development. The items have been written, reviewed, field tested, and approved by several committees of Michigan educators. Your responsibility is to help set standards, not to criticize the tests. These exams may not be perfect but they are very good and contain content relevant to the Michigan standards and curriculum.

Review PLDs

- ▶ What is a PLD?
- Read descriptions
- Discuss implications



Right now, each of you probably has some idea what constitutes Emerging, Attained, and Surpassed. We also want to have a very detailed discussion of the PLDs. Again, a PLD is simply a description of the types of things that students at a particular level know and are able to do. The PLD for Surpassed (Level 1) describes things that these students can do that Attained (Level 2) students cannot do. Likewise, the PLD for Attained describes things that Level 2 students can do that Emerging (Level 3) students cannot do.

Later this morning, you will break into your separate groups, or panels, to study the PLDs for your grade band and subject. Read each description very carefully. Consider what it means to be at the Emerging, Attained, or Surpassed levels. Try to imagine students you have known who would fit the descriptions you are studying. Discuss those students with one another, and try to get a sense of the range of achievement within each level. Keep in mind that the PLDs are geared specifically to the state content standards that were used to create these tests. There are other aspects of performance that are not addressed here because they are not directly relevant to these content standards or to MI-Access.

d2

Putting It All Together

- Relate PLDs to work samples and test items
- Consider students and student work which typifies the definitions of each standard
- Consider the performance of students at that standard.



So here's what you're going to do, once we get today's preliminaries out of the way: First, you will examine samples of student work.

As you examine those work samples, you will consider the entire body of work relative to the PLDs.

After you have done that, you will make a decision about each work sample: Does it represent the work of a student performing at Level 3, Level 2, or Level 1?

Groundrules

- Security/Confidentiality
- Group Process
- All Voices Equal
- ▶ Recommend Not Set



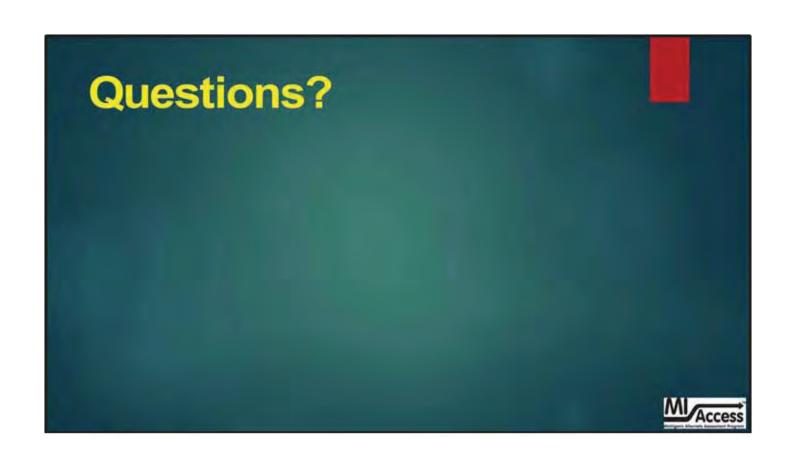
Now, let me familiarize you with the groundrules for standard setting.

You will be seeing actual test items and actual student responses. We are going to ask you to sign a security/confidentiality agreement stating that you will not reveal any of these test items or any student response you might see while you are here. We will sign materials out to you in sequence and account for them by that same sequence when we take them back. We will identify those things that you can share with others. Anything else – you should consider secure and confidential.

You may have already gathered that this will be a group process. There will be activities that you will do completely alone, but we will have a lot of discussion. The purpose of the discussion is to allow everyone a chance to contribute and for each person to develop a greater understanding of the PLDs and how to interpret them, the standard setting process, and the rationales that were used in coming up with standard setting judgments.

We will encourage everyone to speak up during group discussions and will try to keep any one person from overshadowing others. In each round, we will ask each of you to cast, in effect, a secret ballot of your cut score recommendations, which we will tally. In the end, we will take the median of all your group cut score recommendations and report that as the group cut score recommendations. This will give each of you an absolutely equal voice in the final recommendations of cut scores.

Again – I am using the term "recommendation." Although the process is called standard setting, it is really standard recommending. We will work hard this week and employ a proven procedure that yields defensible cut scores. We will then ask the Department and ultimately the Board to consider not just our recommendations but the manner in which we arrived at them. In the end, we recommend, and the Superintendent sets the standards.



Panel	Room	Facilitator
Science 4/7	101	Corey Palermo
Science 11	102	Karen Kemp
ELA 3-5	Governor's Room	Tom Kelsh
ELA 6-8	Banquet Room 7	Craig Deville
ELA 11	Banquet Room 8	Tracy Robertson
Math 3-5	103	Winnie Reid
Math 6-8	104	Christina Luke
Math 11	203	Dan Bowen

Introduce facilitators and dismiss by room. Panel assignment will be on Panelist Packet.

MI-Access Body of Work Standard Setting Procedure

June 15-18, 2015





Basics

- Review samples of student work
- Sort work samples into three groups
 - 1: Surpassed the standard
 - 2: Attained the standard
 - 3: Emerging toward the standard
- Remember: Each level will include a range of scores

We have already scored all the tests. We know how well the students did individually and what the overall distributions of scores are. We have taken actual work samples from students that represent the range of total scores on the tests. Each work sample consists of the Scoring Document completed by the Primary and Shadow assessment administrator. Thus, for example, on a 10-item Participation Scoring Document with each item being scored on a 0-3 scale, it is possible to earn up to 30 points. When we sum the Primary and Shadow Assessment Administrators' scores, the total possible is 0-60. You will see some work samples with scores near 60 and some near 0. Most will be somewhere in between.

You will be asked to examine each work sample and place it into one of three groups:

- 1. Surpassed the standard
- 2. Attained the standard
- 3. Emerging toward the standard

To simplify the process, we have arranged the work samples from lowest to highest score. The first sample in the packet, say with a score of 0 or 2 would likely fall into Level 3: Emerging. How would you rate it? At some point, you should reach samples that you will have real difficulty assigning to Level 3 or Level 2. That's fine. You are probably nearing the score that divides Level 3 from Level 2. Even after you get to a sample that you think should be in Level 2, you may find that the next one seems to be a better fit in Level 3. That's fine too. After a while, you will find that you are assigning most samples to Level 2. Then you will reach a point at which you struggle deciding whether a sample belongs in Level 2 or Level 1. That's because you are probably approaching the cut score that separates Level 2 from Level 1.

As you rate the samples, keep in mind that each level encompasses a fairly wide range of performance. For example, Level 1 will include perfect scores as well as scores that would just barely make it into Level 1. Level 2 will include scores that almost made it into Level 1 as well as those that just barely made it into Level 2. Level 3 will include scores that almost made it into Level 2 all the way down to 0.

Activities

- ▶ Practice
- ▶ Round 1
- Discussion
- ▶ Round 2
- ▶ Discussion/Revision
- ▶ Articulation
- Final Evaluation and Feedback

After we explain the Body of Work procedure, you will have a chance to practice sorting a small number of work samples. We will talk about that, answer your questions, and then start on Round 1. We will go through two rounds of reviewing work samples. After Round 1, we will discuss where the dividing lines appear to be, and then you will review some more work samples. Between Round 1 and Round 2, we will remove some of the work samples that didn't seem to contribute much to the placement of cut scores and insert some new ones with scores closer to the ranges where cut scores seemed to be. Before you start Round 2, we will share student score distribution data – also called impact data – with you so that you can see how many students would be classified at each level, based on your rough cut scores from Round 1.

As we mentioned earlier, after Round 2, some of you will go into a cross-grade review session; the rest of you will take part in a debriefing concerning the Body of Work procedure and how we implemented it.

We will also check to make sure that you understand what you are being asked to do, and we will answer any questions that you have throughout the course of the process. You will have the opportunity to provide us with feedback, how you understood different components of the process, and how you arrived at your judgments. These data will be collected in readiness and feedback forms and they are very important to us to make sure that process is working as intended. You also will have the opportunity to complete a final evaluation form of the whole standard setting process. Please fill out this information and provide us with your opinions.

Practice

- Examine a small set of Scoring Documents and consider the performance level of each one
- Discuss your ratings
- Discuss how your ratings are translated into cut scores

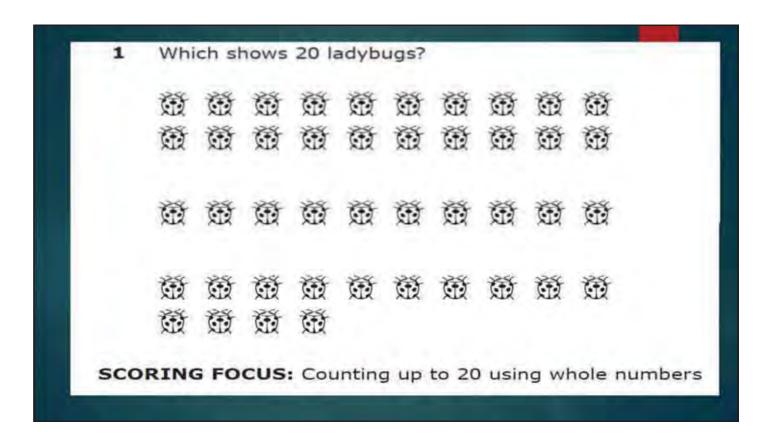
The practice set will consist of a small sample of Scoring Documents. We will ask you to examine these Scoring Documents and decide which ones represent Level 1, Level 2, and Level 3. After you do that, we will discuss your ratings. We will not have you set cut scores in this practice round, but we will discuss how you would go about providing actual cut score judgments from the materials that you received. The practice round is designed to get you acclimated to what you are being asked to do and to ask specific questions before we get started.

Round 1

- Review a set of student work samples, using the PLDs
- Rate each sample as Emerging, Attained, or Surpassed

In the first round of standard setting, you will review a large sample of student work samples that spans the range of possible scores that a student can receive on the assessment. Keep in mind that the first sample will have the lowest score, and each succeeding sample will have a higher score than the one preceding it.

Let's take a look at how this will work.



As you will recall from earlier today, this is an example of the types of questions students will be asked to answer. They can answer these questions with no help, with physical or verbal cues, with modeling, or with hand-over-hand directions. Each type of response earns a different score.

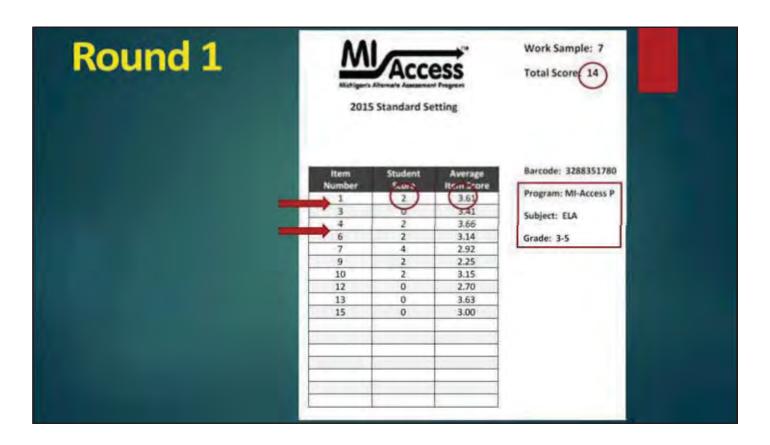
Round 1

MI-Access Participation Scoring Document - SPRING 2015

Combined Primary and Shadow Assessment Administrator Content Area: Mathematics Form A Grades 6-8

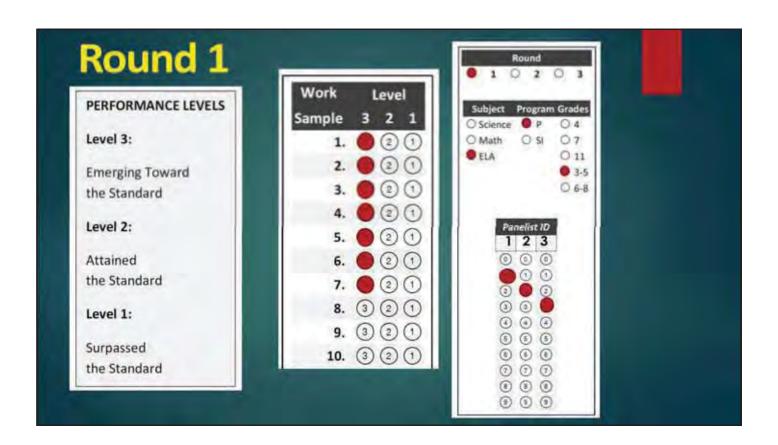
Item	3 Responds correctly with no administrator assistance	2 Responds correctly after assessment administrator provides verbal/physical cues	1 Responds correctly after assessment administrator provides modeling, short of hand- over-hand assistance	A Incorrect Response	B Resists/ Refuses	C Assessment administrator provides hand- over-hand assistance and/or step- by-step directions
1						
2						

This is an example of a Scoring Document for MI-Access Participation that the Primary and Shadow Assessment Administrators used this spring to enter student scores. You have a sample in your packet. It's on page 67 of the Administrator Manual. Locate that, and let's take a moment to go over the scores and comments. Let's start with the top part showing what the scores mean. [Review all score points and A, B, and C. Ask for questions and answer, with assistance from MDE staff as necessary.] There's a similar one for Supported Independence on page 68. The video you watched this morning really covered all you need to know about this.



Here's an example of what you will actually be looking at. This particular set of work samples is for ELA grades 3-5/Participation. You will have a set of about 30 score sheets for Round 1, arranged in order from lowest to highest score. On each score sheet, you will see not only the total score the student got but the score that student got on each item as well as the average score for that item. Notice also, that there will be some gaps in the numbering of the items. Here, for example, you will see that there is no item number 2. Item 2 was a field test item and did not count toward the total score. Items 5, 8, 11, and 14 were also field test items and did not count toward the total score.

Keep in mind that for Participation, the highest score for any item is 3, and when we combine the scores of the primary and shadow raters, the highest total score for any item is 6. Thus, the highest total score for a 10-item test is 60. This student got a score of 14, so this work sample would be near the beginning of the set (actually #7 in this set). Having examined the items for this test and seen the scores this student got on each item, your task will be to decide whether this particular student's test performance is most like that of a student who is Emerging toward the Standard, a student who has Attained the Standard, or a student who has Surpassed the Standard, based on the definitions of these performance levels given in the Performance Level Descriptors. This is the heart of the Body of Work Procedure, so I want to pause here to make sure this is clear. Are there any questions about this so far?



You will be completing forms that look like this. You have a panelist number on your packet that you will enter on the right side of the form and then bubble in the numbers below so that when we tally the results, each of you can get your rating sheet and comments back for the inter-round discussion. For example, if I am Panelist 123, working in the ELA grades 3-5 group reviewing work samples in Round 1, here's how I would fill out my information for Round 1...

Now, let's think about work sample 7 that we just looked at. It had a score of 14 out of 60 possible points. Knowing this student's scores on each item, as well as how well other students did on the items, and comparing the overall performance with the PLDs, let's say I decide that this performance clearly falls into the Emerging category, so I give it a rating of 3: Emerging. Once I make that decision, I bubble a 3 on line 7... I notice that I have entered a 3 for every work sample so far. Don't worry; remember that these are in score order. You will eventually see work samples you will want to give a rating of 2 (Attained) and later on work samples that you will want to give a rating of 1 (Surpassed). Others at my table may not agree with some of my ratings, and that's fine. You should discuss these work samples with others at your table, but when you enter your rating (1, 2, or 3), that should be your rating, not the group consensus. Of course, if everyone at the table agrees, that's fine too.

What we'll do

- ▶ Tally your ratings
- Calculate cut score ranges
- Prepare summaries
- Select target work samples within cut score ranges

After you have completed your Rating Form for Round 1, you will turn it in to your facilitator. He or she will check all your materials, make sure we have everything we are supposed to have, and give you your next assignment or dismiss you for the day. Some of you will finish earlier than others. That's fine.

While you are having dinner and a good night's sleep, we will tally all the results, translate them into cut score ranges, do some more calculations, create tables and graphs, and have them ready for you to study and discuss tomorrow.

Round 1 Feedback Discussion

- Give everyone an opportunity to share
- Topics to discuss include:
 - Challenges faced in round 1
 - Factors that led you to rate samples as you did
 - Relationship of cut scores to PLDs

After we have completed all our calculations, we will share the results of Round 1 with you. We want to make sure everyone has a chance to be heard and that no one dominates the conversation. We would like you to discuss any challenges you faced in Round 1, any samples that were particularly difficult to categorize, what influenced your decisions, and how you used the PLDs to make your ratings.

If your judgment is different than the rest of the group's that's okay we will discuss this and give you the opportunity to provide new recommendations in Round 2. This discussion is important for everyone to check in and understand how others arrived at their judgments. Here's what you will see as you have these discussions...

and a	Sample	Score	Level 3	Level 2	Level 1	Total
nd 1	1	2	10	0	1	10
	2	4	10	0		10
	3	6	10	0		10
	4	8	9	- 1		10
	5	10	9	1	1 4	10
	6	12	9	. 1		10
	7	14	8	2		10
	8	16	8	2	1	10
	9	18	7	3		10
	10	20	7	3		10
	11	22	5	5		10
	12	24	5	5		10
	13	26	5	5		10
	14	28	4	6		10
	15	30	4	6		10
	16	32	3	7		10
	17	34	3	7		10
	18	36	2	8		10

For each set of work samples, we will tally the number of Level 1, Level 2, and Level 3 ratings in a table that looks something like this.

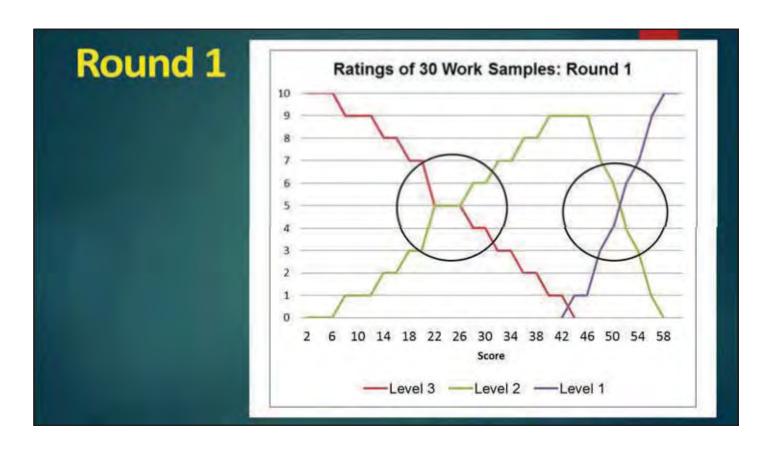
Recall our previous work sample #7 that I rated Level 3 (Emerging). Most people agreed with me, but 2 people in my group saw this sample as Level 2: Attained. We'll have a chance to talk about why some of us saw this as a 3 and others as a 2 when we discuss our Round 1 ratings.

und 1	Sample	Score	Level 3	Level 2	Level 1	Total
	16	32	3	7		10
	17	34	3	7		10
	18	36	2	8		10
	19	38	2	8		10
	20	40	1	9		10
	21	42	1	9	0	10
	22	44	0	9	1	10
	23	46		9	1	10
	24	48		7	3	10
	25	50		6	4	10
	26	52		4	6	10
	27	54		3	7	10
	28	56		1	9	10
	29	58		0	10	10
	30	60			10	10

Here's the rest of that table.

We'll want to talk about these tables, particularly about the work samples that led to large differences of opinion. For example, look at Samples 25 and 26: The room was fairly evenly divided on these two, and it looks like we may have found the point where Levels 2 and 1 meet. At this point, we would want to take out our PLDs and ask someone to explain why Sample 25 should be placed in Level 2, based on its contents, relative to the PLD for Level 2. Then we would ask someone to do the same for Level 1. We would repeat the process for Sample 26. We believe this discussion will help everyone fine tune their understanding of the PLDs and how they apply to the work samples. This is the primary reason we don't just do this once.

But wait; there's more!



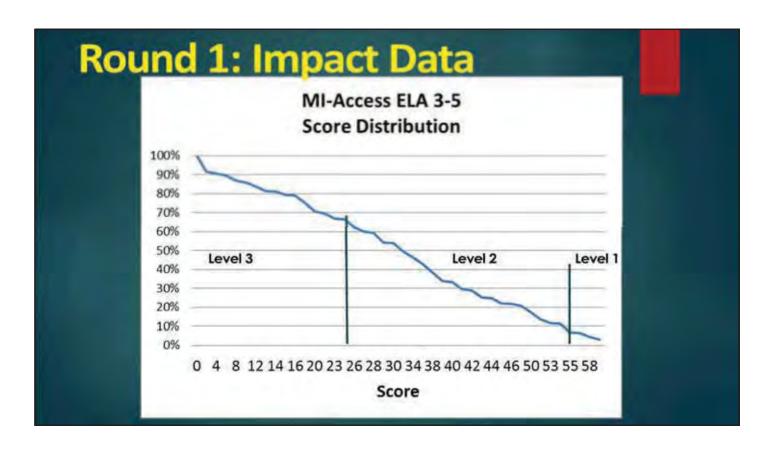
We will also plot those ratings against the scores in a chart that looks something like this. By the way, this is a made-up example. [Explain structure of chart.]

Notice first that we have arranged scores from low to high. Look where the Level 2 and Level 3 lines cross — at around 22-26 points. Below a score of about 18, hardly anyone assigned any work samples to Level 2, so in Round 2, we probably wouldn't look at many samples with scores below 16 or 18.

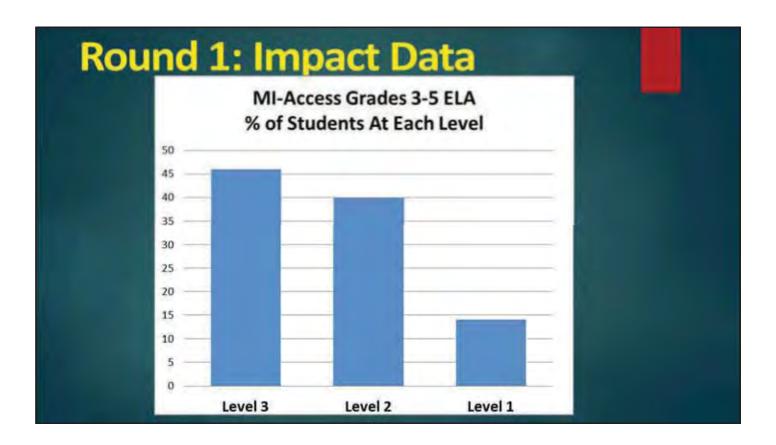
Now notice that the Level 1 and Level 2 lines cross at a score of about 52 in this example. Above a score of 56, hardly anyone rated any samples below Level 1. Therefore, in Round 2, we probably wouldn't look at many samples with scores above 54 or 56.

We haven't actually set any cut scores yet, but we now have a general idea where they might be. Therefore, while we were preparing these charts, we were also culling from the Round 1 work samples all the samples with scores above 56 and below 16 or 18 and reinforcing the packet with samples having scores between 16 and 56. In Round 2, you will have more samples that will challenge your decision-making process.

Before we move on to Round 2, however, we have one more bit of information we will want to share with you...



After Round 1 we will also be giving you impact data: percentages of students at or above each score, based on this spring's scores. We will superimpose the rough cut scores from Round 1 on the impact table or chart so you can see the relationship between cut score and impact. This is one way of looking at it – percentages of students scoring at or above each score point, with lines separating Level 3 from Level 2 (at about score point 24-25) and Level 2 from Level 1 (at about score point 55). But that's just one way of looking at the results. Here's another...



For each test, we will use the cut scores to determine how percentages of students at Level 3, Level 2, and Level 1, based on the spring 2015 test performances.

As you consider the feedback from Round 1, pay close attention to

- 1. How other people in your room rated the work samples you rated did you pick up any new ideas that might affect your Round 2 ratings?
- 2. How other people in your room described the way they interpreted the PLDs did you pick up any new ideas that might affect your Round 2 ratings?
- 3. The percentages of students who would be at each level based on the Round 1 cut score ranges did those seem reasonable or not?

Round 2

- Examine work samples, using the PLDs
- Rate each sample Emerging, Attained, or Surpassed

The process you will use in Round 2 is very similar to the process that you will have used in Round 1. The major differences for the second round are that the work samples will now be targeted around each of the Round 1 rough cut scores, and you will receive additional information that shows the impact data. You will still use the PLDs to sort the work samples.

As in Round 1, feel free to consult with others at your table, but please do not talk across tables, as that tends to create confusion.

What we'll do

- ▶ Tally your ratings
- Calculate cut scores
- Prepare summaries
- Present student performance data

When you finish Round 2, make sure you have completed Round 2 of your rating form, and turn it in to your facilitator. Again, he or she will make sure you have turned in all the materials you should turn in and give you your next assignment or dismiss you.

After Round 2, we will once again tally your ratings, calculate cut scores, and create tables and charts for you. We will also prepare tables and charts showing the impact of your Round 2 cut scores. At that point, you have one last opportunity to review your Round 2 decisions before going either to the Cross-Grade Review Panel or to a debriefing panel. Tomorrow, you will learn which of those two groups you will be in.

After Round 2

Examine cut scores for Participation

Consider whether different grades should have different cut scores

Examine cut scores for Supported Independence

Consider whether different grades should have different cut scores

Most of you will be considering cut scores for grade bands: grades 3-5 or 6-8. You will be setting a single cut score for Attained and a single cut score for Surpassed for the entire grade band. After two rounds of considering these band-wide cut scores, you will have an opportunity to decide if there should be any degree of differentiation from one grade to the next. You do not have to differentiate by grade, but you will have an opportunity to do so if you should so desire. Your facilitator will lead a general discussion of the cut scores and impact data – both globally and by grade level. You can decide as a group how you wish to proceed from there.

Should you decide to differentiate by grade within band, we will ask you to defend your decision in terms of a specific work sample or small set of work samples. For example, if we set the ELA grades 3-5 cut score for Attained at 24 and you would like to drop that cut score to 23 for third graders or raise it to 25 for fifth graders, you should be able to point to a work sample in your packet and say, "A third grader performing at Level 2 should be able to perform at this level (showing the work sample with a score of 23) but not necessarily at this level (pointing to a work sample with a score of 24)."

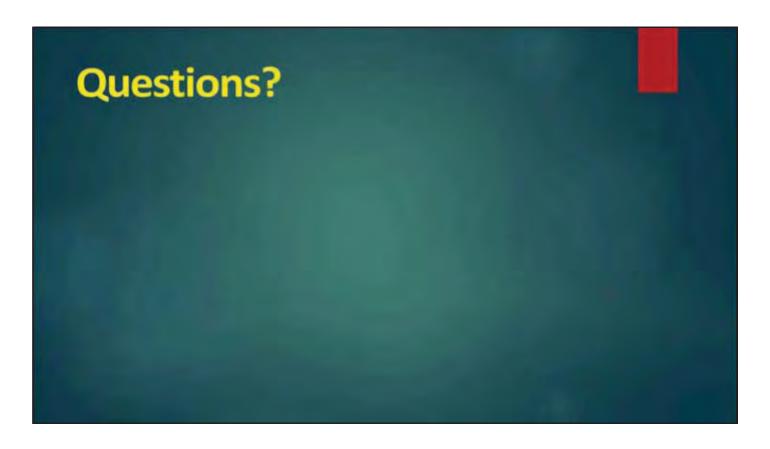
We will do this democratically. Someone will make a motion to make that change, and someone else will second it. Given that we will have spent two days or more coming up with the Round 2 cut scores, we will require a 2/3 majority vote to approve the change. Think of it as overriding a veto or amending the constitution.

During Standard Setting

- Facilitator(s) will always be present to answer questions and help you
- Hand in all your materials to your facilitator before leaving
- ▶ Thank You!

Some final notes....Facilitators and MDE staff will also be on hand to help you and answer your questions. MI staff will help guide you through each of the steps of standard setting. Once you finish any activity, you should make sure to hand in your materials to MI staff that will be in your room.

Most importantly, we hope you enjoy the standard setting process and we greatly appreciate your time and your willingness to participate.



Do you have any questions about any part of the presentation before we tell you about your room assignments?

[Answer any procedural questions. For policy questions, defer to MDE. For subject or grade-band-specific questions, defer to facilitators, who will answer them once they have been dismissed from the large-group session.]



The Big Picture

- Standard Setting
- Vertical Articulation
- ▶ TAC Review
- ▶ MDE Review
- Superintendent Review and Approval



For the past three days, you have been involved in standard setting for a single grade or grade band. That's part of a larger enterprise of setting cut scores for all grades in such a way that when a superintendent or a school board or the general public looks at the full impact across grades, it seems reasonable. Therefore, now that we have recommended cut scores grade by grade, we want to take a more panoramic view of the results and see if we want to make any adjustments. Just as you discussed your individual cut scores with others at your table and then with others in your room and made certain adjustments, we can now expand that conversation to include panelists in other rooms considering other grades.

After we finish our work here today, the process still won't be finished. The technical advisory committee will examine what we did here this week to make sure we followed generally accepted practice and will make their recommendation to the Department as to whether or not any further adjustments are in order. The Department will then review all input and may make additional adjustments before making final recommendations to the State Board of Education. The Board, as I have mentioned previously this week, has the final authority to accept, modify, or reject the cut scores recommended to them.

Why Are You Here?

- You have first-hand knowledge of all recommended cut scores
- You represent all grades



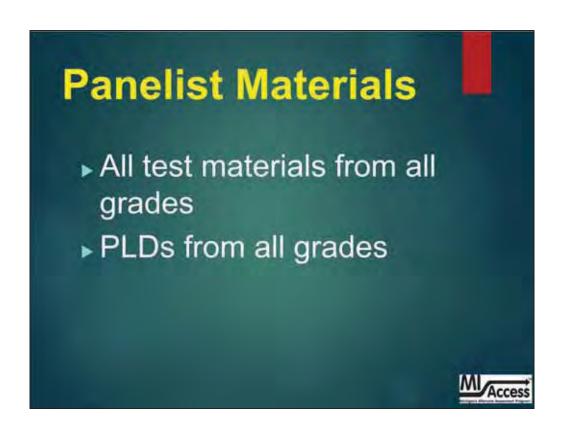
You were selected because you know the students and the tests. You also know what went on in the various breakout rooms over the past three days. We need your advice as we look over all the recommendations to see if there are any conflicts we need to resolve. I will explain momentarily what I mean by "conflict." the bottom line is that you are here because you are the most knowledgeable people in the state with regard to these students, these tests, and these recommendations.

Your Task

- Establish coherence and reasonableness of cut scores across grades
- We will carefully review impact data and scale scores



In a few minutes, we are going to look at a chart showing all cut scores and their impacts on all grades. Your task is to tell us whether the results we have obtained so far are generally reasonable when we consider all grades or if we should make some changes.



During this activity, you will have access to all the materials you used over the past three days plus all the materials the other panels used.



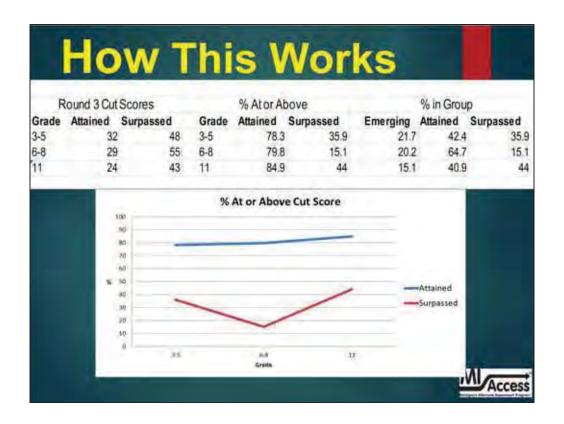
When I speak of the reasonableness of cut scores and their associated impacts, I am talking about expectations. Think about how schools and systems perform over time. There are typically three scenarios in terms of students at or above some cut score:

- 1. Student performance increases over time each year, students do a little better than they did the year before; in any given year, a larger percentage of 8th graders attain the standards than they did as 7h graders the year before.
- 2. Student performance is fairly stable over time each year looks pretty much like the year before, and within any given year, 8th graders, 7th graders, 6th graders and so on all achieve at about the same level.
- 3. Then there's generally declining performance each year, students perform a little less well than they did the year before; 8th graders don't do quite as well as 7th graders, and 7th graders don't do quite as well as 6th graders.

There are variations on these three scenarios; for example, generally increasing except for 6th grade, which in our district is the first year of middle school, and everyone knows what happens then. Then there's generally declining except for 8th grade where we have our reading enrichment program. These tend to be school- or district-specific phenomena, and we are going to be looking at trends for over half the country.



What we don't expect is something like this – where the percentage of 4th graders at Level 2, for example, is much higher than that of 3rd graders. But then at 5th grade, they drop off again, only to rise at 6th and 7th grades, drop off again at 8th grade and high school. How would you explain this to parents? "Your 4th grader did quite well this year, but the likelihood that he or she will do well again next year is not so good."

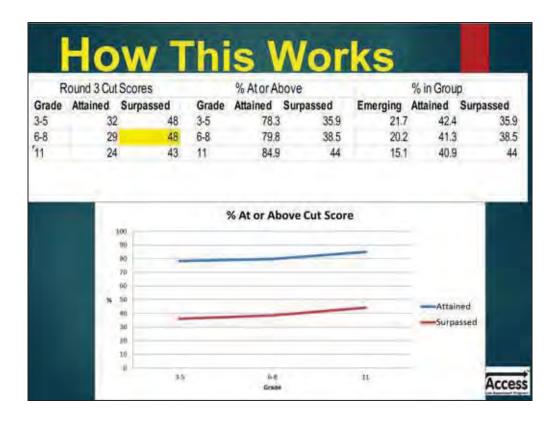


When we break into two groups – one for ELA and one for Math – you will see a set of tables and a graph like this. The first table will show all the final cut scores expressed in scale scores. The second table will show the percentages of students at or above Level 2 and Level 1, by grade, given the cut scores in the first table. This same information is also depicted in the down below. The third table will show the percentages of students in each of the three levels, based on the cut scores in the first table.

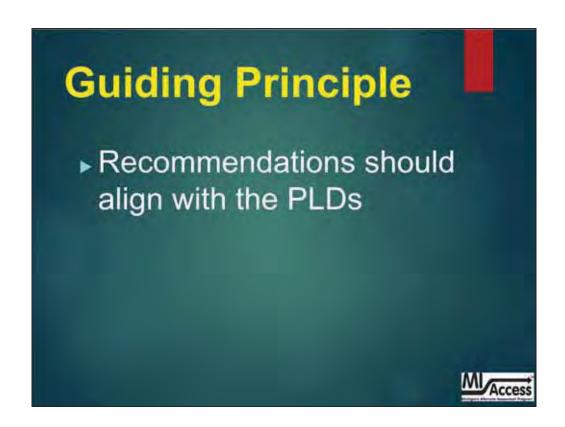
As we consider the information in these tables and this graph, we will be able to recommend a change in any cut score. When we change any cut score in the first table, the other tables and the graph automatically update. Let's work through an example.

The graph you see here generally conforms to the second scenario I mentioned earlier – generally flat. All grades show about 50% of students scoring at or above Level 2, except for 7th grade. Why are the results for grade 7 so different from all the others? Notice that in the first table, the Level 2 cut score is 3050. If we look at grades 5, 6, and 8, we see a much larger jump from grade 6 to grade 7 than for grade 5 to grade 6 and a very small jump from grade 7 to grade 8. Is there something about 7th graders, the test, the items that would make these differences seem reasonable?

In this situation, we would go back to the [tests/work samples – depending on procedure] and let everyone take a look. At some point, someone may suggest lowering the cut score for grade 7 to make the progression from grade 5 to grade 6 to grade 7 to grade 8 more even. Eventually, someone suggests moving the Grade 7 Level 2 cut score to 2965. Here's what happens...



Here, we have changed the Grade 7 Level 2 cut score from 3050 to 2965. You will notice that the percentages in the second and third tables have changed, and that the dip in the Level 2 graph has been reduced. It is not entirely gone, however. That was not really our objective. Our objective was to reset the cut score where it would seem more reasonable.



The scale scores for these tests are set up so that there is a general increase from grade 3 to grade 4, and so on up through grade 11. If the scaled cut score for Level 2 for grade 6 is higher than the cut score for Level 2 for grade 7, we may want to look into that. If the percentages of students at Level 2 and above varies significantly from grade to grade, we may also want to look into that. I'm not saying that neither of these two things should ever happen; I'm just saying they would be unexpected. We would first want to find out if the departures from expectation are justified or can be explained. If we can't explain them, then we consider changing something.

However, we don't want to move cut scores just to make the lines smooth. Every recommendation for a cut score change should be grounded in the PLDs

BoW Version: In changing a cut score, we are saying that a work sample that we previously thought was in one level is now in another level. Can you look at this work sample and the PLD and honestly say that this work sample belongs in this level? If the answer is Yes, then the change is justified. If the answer is No, the change is not justified. We must either accept the original cut score or find another substitute.

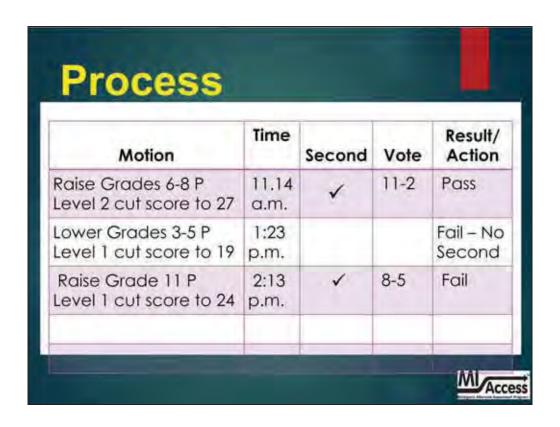
Bookmark Version: To change a cut score, we have to move our collective bookmark. Before accepting the change, we need to look at the page that most closely aligns with the new recommended cut score and ask ourselves if the item on the preceding page (remember what the bookmark signifies) aligns with the PLD for that level. If the answer is Yes, then the change is justified. If the answer is No, the change is not justified. We must either accept the original cut score or find another substitute.

Process

- A motion for recommended action
- Second
- Discussion
- Vote (2/3 majority required)



We're going to do this democratically. To change any cut score, we will need a motion and a second. After the second, there will be discussion, not before. At some point, Craig or I will call for the vote. Since we are essentially overriding someone else's decision, we will need a 2/3 majority to pass the motion. We will have someone in each room recording the vote count and noting whether or not the motion passed. At the end, we will ask for a motion to accept all cut scores, changed plus remaining unchanged, and follow the same rules.



Here's an example.

The first motion passed by a vote of 11 to 2.

The second motion failed because a majority voted against it.

The third motion also failed. Even though a majority voted for it, it did not get a 2/3 majority.



We're going to do this democratically. To change any cut score, we will need a motion and a second. After the second, there will be discussion, not before. At some point, Craig or I will call for the vote. Since we are essentially overriding someone else's decision, we will need a 2/3 majority to pass the motion. We will have someone in each room recording the vote count and noting whether or not the motion passed. At the end, we will ask for a motion to accept all cut scores, changed plus remaining unchanged, and follow the same rules.

MI-Access Standard Setting

June 29 - July 2, 2015





Goals

- Understand Test Contents
- Understand PLDs
- Learn a Standard Setting Procedure
- Recommend Cut Scores



We are here to consider the tests students took this spring under MI-Access: Functional Independence; and to recommend performance standards – cut scores – to the State Superintendent. With that in mind, here are our goals for the next four days:

Understand Test Contents – In order to recommend meaningfully what scores a student should earn on a given test in order to be considered Partially Proficient, Proficient, or Advanced, you should be very familiar with the contents of those tests, starting with the state content standards and ending with the individual items and their scoring rubrics.

Understand PLDs – We want you to be very familiar with the Performance Level Descriptors (PLDs) that describe what students at each performance level know and can do. Your recommended cut scores will translate those descriptions into numerical goals for students.

Learn a Standard Setting Procedure – You will be using a process known as the Bookmark Procedure.

Recommend Cut scores – When all is said and done, the main thing you do this week will be recommend two cut scores for each test, one to separate Emerging from Attained performance and one to separate Attained from Surpassed performance. Everything else you will do will be primarily to prepare you to meet this specific goal.

Activities

- Examine Background
- Examine Tests
- Study PLDs
- Apply Standard Setting Procedures
 - ▶ 3 Rounds
 - Discussion Between Rounds
 - Cross-Grade Review



To accomplish these goals, we have developed a series of activities that will lead to the development of defensible cut scores. If you would take out your agenda, we will look at the activities we have planned for the next four days.

Later this morning, you will examine the tests in some detail. Afterwards, you are going to study the Performance Level Descriptors or PLDs in detail. Every recommendation we make this week must be firmly grounded in the Performance Level Descriptors. When we submit your recommendations to the Superintendent and when he acts on them, every action needs to be based on the PLDs because at some point, these performance standards will be reviewed by outside agencies, and the first question they will ask is whether or not we set our cut scores on the basis of clearly worded PLDs.

This afternoon, you are going to learn a specific way to use the information you have to make cut score recommendations. Let me state now, and we will no doubt remind you frequently later, that your job is to recommend cut scores. The Superintendent will make the final decisions about cut scores, based on your recommendations and other considerations.

After you have learned the standard-setting procedure and had a chance to practice, each of you will then examine the test for your subject/grade band and recommend cut scores. We will tally results for your panel and share the results with you, after which time, you will discuss those results in your panel and do the same thing again. Between rounds of examining the tests, we will give you additional information to consider.

At the end of the week, some of you will participate in a cross-grade review. You will examine recommended cut scores for all grades or grade bands and consider whether some of them ought to be adjusted so that the overall impact of the cut scores would seem reasonable to parents, teachers, school administrators, and the general public. We will provide specific instructions on how that will work. The rest of you will participate in a debriefing about the process we are using this week. We will use the feedback you give us in our presentation to the Superintendent and to help us improve the process for future standard-setting activities.

Why Me?

- Need for statewide representation
- Recommendations from superintendents and principals
- Review of credentials by Michigan Department of Education staff
- Final selection to assure representativeness

MIAccess

Having heard all this, you may be wondering how you happened to be chosen for this singular honor.

Standard setting is a high-profile activity, and we want as many people as possible involved in it. More importantly, we want those people to be representative of the State of Michigan as a whole. We have sent invitations to all parts of the state in order to find panelists who could fairly represent the state in terms of gender, ethnicity, length of service, and type of student population served. Staff of the Michigan Department of Education reviewed credentials of many people and chose you as the most representative and best qualified to carry out this important task. They put a lot of thought into selecting you, and we trust that you will put a lot of thought into what you do here this week. The performance standards we recommend this week, once approved or modified by the Superintendent, will be applied to all MI-Access Participation and Supported Independence students in Michigan not only this year but for years to come.

Background

- Kinds of Standards
 - Content standards
 - Performance standards
- Performance Levels
 - Required by federal law
 - Set by Superintendent



This may be a good time to provide a little background about standard setting and clarify some terms.

First, there are many different kinds of standards. Many people, when we refer to standards, automatically think of content standards. Actually, we couldn't set cut scores unless we had content standards that tell us what we are trying to teach and therefore what we are trying to test. But performance standards are numerical standards that specify how much we expect students to learn.

Part of the process of establishing performance standards is establishing performance levels. In Michigan, for the MI-Access test we have three:

- 3 Emerging toward the standard
- 2 Attained the standard
- 1 Surpassed the standard

Each level has its own detailed description of what students at that level know and are able to do. No Child Left Behind requires states to spell out these levels with Performance Level Descriptors – PLDs. The law requires at least three levels; MEAP has four and MI-Access has three. Some states have even more. Groups of Michigan educators have drafted these descriptors, Michigan Department of Education staff have worked with those groups to refine and polish them, and the Superintendent ultimately has the responsibility for implementing them.

Performance Levels

- ▶ 1 Surpassed the standard
- ▶ 2 Attained the standard
- 3 Emerging toward the standard



Again, the three performance levels are

- 1 Surpassed the standard
- 2 Attained the standard
- 3 Emerging toward the standard

Review Tests

- Review the tests
- A word about the test development process



As I mentioned earlier, you will review the tests before you start recommending cut scores. A note about the tests: These tests were developed over a period of 2-3 years and have had considerable input already from groups of Michigan educators, for both content and fairness/sensitivity issues. You may not be thrilled with each and every item or how it is scored. That's OK. This is not the time to critique the tests because these are the tests we gave to students this year, and these are the tests from which they will receive their scores. If you see something you think is not as it should be, we would certainly like to know about it.

Please share your comments with us at the breaks or at other times, but we will not be conducting a test or item review during this workshop. It is appropriate, however, to keep those concerns in mind as you recommend cut scores. For example, if you see something that you believe would hinder an otherwise proficient student from answering an item correctly, you may take that into consideration when you make your cut score recommendation.

After you review the tests and receive instruction in the standard-setting procedure, you will be ready to start recommending cut scores. As you look at each test item , you may find something that you disagree with—again please feel free to mention it to one of us, and take that into consideration when you make your cut score recommendation.

After you review the tests, we will conduct a brief discussion about your reactions to them. Primarily, we will be interested in what you think it takes to answer particular items

correctly or to receive high scores on them. Our chief aim is to find out what you thought was particularly easy or difficult and what you think would be particularly easy or difficult for Michigan students.

The purpose of this exercise is to have you become very aware of the content of the tests. These tests have gone through years of development. The items have been written, reviewed, field tested, and approved by several committees of Michigan educators. Your responsibility is to help set standards, not to criticize the tests. These exams may not be perfect but they are very good and contain content relevant to the Michigan standards and curriculum.

Review PLDs

- ▶ What is a PLD?
- Read descriptions
- Discuss implications



Right now, each of you probably has some idea what constitutes Emerging, Attained, and Surpassed. We also want to have a very detailed discussion of the PLDs. Again, a PLD is simply a description of the types of things that students at a particular level know and are able to do. The PLD for Surpassed (Level 1) describes things that these students can do that Attained (Level 2) students cannot do. Likewise, the PLD for Attained describes things that Level 2 students can do that Emerging (Level 3) students cannot do. Later this morning, you will break into your separate groups, or panels, to study the PLDs for your grade band and subject. Read each description very carefully. Consider what it means to be at the Emerging, Attained, or Surpassed levels. Try to imagine students you have known who would fit the descriptions you are studying. For this standard-setting procedure, we will be paying close attention to a thin slice of students just barely at the Attained level and another thin slice of students just barely at the Surpassed level. Discuss those students with one another, and try to get a sense of the range of achievement within each level. Keep in mind that the PLDs are geared specifically to the state content standards that were used to create these tests. There are other aspects of performance that are not addressed here because they are not directly relevant to these content standards or to MI-Access.

Putting It All Together

- Relate PLDs to work samples and test items
- Consider students and student work which typifies the definitions of each standard
- Consider the performance of students at that standard.

So here's what you're going to do, once we get today's preliminaries out of the way: After you have learned about the Bookmark procedure, you will examine items in a booklet that has its items ordered from easiest to hardest. Your job will be to find the place in that booklet where the items become too hard for a student just barely at the Attained level to answer correctly and then find the place where the items become too hard for a student just barely at the Surpassed level to answer correctly.

Groundrules

- Security/Confidentiality
- Group Process
- All Voices Equal
- ▶ Recommend Not Set



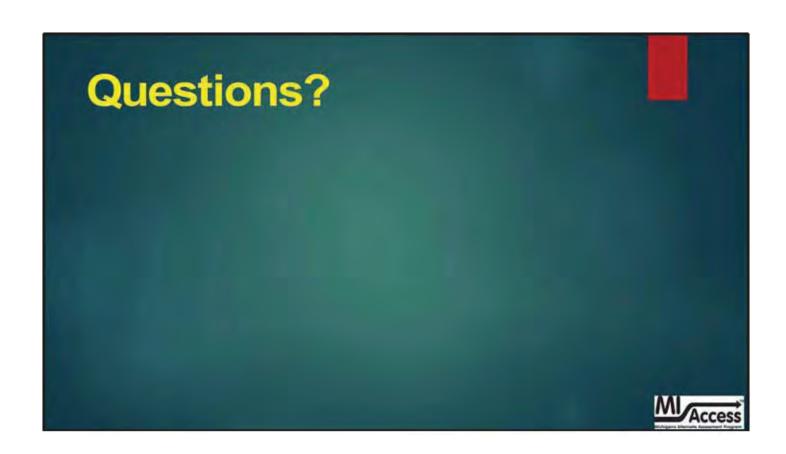
Now, let me familiarize you with the groundrules for standard setting.

You will be seeing actual test items and actual student responses. We are going to ask you to sign a security/confidentiality agreement stating that you will not reveal any of these test items or any student response you might see while you are here. We will sign materials out to you in sequence and account for them by that same sequence when we take them back. We will identify those things that you can share with others. Anything else – you should consider secure and confidential.

You may have already gathered that this will be a group process. There will be activities that you will do completely alone, but we will have a lot of discussion. The purpose of the discussion is to allow everyone a chance to contribute and for each person to develop a greater understanding of the PLDs and how to interpret them, the standard setting process, and the rationales that were used in coming up with standard setting judgments.

We will encourage everyone to speak up during group discussions and will try to keep any one person from overshadowing others. In each round, we will ask each of you to cast, in effect, a secret ballot of your cut score recommendations, which we will tally. In the end, we will take the median of all your group cut score recommendations and report that as the group cut score recommendations. This will give each of you an absolutely equal voice in the final recommendations of cut scores.

Again – I am using the term "recommendation." Although the process is called standard setting, it is really standard recommending. We will work hard this week and employ a proven procedure that yields defensible cut scores. We will then ask the Department and ultimately the Superintendent to consider not just our recommendations but the manner in which we arrived at them. In the end, we recommend, and the Superintendent sets the standards.



Craig Deville
Jennie Bowen
Lidia Martinez
Joe McClintock
Jeff Barker
Job Thomas
Steve Cramer
Stephanie Lai

Introduce facilitators and dismiss by room. Room assignment will be on name badge.

MI-Access Bookmark Standard Setting Procedure

June 29 - July 2, 2015





Basics

- You will examine booklets arranged from easiest to hardest items
- You will place two bookmarks
 - ▶ To separate Level 3 from Level 2
 - ▶ To separate Level 2 from Level 1
- We will translate your bookmarks into cut scores

We have already scored nearly all the tests. We know how well the students did, and we know how difficult each item is. We have taken the test booklet students used this spring and arranged the items from easiest to hardest. The booklet you will work with will therefore look quite different from the one students saw, but it will contain exactly the same items.

We will ask you to read every item and help us find the dividing line between Level 3 and Level 2 and then the dividing line between Level 2 and Level 1. You will do that by placing bookmarks at two points in your ordered item booklets (OIBs) where you believe the items become too difficult for students at the threshold of Level 2 and Level 1 to answer correctly. We will elaborate on difficulty and threshold momentarily.

We will take the bookmarks you place in your booklets and translate them into cut scores. I will also explain the process by which we do that.

Basics (continued)

- Arrange test items from easy to hard
- Examine each item in order
- Consider what it takes to answer each item
- Consider the likelihood of a correct response by students who have just barely met the requirements for Level X

When I say that the items are arranged from easiest to hardest, I am referring to how students performed on them this spring, not our subjective judgment about the difficulty of the items. The item that the most students got right is on page 1; the item that the fewest students got right is on the last page. We want you to examine each item in order and consider what a student would have to know or be able to do in order to answer it correctly or in the case of the writing prompt, what a student would have to know or be able to do to receive a score of 1, 2, 3, or 4. As you consider each item, think about the student who is just at the threshold of Level 2. Is that student likely to answer this item correctly or earn this score point (or better) on the writing prompt? Once we have identified a point in the booklet where we have to say goodbye to the threshold Level 2 student, we start asking the same question about the threshold Level 3 student.

Basics (continued)

- Consider the likelihood of a correct response by students who have just barely met the requirements for Level X
- Would a student just entering this level have a 2/3 chance of answering this item correctly?
 - Yes Keep going
 - ▶ No Place a bookmark

Specifically, as you begin to go through the ordered item booklet, I want you to think about the student who just barely makes it into Level 2, as defined by the PLDs you studied this morning. You will have a copy of those with you at all times as you complete this task, so please refer to them often. When we say "students who have just barely met the requirements for Level X," we mean this: As you start through the booklet, you are looking for the point at which a student who jus barely qualifies for Level 2 will no longer have a reasonable chance to answer correctly. For the purposes of this activity, we are defining reasonable chance as 2 out of 3. We can look at this in two ways:

- 1. If we put together several items just like this one, would the student just barely in Level 2; i.e., the threshold Level student, be able to answer 2/3 of them correctly?
- 2. If we found several threshold Level 2 students, would about 2/3 of them be able to answer this item correctly?

However we look at it, we want to answer that question about each item in the ordered item booklet. If we can answer the question Yes, we keep going. If we have to say No, we stop and place a bookmark because that is the place in the booklet where the threshold Level 2 student no longer has a reasonable chance of answering correctly. If all the rest of the items in the booklet are harder than this one, it is very unlikely that that student would have a reasonable chance of answering any of them correctly. However, once you have placed a bookmark, check the next two or three pages, just to make sure.

Performance Levels

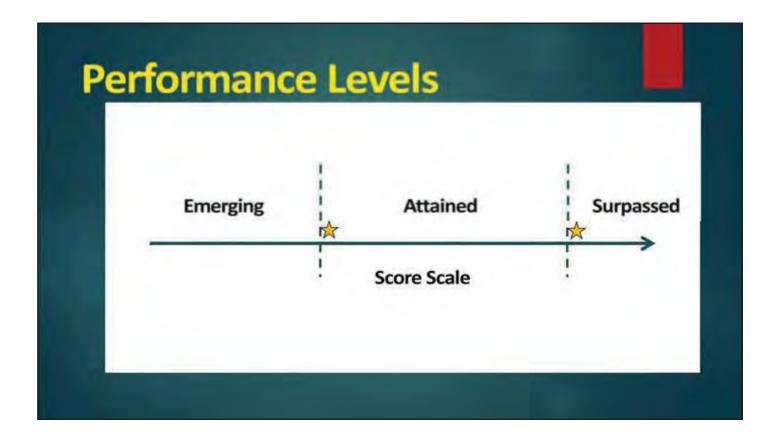
- Emerging
- ▶ Attained
- Surpassed
- ► Focus on Just Barely
 - ▶ Attained
 - Surpassed

Let's remember what we saw earlier today when we examined the achievement levels. Recall that you spent time discussing what it means to achieve at the Attained and Surpassed levels.

When you do standard setting you will be considering a special segment of each of those populations, students who just barely qualify as Met Expectations or just barely qualify as Exceeded Expectations. These are the students that we just tried to describe and think of.

You may be wondering about Emerging. We will not focus specifically on that group. You will recall from earlier that we are trying think of lines to separate different levels of performance. For example, we tried to think of a line to separate Emerging and Attained. Once we establish that line, everyone below it will be in the Emerging level.

The PLDs and your understanding of what students *just* barely at the Attained and Surpassed levels can do are vital. They should guide the standard setting process and the cut scores you recommend.



Let me explain why I keep referring to *Just Barely*. If we consider the score scale and the three levels of student performance (Emerging, Attained, and Surpassed), we have divided this large group of students into three still fairly large groups. Within any one group or level, there is still a range of performance or achievement. We are interested in finding the points at which Level 2 (Attained) begins and at which Level 1 (Surpassed) begins. Once we find the score where Level 2 begins, everyone with a score at or above that score will be in Level 2 until we reach the score where Level 1 begins. After we get to that score, everyone who receives that score or higher is in Level 1.

This is fundamental to what we are doing, so I will stop and see if there are any questions.

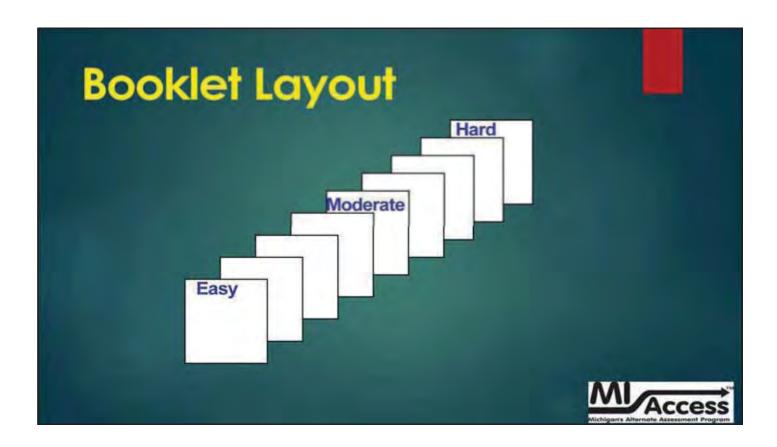
Booklet Layout

- One item per page
- Easiest items first
- Items progressively harder
- Statistical information at bottom

Now, let's consider how an ordered item booklet is actually laid out.

There will be only one item on each page, as opposed to several items on a page in the students' booklets. Each multiple choice item will be on a page by itself. The easiest item in the entire test will be on page one; the hardest will be on the final page. In between, each item will be harder than the one just before it. Occasionally, there will be two items in a row that are equally difficult. I have to warn you that you will probably see items later in the booklet that you believe are easier than some items earlier in the booklet. Remember that these items are ordered in terms of how students actually performed, not on the basis of anyone's judgment about the intrinsic difficulty of any items.

At the top of each page, you will see the order of the item in the OIB. At the bottom of each page, we have placed information you may want to use as you make your judgments. We have included some statistical information that will later prove useful. We have used a statistical model that lets us assign a scale value to each item and achievement levels to each student. These difficulty and achievement levels are on the same scale so that if we know the Rasch difficulty index for an item, we can calculate the achievement level a student would need in order to have a 2/3 chance of answering the item correctly. This model allows us to calibrate all the items and all the students and place them on a common scale that describes item difficulty and student ability in a way that allows us to compare one to the other.

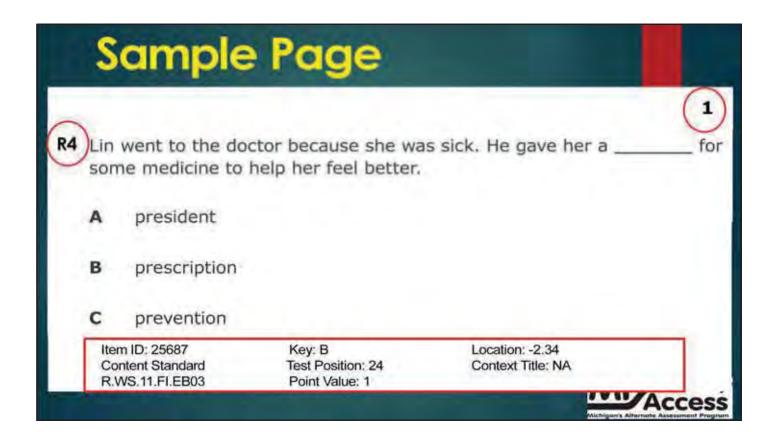


Here's what a booklet will look like. This is an abbreviated form of a booklet, but it should give you a good idea.

Here we see an easy item on the first page

In the middle, items are of moderate difficulty, getting more and more difficult as you get further into it.

Finally, the most difficult item on the test is on the last page.

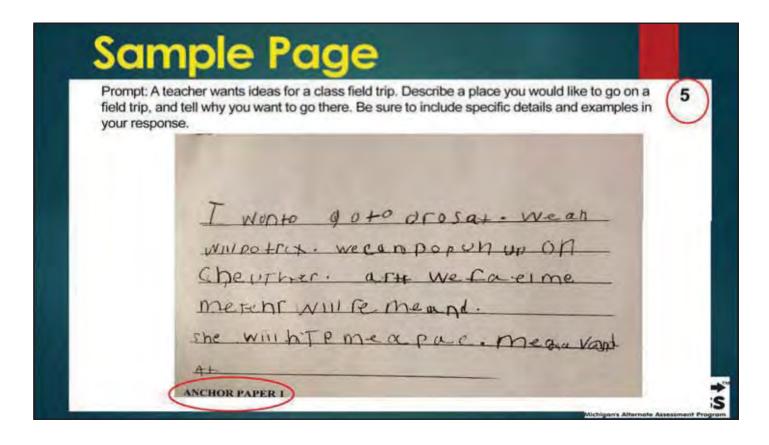


Here's a sample multiple choice item page.

You will notice that the whole item is here: the question or stimulus, the three answer choices, and where the item appeared in the original test booklet. This item was the fourth item in the original test booklet but the first item in the OIB because it turned out to be the easiest.

A student would not need to be at a very high level of achievement to answer it correctly. Easier items are associated with lower location values, and harder items are associated with higher location values..

To speed things along, we have indicated the correct answer for each item, which you can see here is B. All OIBs are laid out in this fashion.



For ELA, there will be one writing item worth up to four points. The OIB will have a sample for each of the four score points. Since it is easier (we assume) to get a score of 1, the sample of a 1 response will appear early in the booklet. Samples for score points 2, 3, and 4 will appear later. Here's a sample of a page with a writing response on it.

You will notice that the whole item is here: prompt, response, and score. Those of you working with ELA booklets saw the rubrics this morning and will have those available as you review your OIBs.

At the bottom right, you see the item order and the Scale score associated with this item. This item is on page 1 of the booklet, thus it is the easiest item on the test. A student would not need to be at a very high level of achievement to answer it correctly. The hypothetical scale ranges from 100-300. Easier items are associated with lower scale score and harder items are associated with higher scale scores. This item's scale score is 110, at the easy end of the scale.

To the right of the keyed response you will see an X identifying, in this example, that answer choice B is the correct response.

This example item is a Math item. The reading items will be in the exact same format, except that they will also have reading passages listed above the stem of the item.

Activities

- ▶ Practice
- ▶ Round 1
- Discussion (w/ Presentation of Impact Data)
- ▶ Round 2
- Discussion (w/ Presentation of Impact Data)
- ▶ Round 3
- Discussion/Feedback & Articulation Sessions

Immediately after this introduction, you will break out into your individual work groups — which we call panels — to practice using the Bookmark procedure. You will have a chance to apply the procedure, ask questions about it, and then let your group facilitator know that you are ready to begin Round 1. There will be three rounds in all, with review and discussion in between.

After Round 1, you will have the opportunity to engage in discussion within your panel. This discussion gives everyone the opportunity to explain how they arrived at their standard setting judgments, to sort through and discuss potential differences, and try to and come to a common understanding of how to interpret the PLDs. Your facilitator will help lead these discussions.

We will also show you impact data. The impact data will show you what the practical implications are of your cut scores on MI-Access students for your particular grade and subject. Following the presentation and consideration of these data, we will ask you to provide your second cut score recommendations. These recommendations should be your best judgments for cut scores based on all the information you have received during standard setting.

After Round 2, you will have the opportunity to engage in discussion within your panel. This discussion gives everyone the opportunity to explain how they arrived at their standard setting judgments, to sort through and discuss potential differences, and try to and come to a common understanding of how to interpret the PLDs. Your facilitator will help lead these discussions.

We will also show you impact data from this year as well as impact date from last year for comparison. Following the presentation and consideration of these data, we will ask you to provide your third and final cut score recommendations. These recommendations should be your best judgments for cut scores based on all the information you have received during standard setting.

After Round 3, some of you will be involved in a review of all cut scores for your subject across grades. The rest of you will take part in a review and critique of this process. Your facilitator will let you know on Wednesday which group you will be in.

We will also check to make sure that you understand what you are being asked to do and we will answer any questions that you have throughout the course of the process. You will have the opportunity to provide us with feedback, how you understood different components of the process, and how you arrived at your judgments. These data will be collected in readiness and feedback forms and they are very important to us to make sure that process is working as intended. You also will have the opportunity to complete a final evaluation form of the whole standard setting process. Please fill out this information and provide us with your opinions.

Practice

- Review items in a short OIB
- Consider students at Level 2: Attained
- Would these students have a 2/3 chance of answering the item correctly?
- Compare answers
- Ask questions
- ▶ Get ready for Round 1 [Complete Readiness Form]

This practice set will consist of a smaller ordered item booklet. This will occur before you do any actual standard setting. We will ask you to examine items and decide if you think just barely Met Expectations students would have a 2/3 chance of answering the item correctly. After you participate in examining the practice ordered item booklet and decide on a practice cut score we will discuss your ratings and try to reach some form of consensus. We will not give you set actual cut scores in this practice round, but we will discuss how you would go about providing actual cut score judgments from the materials that you received. This is designed to get you acclimated to what you are being asked to do and to ask specific questions before we get started.

Round 1

- For each item, ask the standard-setting questions
 - 1. What skills must a student have in order to know the correct answer?
 - 2. What makes this item more difficult than preceding items?

In the first round of standard setting, you will review an ordered item booklet that consists of all the operational items on the MI-Access test for your subject and grade band. You will get to see how the probability of success on each item relates to the scale score. You will ask yourself two basic questions about each item:

- 1. What skills must a student have in order to know the correct answer?
- 2. What makes this item more difficult than preceding items?
 On this second question, you may not find much or even any difference in difficulty between one item and the next, but over the course of several items, you should notice that the sixth or seventh is more difficult than the first or second.

Round 1 (continued)



3. Would students at the threshold of the performance level have at least a 2/3 chance of responding successfully to this item (or score point)?

Yes - Keep going

No - Place a bookmark

There's also a third question:

3. Would students at the threshold of the performance level have at least a 2/3 chance of responding successfully to this item (or score point)?

If you answer Yes, keep on going. If No, stop; place a bookmark here. Assuming that you started with the threshold Level 2 student in mind, you have found the place where that student no longer has a reasonable chance of answering correctly. The item on the page before your bookmark contains the last item the threshold Level 2 student has a 2/3 chance of answering correctly. Now you can start looking for items that would be too difficult for the threshold Level 3 student to answer correctly.

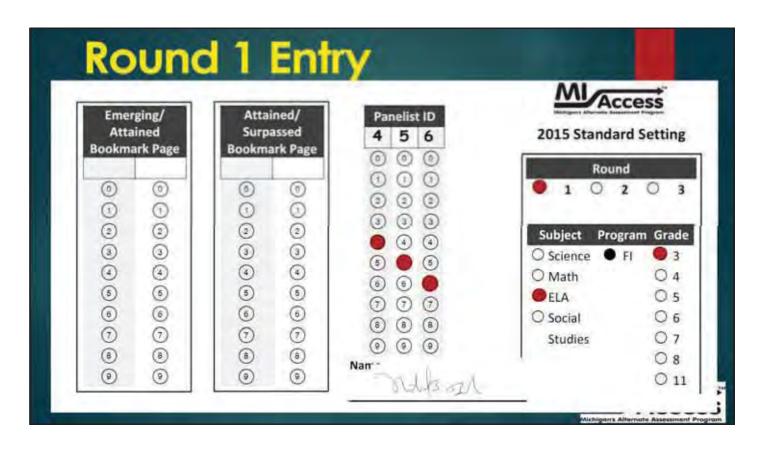
At the conclusion of the first round of standard setting, you will have provided cut score judgments, and you will have transferred them to a rating form that we will use to collect each of your individual judgments. We will then compile all of your recommendations using the median and compute each of the group cut scores.

At the end of round 1, you will also have a clear understanding of how your cut scores separate the items in the ordered item booklet that you reviewed into the different performance categories. Remember it is the performance levels and your understanding of the just barely Attained and just barely Surpassed students that should guide your cut score recommendations.

Round 1 (continued)

- Do this for each grade
 - ▶ Start with the lowest grade
 - ▶ Place bookmarks
 - ▶ Go to the next grade
 - ▶ Repeat

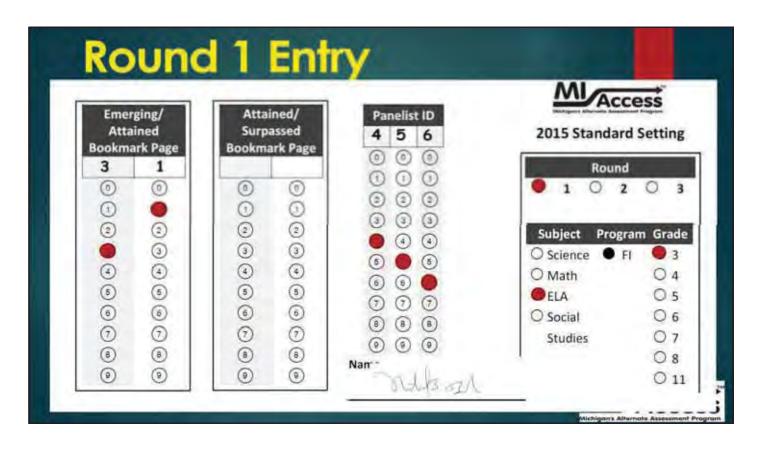
Most of you have booklets that span multiple grades. We want you to set bookmarks for each grade separately. Here's how you should do that...



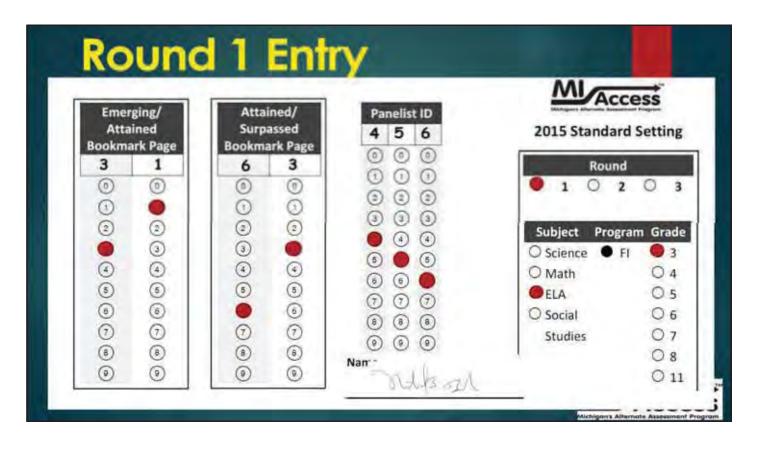
This is what the bookmark form will look like.

Fill in panelist ID Number, which will be on your panelist packet.

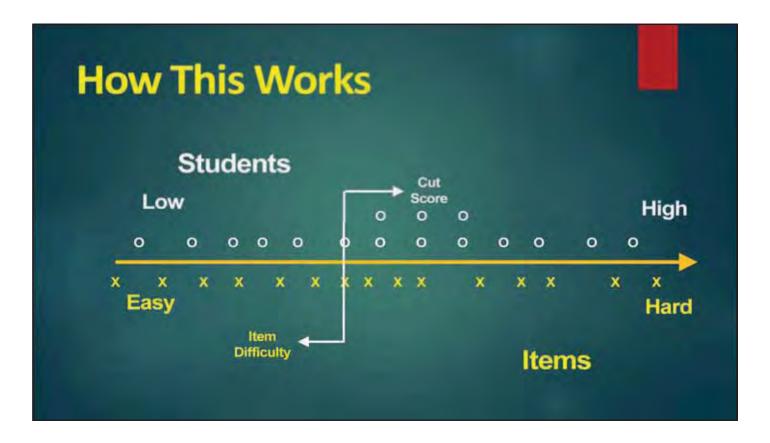
Let's say I am on the grades 3-4 ELA panel. I start with the third grade booklet and enter Round 1, ELA, Grade 3, and my ID: Panelist # 456.



Then, I review the items in the booklet starting on page 1, looking for the hardest item a student just barely performing at the Attained level. When I find that item, and it could include one of the constructed item pages with a score of 1, 2, 3, or 4, I look at the items on the next couple of pages, just to make sure I'm in the right place. Then, I place a bookmark on the first page that I DON'T think a student just barely performing at the Attained level would have a 2/3 chance of answering correctly. Thus, for example, if I think the hardest item a student just barely performing at the Attained level is on page 29, I put my first bookmark on page 30. If page 30 in my ordered item booklet is blank, I put my bookmark on page 31.



I then proceed through the booklet looking for the hardest item a student just barely performing at the Surpassed level would have about a 2/3 chance of answering correctly. Again, that page may contain a multiple-choice item or a sample response that earned a score of 1, 2, 3, or 4. Now, let's say I find that hardest item on page 61. I check the next couple of pages to make sure I have picked the right one, and then I put my bookmark on the first page after 61 that has an item on it. In this case, it is on page 63. So I enter two bookmarks: 31 and 63, and my completed Round 1 scan sheet looks like this.



Now, we'll show you how your bookmarks help us find cut scores.

Recall that I pointed out that all the items and all the students can be placed on a continuum that shows item difficulty and student achievement level on the same scale. That continuum is represented by this orange line.

[Click] Below the line, we will show the items, arranged from easy to hard. Each X represents an item, and the ones to the left of the screen are easy, while those on the right are more difficult.

[Click] Above the line, we will show the students, arranged from lowest to highest ability. Each O represents one student. The most important point about what we now see is that if you look straight down from any student, you can see an item that that student will have a 2/3 chance of answering correctly [show a couple of examples]. This student would have a 2/3 chance of answering this item correctly, a greater chance of answering correctly to any item to the left of that item and a weaker chance of answering correctly to any item to the right of that item.

[Click] Now, let's say that you have been working your way through this booklet, starting with the easiest item and you get to a point where you say, "A threshold Level 2 student would not have a 2 out of 3 chance of answering this item correctly but would be able to answer all the ones before this one, so I'm going to put my bookmark right here.

[Click] In this instance, we have placed the bookmark on page 8 (count off left to right). However, the bookmarked page is the first item that the threshold Level 2 student will NOT be able to answer correctly, so page 7 is the last item he or she would be able to answer correctly. At the bottom of page 7, there is statistical information that tells us the scale score required for a student to have a 2/3 chance of answering this item correctly. That scale score becomes our cut score for Level 2.

Let's see if there are any questions before we move on.

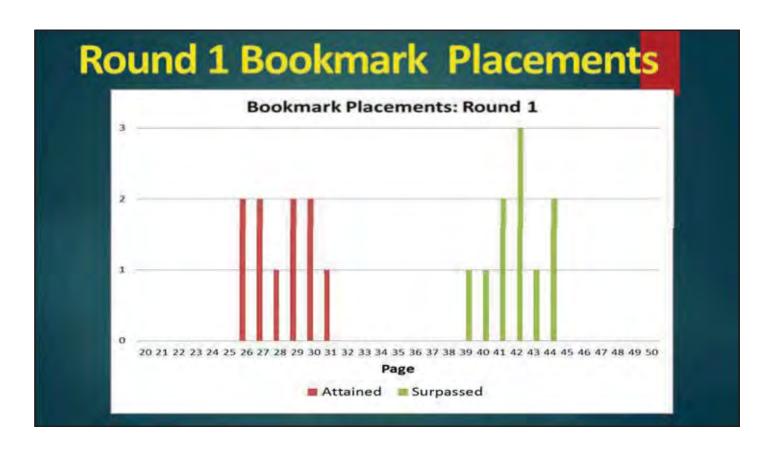
What we'll do

- ▶ Tally your ratings
- ▶ Calculate cut scores
- ▶ Prepare summaries

After you have completed your Rating form/construct map for Round 1, you will turn it in to your facilitator. They will check all your materials, make sure they have everything they are supposed to have, and give you your next assignment or dismiss you for lunch. Some of you will finish earlier than others. That's fine.

While you are having lunch, we will tally all the results, translate them into cut scores, do some more calculations, create tables and graphs, and have them ready for you to study and discuss in the afternoon.

Here's an example of what you will see.

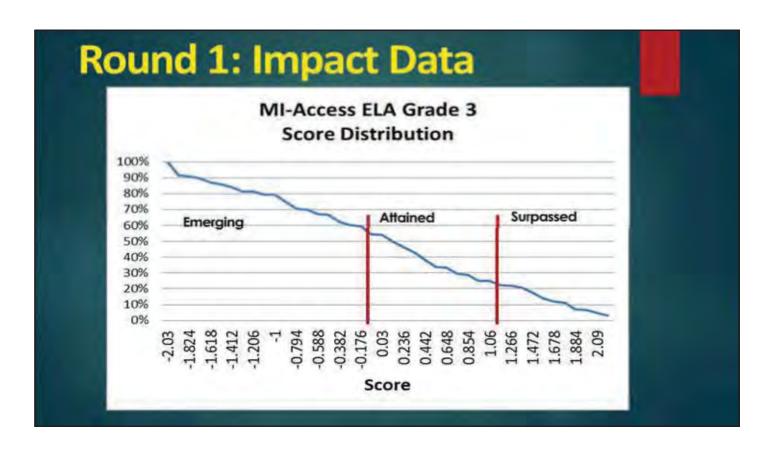


This panel had 10 panelists. You can see how they spread their Level 2 (Attained) and Level 1 (Surpassed) bookmarks: pages 26-31 for Level 2 and pages 39-44 for Level 3. We would want to have a discussion about this dispersion of bookmarks to find out how different panelists using the same PLDs and reviewing the same items arrived at different conclusions.

E3R	1	Atta	ined	Surpa	ssed	
Par	elist	Page	Scale	Page	Scale	
	401	26	-0.145	42	1.085	
	402	27	-0.112	44	1.118	
	403	28	-0.081	39	0.936	
	404	29	-0.050	41	0.978	
	405	30	-0.019	44	1.118	
	406	31	0.012	42	1.085	
	407	30	0.043	42	1.085	
	408	29	-0.050	43	1.099	
	409	27	-0.112	41	0.978	
	410	26	-0.145	40	0.984	
Me	an		-0.066		1.047	
Me	dian		-0.066		1.085	
Lov	,		-0.145		0.936	
Hig	h		0.043		1.118	
SD			0.065		0.069	
Me	an-1S	D	-0.131		0.978	
Me	an+15	SD	-0.001		1.116	

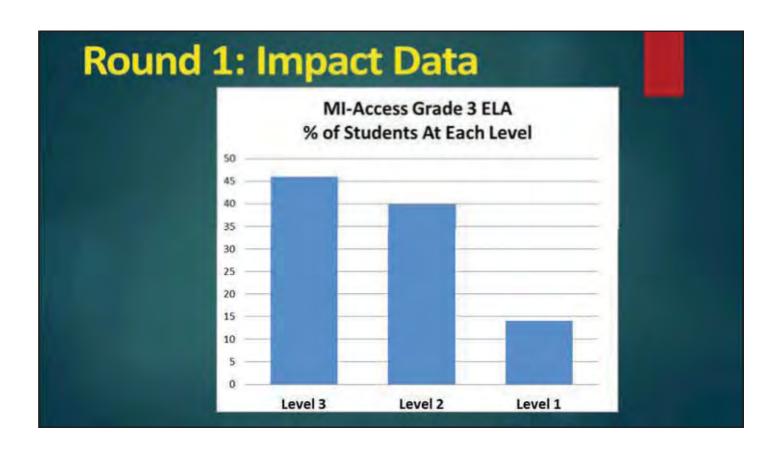
We will take those bookmarks and translate them in to scale score cuts, as shown here, using the process I just described. You will see not only the mean or median cut score for each level for each test but also the range. In this way, you can see that, just as bookmarks were dispersed, so too are your estimates of where the cut scores should be. You will have a chance to discuss these differences before Round 2.

I also point out that what you are seeing here is just for one grade. Once you begin, we will show you results for all grades in your grade band, and you can discuss not only differences of opinion within a given grade but overall differences across grades.



After Round 1 we will also be giving you impact data so you can see the consequences of your cut scores. Here are the consequences of the group's hypothetical cut scores. We will be giving this information to you after Round 1 so that you can ask yourself "Do these percentages seem realistic?"

If you see problems, you have something to consider as you make your Round 2 judgments. The impact data are sometimes called "reality check" data and we include them just to make sure everyone knows the real-world impact of what we are doing here. But we don't want the numbers and percentages to dictate everything we do. We want to make sure all decisions are firmly grounded in the PLDs and test content.



After Round 1 we will also be giving you impact data so you can see the consequences of your cut scores. Here are the consequences of the group's hypothetical cut scores. We will be giving this information to you after Round 1 so that you can ask yourself "Do these percentages seem realistic?"

If you see problems, you have something to consider as you make your Round 2 judgments. The impact data are sometimes called "reality check" data and we include them just to make sure everyone knows the real-world impact of what we are doing here. But we don't want the numbers and percentages to dictate everything we do. We want to make sure all decisions are firmly grounded in the PLDs and test content.

Round 1 Feedback Discussion

- Give everyone an opportunity to share
- ▶ Topics to discuss include:
 - Challenges faced in round 1
 - ▶ Differences in cut score placements
 - Factors that led you to place your bookmark where you did
 - Relationship of cut scores to PLDs
- Complete the Readiness Form

After you have taken a look at the results from Round 1, you will want to discuss these results with your panel. We will help get those discussions started and keep them moving along. We want to make sure everyone has a chance to speak. Topics for discussion include: how different people interpreted the PLDs; what kinds of strategies people used for placing their bookmarks; who's lenient, who's stringent, and why; who's using criteria other than the PLDs and test content; and who's having trouble.

If your judgment is different than the rest of the groups that's okay; we will discuss this and give you the opportunity to provide new recommendations in Round 2. This discussion is important for everyone to check in and understand how others arrived at their judgments.

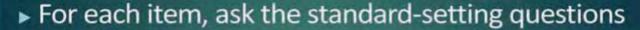
Round 2

- For each item, ask the standard-setting questions
 - 1. What skills must a student have in order to know the correct answer?
 - 2. What makes this item more difficult than preceding items?

In the second round of standard setting, you will review the same ordered item booklet that you reviewed in Round 1, and you will ask yourself the same questions [Read questions]

However, you will not need to examine every item. At the end of Round 1, you effectively eliminated some early pages because no one set a bookmark there as well as some pages near the end of the OIB because no one set a bookmark there. In the example we just saw, no one set a Level 2 bookmark before page 26 or after page 44. You probably don't need to consider pages 1-25 or 45-50 in Round 2, although they will certainly be there. We find that Round 2 goes much faster than Round 1, partly because you have become more familiar with the procedure but also because you know you don't have to reexamine each and every page.

Round 2 (continued)



3. Would students at the threshold of the performance level have at least a 2/3 chance of responding successfully to this item (or score point)?

Yes - Keep going

No - Place a bookmark

And, of course, you will end with this question. Start with Level 2 (Attained) and ask this question. If the answer is Yes, keep going. If the answer is No, stop and place a bookmark. Afterwards, start thinking about Level 3, asking the same questions.

What we'll do

- ▶ Tally your ratings
- Calculate cut scores
- Prepare summaries
- Present student performance data

When you finish Round 2, make sure you have completed Round 2 of your rating form, and turn it in to your facilitator. Your facilitators will make sure they have all the materials they are supposed to have from you and give you your next assignment or dismiss you.

After Round 2, we will once again tally your ratings, calculate cut scores, and create tables and charts for you. We will also prepare tables and charts showing the impact of your Round 2 cut scores on MI-Access students. We'll talk more about this impact information in a moment after we look at the Round 2 feedback.

Round 2 Feedback Discussion

- Give everyone an opportunity to share
- ▶ Topics to discuss include:
 - ▶ Changes made rationales
 - ▶ Differences in cut score placements
 - Factors that led you to place your bookmark where you did
 - Relationship of cut scores to PLDs
- Complete the Readiness Form

After you have taken a look at the results from Round 2, you will want to discuss these results with your panel. We will help get those discussions started and keep them moving along. We want to make sure everyone has a chance to speak. Topics for discussion include who made changes in cut scores and why, continuing differences in interpretation of PLDs, and response to the impact data.

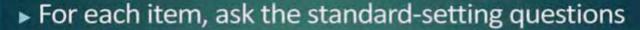
If your judgment is different than the rest of the groups that's okay; we will discuss this and give you the opportunity to provide new recommendations in Round 3. This discussion is important for everyone to check in and understand how others arrived at their judgments.

Round 3

- ▶ For each item, ask the standard-setting questions
 - 1. What skills must a student have in order to know the correct answer?
 - 2. What makes this item more difficult than preceding items?

In the third round of standard setting, you will review the same ordered item booklets that you reviewed in Round 2, and you will ask yourself the same questions [Read questions] Proceed exactly as in Round 2.

Round 3 (continued)



3. Would students at the threshold of the performance level have at least a 2/3 chance of responding successfully to this item (or score point)?

Yes - Keep going

No - Place a bookmark

And, of course, you will end with this question. Start with Level 2 (Attained) and ask this question. If the answer is Yes, keep going. If the answer is No, stop and place a bookmark. Afterwards, start thinking about Level 3, asking the same questions.

What we'll do

- ▶ Tally your ratings
- Calculate cut scores
- Prepare summaries

When you finish Round 3, make sure you have completed Round 2 of your rating form, and turn it in to your facilitator. Your facilitators will make sure they have all the materials they are supposed to have from you and give you your next assignment or dismiss you.

After Round 3, we will once again tally your ratings, calculate cut scores, and create tables and charts for you. We will also prepare tables and charts showing the impact of your Round 3 cut scores on MI-Access students.

Complete Forms

- Readiness forms prior to each round of standard setting
- Evaluation forms to let us know how well we helped you do your job

We will ask you to provide us with feedback in an evaluation form of what you thought of the whole process. It is very important that you fill out this form and tell us how you arrived at your judgments and give us your opinions. You also get the chance to provide us with feedback throughout the process with different readiness and feedback forms. Our goal is that the process goes as smoothly as possible.

Follow-Up

- Calculate final recommended cut scores
- ▶ Calculate impact
- Articulation session
- Present results to State Board of Education
- You recommend; the Superintendent sets

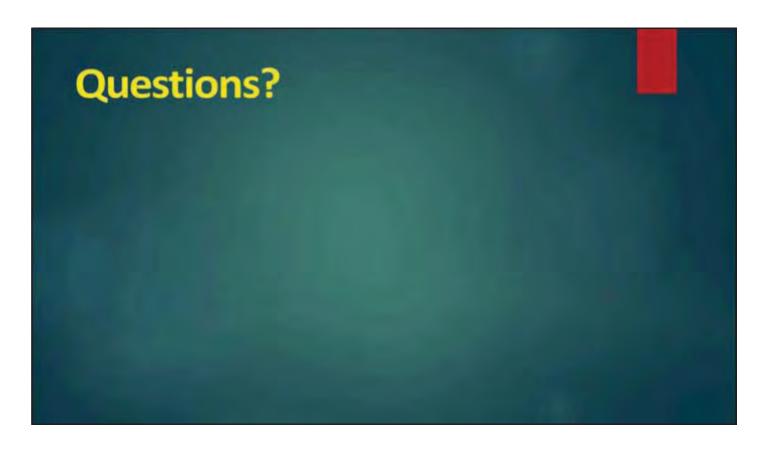
We will tally your cut scores and report the mean, median, and range for level (Attained, Surpassed). These recommendation will be reviewed during an articulation session before sending your recommendations along to the State Board of Education. We have noted before, but it bears repeating, that what we are doing here this week is establishing **recommended** cut scores. The State Board of Education has final responsibility and authority for actually setting those cut scores. Once the Board has taken action, we can enter the final cut scores into our score report programs and produce the score reports for your students.

During Standard Setting

- Facilitator(s) will always be present to answer questions and help you
- Hand in all your materials to your facilitator before leaving
- ▶ Thank You!

Some final notes....Facilitators and MDE staff will also be on hand to help you and answer your questions. MI staff will help guide you through each of the steps of standard setting. Once you finish any activity, you should make sure to hand in your materials to MI staff that will be in your room.

Most importantly, we hope you enjoy the standard setting process and we greatly appreciate your time and your willingness to participate.



Do you have any questions about any part of the presentation before we tell you about your room assignments?

[Answer any procedural questions. For policy questions, defer to MDE. For subject or grade-band-specific questions, defer to facilitators, who will answer them once they have been dismissed from the large-group session.]



The Big Picture

- Standard Setting
- Vertical Articulation
- ▶ TAC Review
- ▶ MDE Review
- Superintendent Review and Approval



For the past three days, you have been involved in standard setting for a single grade or grade band. That's part of a larger enterprise of setting cut scores for all grades in such a way that when a superintendent or a school board or the general public looks at the full impact across grades, it seems reasonable. Therefore, now that we have recommended cut scores grade by grade, we want to take a more panoramic view of the results and see if we want to make any adjustments. Just as you discussed your individual cut scores with others at your table and then with others in your room and made certain adjustments, we can now expand that conversation to include panelists in other rooms considering other grades.

After we finish our work here today, the process still won't be finished. The technical advisory committee will examine what we did here this week to make sure we followed generally accepted practice and will make their recommendation to the Department as to whether or not any further adjustments are in order. The Department will then review all input and may make additional adjustments before making final recommendations to the State Board of Education. The Board, as I have mentioned previously this week, has the final authority to accept, modify, or reject the cut scores recommended to them.

Why Are You Here?

- You have first-hand knowledge of all recommended cut scores
- You represent all grades



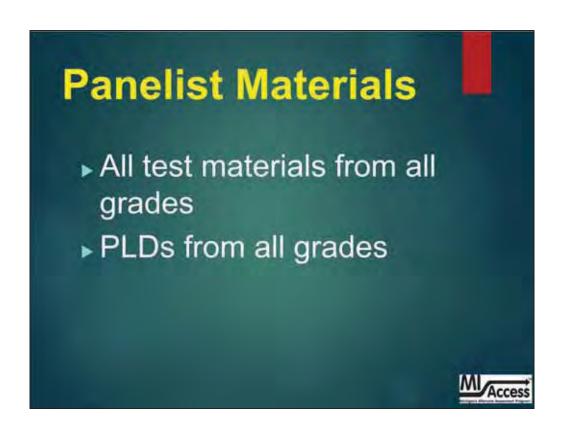
You were selected because you know the students and the tests. You also know what went on in the various breakout rooms over the past three days. We need your advice as we look over all the recommendations to see if there are any conflicts we need to resolve. I will explain momentarily what I mean by "conflict." the bottom line is that you are here because you are the most knowledgeable people in the state with regard to these students, these tests, and these recommendations.

Your Task

- Establish coherence and reasonableness of cut scores across grades
- We will carefully review impact data and scale scores



In a few minutes, we are going to look at a chart showing all cut scores and their impacts on all grades. Your task is to tell us whether the results we have obtained so far are generally reasonable when we consider all grades or if we should make some changes.



During this activity, you will have access to all the materials you used over the past three days plus all the materials the other panels used.



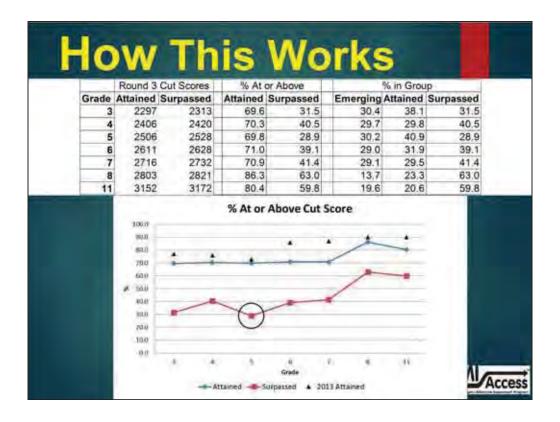
When I speak of the reasonableness of cut scores and their associated impacts, I am talking about expectations. Think about how schools and systems perform over time. There are typically three scenarios in terms of students at or above some cut score:

- 1. Student performance increases over time each year, students do a little better than they did the year before; in any given year, a larger percentage of 8th graders attain the standards than they did as 7h graders the year before.
- 2. Student performance is fairly stable over time each year looks pretty much like the year before, and within any given year, 8th graders, 7th graders, 6th graders and so on all achieve at about the same level.
- 3. Then there's generally declining performance each year, students perform a little less well than they did the year before; 8th graders don't do quite as well as 7th graders, and 7th graders don't do quite as well as 6th graders.

There are variations on these three scenarios; for example, generally increasing except for 6th grade, which in our district is the first year of middle school, and everyone knows what happens then. Then there's generally declining except for 8th grade where we have our reading enrichment program. These tend to be school- or district-specific phenomena, and we are going to be looking at trends for over half the country.



What we don't expect is something like this – where the percentage of 4th graders at Level 2, for example, is much higher than that of 3rd graders. But then at 5th grade, they drop off again, only to rise at 6th and 7th grades, drop off again at 8th grade and high school. How would you explain this to parents? "Your 4th grader did quite well this year, but the likelihood that he or she will do well again next year is not so good."

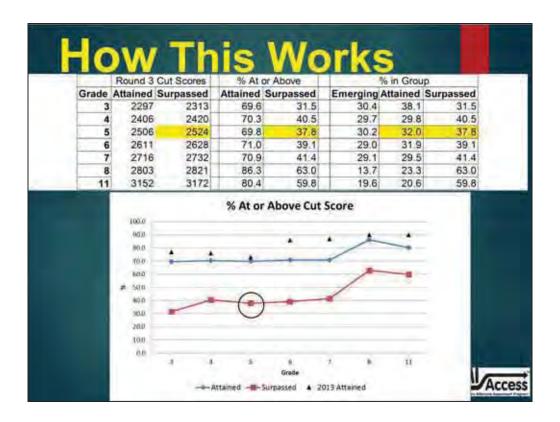


When we break into two groups – one for ELA and one for Math – you will see a set of tables and a graph like this. The first table will show all the final cut scores expressed in scale scores. The second table will show the percentages of students at or above Level 2 and Level 1, by grade, given the cut scores in the first table. This same information is also depicted in the down below. The third table will show the percentages of students in each of the three levels, based on the cut scores in the first table.

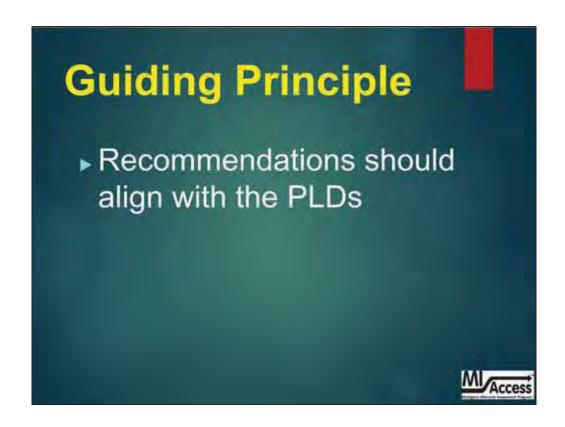
As we consider the information in these tables and this graph, we will be able to recommend a change in any cut score. When we change any cut score in the first table, the other tables and the graph automatically update. Let's work through an example.

The graph you see here generally conforms to the second scenario I mentioned earlier – generally flat. All grades show about 50% of students scoring at or above Level 2, except for 7th grade. Why are the results for grade 7 so different from all the others? Notice that in the first table, the Level 2 cut score is 3050. If we look at grades 5, 6, and 8, we see a much larger jump from grade 6 to grade 7 than for grade 5 to grade 6 and a very small jump from grade 7 to grade 8. Is there something about 7th graders, the test, the items that would make these differences seem reasonable?

In this situation, we would go back to the [tests/work samples – depending on procedure] and let everyone take a look. At some point, someone may suggest lowering the cut score for grade 7 to make the progression from grade 5 to grade 6 to grade 7 to grade 8 more even. Eventually, someone suggests moving the Grade 7 Level 2 cut score to 2965. Here's what happens...



Here, we have changed the Grade 7 Level 2 cut score from 3050 to 2965. You will notice that the percentages in the second and third tables have changed, and that the dip in the Level 2 graph has been reduced. It is not entirely gone, however. That was not really our objective. Our objective was to reset the cut score where it would seem more reasonable.



The scale scores for these tests are set up so that there is a general increase from grade 3 to grade 4, and so on up through grade 11. If the scaled cut score for Level 2 for grade 6 is higher than the cut score for Level 2 for grade 7, we may want to look into that. If the percentages of students at Level 2 and above varies significantly from grade to grade, we may also want to look into that. I'm not saying that neither of these two things should ever happen; I'm just saying they would be unexpected. We would first want to find out if the departures from expectation are justified or can be explained. If we can't explain them, then we consider changing something.

However, we don't want to move cut scores just to make the lines smooth. Every recommendation for a cut score change should be grounded in the PLDs

BoW Version: In changing a cut score, we are saying that a work sample that we previously thought was in one level is now in another level. Can you look at this work sample and the PLD and honestly say that this work sample belongs in this level? If the answer is Yes, then the change is justified. If the answer is No, the change is not justified. We must either accept the original cut score or find another substitute.

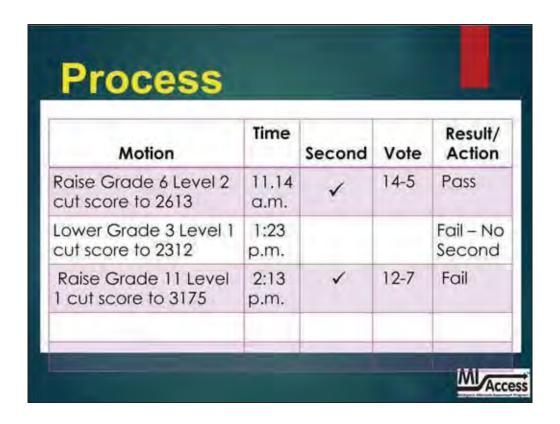
Bookmark Version: To change a cut score, we have to move our collective bookmark. Before accepting the change, we need to look at the page that most closely aligns with the new recommended cut score and ask ourselves if the item on the preceding page (remember what the bookmark signifies) aligns with the PLD for that level. If the answer is Yes, then the change is justified. If the answer is No, the change is not justified. We must either accept the original cut score or find another substitute.

Process

- A motion for recommended action
- Second
- Discussion
- Vote (2/3 majority required)



We're going to do this democratically. To change any cut score, we will need a motion and a second. After the second, there will be discussion, not before. At some point, Craig or I will call for the vote. Since we are essentially overriding someone else's decision, we will need a 2/3 majority to pass the motion. We will have someone in each room recording the vote count and noting whether or not the motion passed. At the end, we will ask for a motion to accept all cut scores, changed plus remaining unchanged, and follow the same rules.



Here's an example.

The first motion passed by a vote of.

The second motion failed because a majority voted against it.

The third motion also failed. Even though a majority voted for it, it did not get a 2/3 majority.



We're going to do this democratically. To change any cut score, we will need a motion and a second. After the second, there will be discussion, not before. At some point, Craig or I will call for the vote. Since we are essentially overriding someone else's decision, we will need a 2/3 majority to pass the motion. We will have someone in each room recording the vote count and noting whether or not the motion passed. At the end, we will ask for a motion to accept all cut scores, changed plus remaining unchanged, and follow the same rules.

Appendix E.2 MI-Access Standard Setting (2017)

MI-Access Standard Setting Participation and Supported Independence (June 19-22, 2017) Functional Independence (July 10-12, 2017)

Measurement Incorporated July 24, 2017

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Executive Summary

Measurement Incorporated (MI) assisted the Michigan Department of Education (MDE) in the conduct of standard setting for MI-Access Participation, Supported Independence, and Functional Independence (FI) for grades 3-8 plus high school, providing a lead facilitator, panel facilitators, and sufficient psychometric and clerical staff to conduct meetings. Participation and Supported Independence (P and SI) panels met the week of June 19-22, 2017, and the Functional Independence (FI) the week of July 10-12, 2017.

For all MI-Access assessments, the MDE provides three performance levels:

- 1 Emerging toward the standard
- 2 Attained the standard
- 3 Surpassed the standard

MI staff conducted a Body of Work standard-setting procedure for the 8 P/SI panels with two rounds of rangefinding and no pinpointing, and a Bookmark procedure for the 8 FI panels, as recommended by the Technical Advisory Committee (TAC). Panels are described in Table ES-1. The agendas are summarized in Tables ES-2 and ES-3.

Table ES-1 Standard Setting Panels

Participation/Supported In	Functional Independence		
Panel	Members	Panel	Members
P/SI ELA 3-4	8	FI ELA 3-4	8
P/SI ELA 5-6	8	FI ELA 5-6	10
P/SI ELA 7-8	8	FI ELA 7-8	10
P/SI ELA High School	8	FI ELA High School	9
P/SI Math 3-4	8	FI Math 3-4	9
P/SI Math 5-6	8	FI Math 5-6	10
P/SI Math 7-8	8	FI Math 7-8	10
P/SI Math High School	8	FI Math High School	10

Table ES-2
Participation/Supported Independence Agenda

Date	A.M.	P.M.
June 19	General Training	Body of Work Training; Participation
		Round 1
June 20	Participation Round 2	Participation Vertical Articulation
		Training; Vertical Articulation; MDE
		Preview
June 21	Supported Independence Round 1	Supported Independence Round 2
June 22	Supported Independence Vertical	
	Articulation Training; Vertical	
	Articulation; MDE Preview	

Table ES-3
Functional Independence Agenda

Date	A.M.	P.M.
July 10	General Training	Bookmark Training; Begin Round 1
July 11	Complete Round 1	Review Round 1; Complete Round 2
July 12	Review Round 2; Complete Round 3	Vertical Articulation/Policy Brief

For each set of meetings, panelists received general instruction in the purpose of the meeting, followed by specific instruction on the tests and the Performance Level Descriptors (PLDs). Instruction on the tests included review of tests and manuals and a demonstration by MDE staff (through live role-play for P/SI and PowerPoint with links to the MDE website for FI) of administration procedures. PLD review consisted of facilitator-led discussion of PLDs with questions and answers.

MI staff provided an overview of the standard-setting procedure (Body of Work for P/SI and Bookmark for FI), followed by a short practice round to give all panelists an opportunity to practice the method before applying it. After a brief question-and-answer session, panelists indicated their readiness to proceed with Round 1. In Round 1, P/SI panelists reviewed ordered work samples, while FI panelists reviewed ordered item booklets (OIBs), lower grade first, higher grade second. The task for P/SI panelists was to sort 30 student work samples into three categories: Emerging, Attained, or Surpassed. For FI panelists, the task was to identify two pages in each OIB that would indicate the beginning of the Attained and Surpassed score regions, entering their ratings on scannable documents.

After Round 1, MI staff collected the scannable documents, scanned them, and calculated preliminary cut scores. Facilitators then shared Round 1 results with panelists, including the distribution of panelists' ratings or bookmarks and their individual and group cut scores. P/SI panelists also reviewed impact data – percentages of students classified at each level, based on the Round 1 cut scores – after Round 1. After a discussion of the results, panelists indicated their readiness for Round 2 and commenced, as in Round 1. At the end of Round 2, MI facilitators collected all materials and dismissed the panels. MI psychometricians then analyzed Round 2 data. For FI, facilitators shared Round 2 results with impact data. After discussion of these results, FI panelists completed Round 3 as they had done Rounds 1 and 2. MI staff then calculated final cut scores and impact.

After two rounds of ratings for P/SI panelists and three rounds of bookmark placements for FI panelists, the groups were reorganized into three large committees:

- ELA Vertical Articulation Committee
- Math Vertical Articulation Committee
- MDE Preview

The MDE preview sessions occurred at the same time as the vertical articulations. The purpose of the preview session was to discuss administration and scoring procedures, present information regarding forthcoming changes to the Science assessments, and obtain feedback from Michigan educators.

Vertical articulation committees were made up of representatives of each grade-level panel. Each facilitator appointed approximately half his or her panelists to the VAC and the other half to the MDE preview session. Because VACs for Participation and Supported Independence were conducted on separate days, those panelists who served on a VAC on Tuesday (Participation) went to the MDE preview session on Thursday, and *vice versa*. For FI, there was a single meeting of the VAC.

Vertical articulation began with an overview of the process, followed by a question-and-answer period. After the question-and-answer session, ELA and Math VACs separated into different rooms. During the remainder of the session, each VAC reviewed results (cut scores and impact from Round 2 for P/SI and from Round 3 for FI) across grade spans and recommended changes. To change any cut score, it was necessary to have a motion, second, discussion, and vote. Given that the changes were to override decisions made over two rounds of deliberation, a 2/3 majority was required to pass any motion.

Final results are presented in Table ES-4. Cut scores for P/SI are expressed in raw score terms, while cut scores for FI are expressed in logits. Changes brought about by vertical articulation are highlighted in yellow.

Table ES-4
Final Cut Scores and Impact

Test	Level 2	Level 3	% At	% At	% At
	Cut	Cut	Level 1	Level 2	Level 3
P ELA Grade 3	31	45	45.2	27.7	27.2
P ELA Grade 4	32	43	40.8	25.9	33.3
P ELA Grade 5	28	42	38.8	26.5	34.7
P ELA Grade 6	29	41	37.9	25.6	36.5
P ELA Grade 7	28	45	40.5	35.3	24.2
P ELA Grade 8	27	43	46.1	31.8	22.1
P ELA High School	34	46	38.4	26.4	35.2
P Math Grade 3	33	47	49.8	24.7	25.6
P Math Grade 4	32	47	47.5	32.3	20.2
P Math Grade 5	32	46	49.1	30.9	20.0
P Math Grade 6	31	44	46.7	26.8	26.5
P Math Grade 7	27	43	38.9	31.4	29.7
P Math Grade 8	28	43	39.4	31.7	29.0
P Math High School	31	46	40.9	30.5	28.6
SI ELA Grade 3	28	43	20.5	33.4	46.1
SI ELA Grade 4	31	44	20.6	26.7	52.8
SI ELA Grade 5	30	46	17.8	34.6	47.5
SI ELA Grade 6	31	<mark>46</mark>	16.0	<mark>30.8</mark>	<mark>53.2</mark>
SI ELA Grade 7	31	46	17.4	32.3	50.3
SI ELA Grade 8	33	45	20.2	23.8	56.0
SI ELA High School	35	46	30.5	23.6	46.0
SI Math Grade 3	35	47	45.7	26.4	27.9
SI Math Grade 4	34	45	31.4	29.3	39.3
SI Math Grade 5	31	46	27.3	35.1	37.7
SI Math Grade 6	32	44	37.3	30.6	32.1
SI Math Grade 7	30	45	29.1	44.5	26.4
SI Math Grade 8	30	46	23.9	41.1	35.0
SI Math High School	33	47	26.6	34.5	39.0
FI ELA Grade 3	0.525	1.65	26.8	38.6	34.6
FI ELA Grade 4	0.338	1.70	13.8	35.0	51.2
FI ELA Grade 5	0.384	1.53	13.9	28.4	57.7
FI ELA Grade 6	0.636	1.70	18.8	28.1	53.1

Test	Level 2	Level 3	% At	% At	% At
	Cut	Cut	Level 1	Level 2	Level 3
FI ELA Grade 7	<mark>0.098</mark>	0.96	<mark>9.0</mark>	<mark>15.8</mark>	75.2
FI ELA Grade 8	0.589	<mark>1.38</mark>	14.2	<mark>16.5</mark>	<mark>69.3</mark>
FI ELA High School	0.233	1.05	11.9	14.2	73.9
FI Math Grade 3	0.584	2.067	34.6	34.0	31.4
FI Math Grade 4	0.444	1.363	24.1	29.7	46.2
FI Math Grade 5	0.87	2.022	34.4	32.8	32.8
FI Math Grade 6	<mark>.517</mark>	1.351	<mark>38.3</mark>	<mark>32.6</mark>	29.1
FI Math Grade 7	0.199	1.404	38.8	35.0	26.2
FI Math Grade 8	0.367	1.39	29.7	34.8	35.5
FI Math High School	0.095	1.074	27.8	34.2	38.0

Panelists evaluated the process and their facilitators on eight critical-incident factors, each on a 5-point scale (Strongly Agree to Strongly Disagree). With regard to facilitators and process, 97-100 percent of panelists agreed with each statement. With regard to the final cut scores, well over 90 percent agreed with their accuracy and fairness. With regard to facilities and food, reaction was mixed, with 56 percent of agreeing that the facilities and food service helped to create a good working environment.

Conclusion and Recommendation

The process for arriving at cut scores was rigorous, consistent with best practices, conducted by highly competent practitioners, and monitored by a highly qualified outside observer. Panelists had high praise for the facilitators and expressed great confidence in the validity of the cut scores their panels set. The resulting cut scores and corresponding impacts were reasonably consistent across grades as well as with historical trends in Michigan for these populations. It is our recommendation that the cut scores be adopted without modification or adjustment.

Introduction

Measurement Incorporated (MI) assisted the Michigan Department of Education (MDE) in the conduct of standard setting for MI-Access Functional Independence (FI), Supported Independence (SI), and Participation (P) for grades 3-8 plus high school. Specifically, MI provided a lead facilitator, panel facilitators, and sufficient, psychometric, and clerical staff to conduct eight panel meetings the week of June 19-22, 2017, and eight panel meetings the week of July 10-12, 2017.

For all MI-Access assessments, the MDE provides three performance levels:

- 1 Emerging toward the standard
- 2 Attained the standard
- 3 Surpassed the standard

For the P and SI standard-setting activities, MI staff conducted a Body of Work procedure with two rounds of rangefinding and no pinpointing for eight panels, as recommended by the Technical Advisory Committee (TAC). For the FI standard setting activity, MI staff conducted a Bookmark procedure with three rounds of bookmark placements, as recommended by the TAC. Panels are described in Table 1. Their demographic characteristics are summarized in Tables 2 and 3.

Table 1
Standard Setting Panels

Participation/Supported	Independence	Functional Independence		
Panel	Panel Members		Members	
P/SI ELA 3-4	8	FI ELA 3-4	8	
P/SI ELA 5-6	8	FI ELA 5-6	10	
P/SI ELA 7-8	8	FI ELA 7-8	10	
P/SI ELA High School	8	FI ELA High School	9	
P/SI Math 3-4	8	FI Math 3-4	9	
P/SI Math 5-6	8	FI Math 5-6	10	
P/SI Math 7-8	8	FI Math 7-8	10	
P/SI Math High School	8	FI Math High School	10	

Planning and Implementation

MI submitted a detailed plan to MDE and modified it in response to comments from the TAC. The final version of the plan called for a four-day meeting for P/SI the week of June 19-22, 2017 for Participation and Supported Independence, and a three-day meeting the week of July 10-12, 2017 for Functional Independence. The plan called for application of a Body of Work procedure (Cizek & Bunch, 2007; Kingston & Tiemann, 2012) for the P and SI event, given that tests were composed primarily of performance tasks, and a Bookmark procedure (Cizek & Bunch, 2007; Lewis, Mitzel, Mercado, & Schulz, 2012) for the FI event, given the fact that the tests were almost entirely selected response and the items were scaled with the Rasch model. Details of the plan and its execution are provided below.

Participation and Supported Independence

The nature of the assessments for P and SI (portfolio) lends itself to the body of work procedure. This procedure requires panelists to sort work samples into categories based on performance levels. Panelists sort a preliminary collection of student work samples, ordered by total score, to identify regions in which cut scores might be located in a process known as rangefinding. After rangefinding, some of the original work samples may be removed and replaced by different work samples with scores within the regions identified during the rangefinding round. This subsequent round is often referred to as pinpointing. One or more pinpoint rounds may be employed. For this activity, there were two rounds of rangefinding and no pinpointing, per instructions from the Technical Advisory Committee (TAC). After the final round of item review, MI conducted a vertical articulation, engaging representatives of each grade level for each content area to examine all cut scores across all grades and recommend changes.

Planning. In planning for this set of panel activities, we made the following assumption:

Teachers score the P and SI assessments as students respond to them; therefore, there would be no need for additional scoring after online and paper documents are collected. However, there was a need for MDE verification of samples of teacher-rendered scores as a validity check. Time for that activity was built into the overall project schedule.

Bodies of work. The MI-Access Participation exam consists of a series of activities administered by a trained educator (primary administrator) with the assistance of a "shadow administrator." For Participation students, each task is scored on a 0-3 scale, as shown in Figure 1. For Supported Independence students, each task is scored on a 0-2 scale, as shown in Figure 2. In all instances, the total score for any student on any item is the sum of the scores entered by the two administrators. Thus, for Participation students, scores for each item can range from 0 to 6, while for Supported Independence students, scores for each item can range from 0 to 4.

MI	Access	Sc	MI-Access Part oring Document-			MICHIGAN Education
		Content Area: Englis	h Language Arts	Form:	Grade:	
Option	Committee of the committee of the committee of	tudent's bar code label here, le returned with secure materi	based on the then transfer https://drass. Please be car correct numb	MI-Access scoring r the scores into the csurveys.com/mi eful that your score pered item on the st	ubric. The assess online answer d i/mi2017/Log s from this sheet udent online ans	con.aspx t are transferred to the swer document.
			ssment Administra	1.		Administrator
Item	3 – Responds correctly with no assessment administrator assistance	2 – Responds correctly after assessment administrator provides verbal/physical cues	1 – Responds correct after assessment administrator provide modeling, short of he over-hand assistant	Response des and-	B – Resists/ Refuses	C – Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

Figure 1. MI-Access Participation Scoring Document

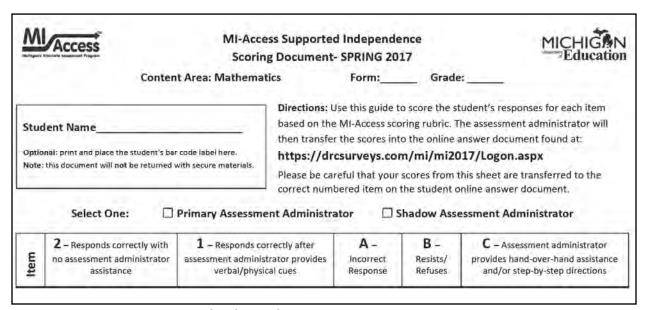


Figure 2. MI-Access Supported Independence Scoring Document

MI staff worked closely with MDE staff to identify scored documents from the spring 2017 administration such that scores from 0 to perfect or very nearly so for each grade or grade span were included among the work samples. MI staff then translated those scored documents into worksheets panelists used to evaluate the performance levels of the students whose work was represented thereon. Each worksheet included not only the scores for each item but the total score and the average score for each item. The purpose of the total score was to give panelists a clear indication of the total performance of the student; i.e., the body of work for that

student. The purpose of the average score for each item was to help panelists place item-level performance for each student in a larger context of how students statewide had performed on that item. A sample body of work is shown in Figure 3. After reviewing each work sample, panelists entered their evaluation on a form similar to that shown in Figure 4. The large circles in Figure 4 are scanner alignment marks.

Item Number	Student Score	Average Item Score
1	4	3.15
2	6	3.85
4	0	2.18
5	0	3.44
7	0	3.25
8	0	3.24
10	0	3.02
11	0	3.76
13	4	4.50
14	0	3.80

Work Sample: 1

Total Score: 14

Barcode: 3288674553

Program: MI-Access P

Subject: ELA

Grade: 3

Figure 3. Sample Body of Work

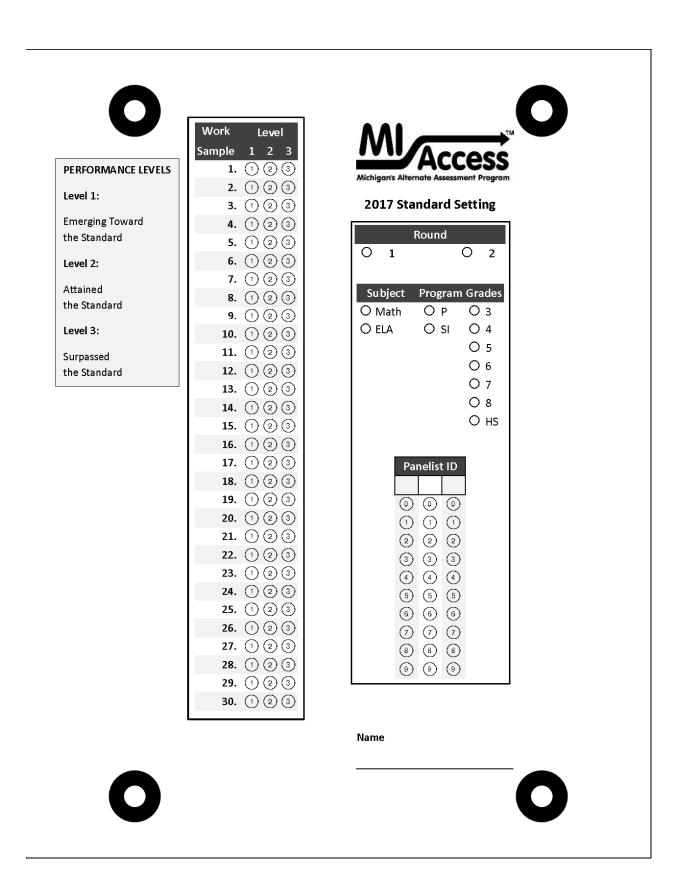


Figure 4. Body of Work Data Entry Sheet

Training materials. MI prepared materials for an opening session that included the goals and tasks of the session as well as a PowerPoint presentation on the body of work procedure. In addition, panel facilitators prepared grade/subject-specific materials that helped panelists understand the nature of the tests and factors affecting performance. Performance level descriptors (PLDs) were developed by MDE test development and curriculum teams. All training materials and forms were submitted to the MDE for review and approval prior to implementation. These materials are listed below and included in full in Appendix A. PowerPoint presentations are included in Appendix C.

- Overview (PowerPoint)
- Body of Work (PowerPoint)
- Facilitator Script
- Body of Work Practice Round Form
- Body of Work Entry Form Round 1
- Body of Work Entry Form Round 2
- Readiness Form
- Process Evaluation Form

Agenda. Table 2 (next page) shows the day-by-day agenda for the four-day event for P/SI.

Conduct of the meeting. Dr. Bunch provided an overview of the four days and gave the panels their charge (see Appendix A). In addition, John Jacquith from MDE provided background information with respect to the development, administration, and scoring of the P/SI assessments. Afterwards, panelists dispersed to their breakout rooms to review the tests under the direction of the facilitators. These same facilitators also led the panelists in a review of the PLDs. After lunch on July 10, Dr. Bunch provided an overview of the Body of Work procedure (see Appendix C). Panelists then dispersed to their breakout rooms for Body of Work practice with a small set of P Scoring Documents. Following this practice round, facilitators answered questions, and determined readiness to begin Round 1 by administering and reviewing the Round 1 Readiness Form (see Appendix A). Dr. Bunch and MDE staff circulated among the eight panel rooms throughout each day to observe and answer questions. An external evaluator, Dr. Adam Wyse, also observed the various activities and sat in

Panelists worked in small groups of 3-4 within a room of 7-9. They consulted with others at their table during each round. One panel (Science grades 4 and 7) had two different sets of tests to review (four tests in all); therefore, their schedule was a bit different from those of high school.

Table 2

Detailed Agenda: Participation and Supported Independence

Day/	Panel 1:	Panel 2:	Panel 3:	Panel 4:	Panel 5:	Panel 6:	Panel 7:	Panel 8:			
Session	Math	Math	Math	Math HS	ELA 3-4	ELA 5-6	ELA 7-8	ELA HS			
	3-4	5-6	7-8								
6/19		Intro/Training									
a.m.	F	Review of Pl	Ds and test	:S	F	Review of PI	LDs and test	:S			
6/19	P Round	P Round	P Round	P Round	P Round	P Round	P Round	P Round			
p.m.	1	1	1	1	1	1	1	1			
	Review	Review	Review	Review	Review	Review	Review	Review			
6/20	P Round	P Round	P Round	P Round	P Round	P Round	P Round	P Round			
a.m.	1; P	1; P	1; P	1; P	1; P	1; P	1; P	1; P			
	Round 2	Round 2	Round 2	Round 2	Round 2	Round 2	Round 2	Round 2			
6/20		Articulation Training									
p.m.		Articu	ılation			Articu	ılation				
6/21	F	Review of Pl	Ds and test	:S	F	Review of PI	LDs and test	ts			
a.m.	SI	SI	SI	SI	SI	SI	SI	SI			
a.iii.	Round 1	Round 1	Round 1	Round 1	Round 1	Round 1	Round 1	Round 1			
	Review	Review	Review	Review	Review	Review	Review	Review			
6/21	SI	SI Round	SI Round	SI Round	SI	SI	SI Round	SI Round			
	Round	1; SI	1; SI	1; SI	Round	Round	1; SI	1; SI			
p.m.	1; SI	Round 2	Round 2	Round 2	1; SI	1; SI	Round 2	Round 2			
	Round 2				Round 2	Round 2					
6/22			А	rticulation/	MDE Previe	W					
a.m.											
6/22				Articulation	n; Wrap-Up						
p.m.											

Each panel completed both rounds for P before beginning with SI. Review materials consisted of a packet of 30 completed Scoring Documents (see Figures 1 and 2) arranged from lowest to highest score. Their task was to assign each completed Scoring Document to one of the following three levels using the PLDs:

1 – Emerging 2 – Attained 3 - Surpassed

Panelists were free to discuss any Scoring Document with others at their tables, but the entries they made had to be their own, not that of the table. They entered their ratings on forms similar to that shown in Figure 4.

After Round 1, MI staff analyzed the ratings and identified regions where cut scores might be, using the standard rangefinding procedure associated with Body of Work (cf. Cizek & Bunch, 2007, Ch. 9). In Round 2, panelists rated the Scoring Documents as in Round 1, assigning each to

one of the three performance levels, using the PLDs. As they completed Round 2, they turned in their completed rating sheets, and MI staff calculated cut scores for Levels 2 and 3, using logistic regression as described in Cizek & Bunch (2007, Ch. 9).

On the final day of the meeting, the ELA and Math panels were divided into two groups: one for vertical articulation and another for a preview session with MDE staff. Half of the panelists participated in MDE's preview session and the other half in the vertical articulation. Dr. Bunch provided an introduction to vertical articulation (see Appendix A) and gave the panelists their charge. They then divided by subject and conducted separate vertical articulations for ELA and Math.

MDE preview. The MDE preview was divided into three parts:

- Part 1: Overview of the changes to alternate assessments under ESSA, in particular, the 1% cap imposed at the state level on participation. The assessment selection guidance document for participation that should be used by IEP teams was distributed and reviewed.
- Part 2: New content expectations in science. The participants received an overview of Michigan's content expectations in science that were adopted by the state board of education in November of 2015. Table groups responded to specific questions regarding these new content standards and students with the most significant cognitive impairments. This feedback will compiled and used in the development of the process for creating alternate content expectations in science aligned to the current Michigan science content expectations. This process will start this fall and will involve our item development vendor and a series of educator panels.
- Part 3: A review of key test administration issues for MI-Access (specific to the levels represented in the room: P/SI or FI). These issues were identified by commonly seen incident reports this past year, as well as issues or questions raised during standard setting regarding the administration of MI-Access.

Vertical articulation. The vertical articulation facilitators (Drs. Bunch and Deville) presented displays of data depicting the Round 2 results in terms of cut scores, percent of students at or above each cut score, and percent of students in each category (Emerging, Attained, and Surpassed). Panelists also had access to all test materials they had used during the two rounds of standard setting. The processes for changing any cut score were as follows:

- Motion from the floor to make a specific cut score change (e.g., change the Math 6-8 Participation Level 2 cut score from 24 to 26)
- Second to the motion
- Discussion
- Vote

For the vote, a 2/3 majority was required for passage inasmuch as the action effectively overrode the work of two rounds of panel activity. As panelists recommended changes, the facilitator would enter the new cut score, and the remaining tables and graphic on the display would update so that panelists could see the immediate impact of the change. The two facilitators kept the discussion focused on the PLDs and the relationship between the new cut score and the performance level.

Functional Independence

Test booklets for Functional Independence are similar to those for M-STEP (i.e., a combination of selected and constructed response items for FI ELA and selected response items only for FI Math). The numbers of students taking the FI assessments are sufficient to calibrate the items using item response theory. Therefore, the Bookmark procedure (Lewis, Mitzel, Mercado, & Schulz, 2012) was not only appropriate but clearly indicated. In this procedure, panelists review test items from easiest to most difficult and identify points in the ordered item booklet where students at the threshold of a given performance level would cease to have a reasonable chance of answering correctly. This level is typically 50 or 67 percent, depending on the nature of the test and the judgment of the technical advisory committee (TAC). For this particular application, the threshold level was set at 67 percent. After the third round of item review, MI conducted a vertical articulation, engaging representatives of each grade level for each content area to examine all cut scores across all grades and recommend changes.

MDE calibrated for each selected-response item and each score point for each constructed-response item a theta value associated with a fixed probability (.67) of answering each selected-response item correctly or achieving that particular score or better on each constructed-response item. These theta estimates were then used to order selected-response items and score points of constructed-response items from easiest to most difficult in order to construct an ordered item booklet (OIB) for each assessment. MDE conducted all necessary item calibrations and constructed all OIBs based on input and requirements developed with MI. MI staff reviewed the item calibrations and the OIBs prior to on-site standard setting. MI staff prepared training materials and made copies of the OIBs.

Training materials. MI prepared materials for an opening session that included the goals and tasks of the session as well as a PowerPoint presentation on the Bookmark procedure. In addition, panel facilitators prepared grade/subject-specific materials that helped panelists understand the nature of the tests and factors affecting performance. All training materials were submitted to the MDE for review and approval prior to implementation. Training materials are listed below and included in Appendix A. PowerPoint presentations are included in Appendix C.

Overview (PowerPoint)

- Bookmark Training (PowerPoint)
- Facilitator Script
- Bookmark Practice Round Form
- Bookmark Entry Form Round 1
- Readiness Form
- Process Evaluation Form

Agenda. Table 3 shows the day-by-day agenda for the three-day event.

Table 3
Detailed Agenda: Functional Independence

Day/	Panel 9:	Panel 10:	Panel 11:	Panel 12:	Panel 13:	Panel 14:	Panel 15:	Panel 16:			
Session	Math 3-4	Math 5-6	Math 7-8	Math HS	ELA 3-4	ELA 5-6	ELA 7-8	ELA HS			
7/10	Introduction/Training										
a.m.		,									
7/10	Round 1	Round 1	Round 1	Round 1	Round 1	Round 1	Round 1	Round 1			
p.m.	Grade 3	Grade 5	Grade 7	HS	Grade 3	Grade 5	Grade 7	HS			
	Round 1	Round 1	Round 1	Review	Round 1	Round 1	Round 1	Review			
	Grade 4;	Grade 6;	Grade 8;	Round 1	Grade 4;	Grade 6;	Grade 8;	Round 1			
7/11	Review	Review	Review	HS;	Review	Review	Review	HS;			
-	Round 1	Round 1	Round 1	Round 2	Round 1	Round 1	Round 1	Round 2			
a.m.	Grade 3;	Grade 5;	Grade 7;	HS	Grade 3;	Grade 5;	Grade 7;	HS			
	Round 2	Round 2	Round 2		Round 2	Round 2	Round 2				
	Grade 3	Grade 5	Grade 7		Grade 3	Grade 5	Grade 7				
	Review	Review	Review	Review	Review	Review	Review	Review			
	Round 1	Round 1	Round 1	Round 2	Round 1	Round 1	Round 1	Round 2			
7/11	Grade 4;	Grade 6;	Grade 8;	HS;	Grade 4;	Grade 6;	Grade 8;	HS;			
p.m.	Round 2	Round 2	Round 2	Round 3	Round 2	Round 2	Round 2	Round 3			
	Grade 4	Grade 6	Grade 8	HS	Grade 4	Grade 6	Grade 8	HS			
	Review	Review	Review		Review	Review	Review				
7/10	Round 2	Round 2	Round 2		Round 2	Round 2	Round 2				
7/12	Grade 4;	Grade 6;	Grade 8;		Grade 4;	Grade 6;	Grade 8;				
a.m.	Round 3	Round 3	Round 3		Round 3	Round 3	Round 3				
	Grade 4	Grade 6	Grade 8		Grade 4	Grade 6	Grade 8				
7/12			Articu	lation Train	ing/MDE Pi	eview		'			
·	Articı	ulation; Wra	ap-Up; Evalu	uation	Artic	ılation; Wra	ap-Up; Evalı	uation			
p.m.		MDE P	review			MDE P	review				

Conduct of the meeting. Dr. Bunch provided an overview of the four days and gave the panels their charge (see Appendix B). In addition, John Jacquith from MDE provided background information with respect to the development, administration, and scoring of the FI assessments. Afterwards, panelists dispersed to their breakout rooms to review the FI tests under the direction of the facilitators listed in Table 3. These same facilitators also led the panelists in a review of the PLDs. After lunch on July 10, Dr. Bunch provided an overview of the Bookmark procedure (see Appendix B). Panelists then dispersed to their breakout rooms for Bookmark practice with a small set of items. Following this practice round, facilitators answered questions, and determined readiness to begin Round 1 by administering and reviewing the Round 1 Readiness Form (see Appendix B). Dr. Bunch, MDE staff, and Dr. Wyse circulated among the eight panel rooms throughout each day to observe and answer questions.

Panelists worked in small groups of 3-4 within a room of 8-10. They consulted with others at their table during each round. Panelists proceeded through three rounds of Bookmark item rating with feedback and discussion between rounds. As they worked their way through their ordered item booklets, they entered their bookmarks on scannable documents like the one shown in Figure 5.

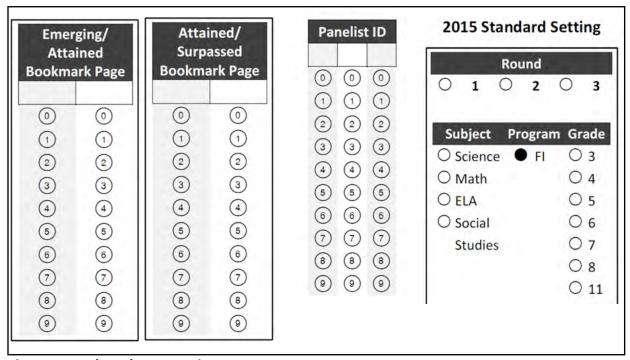


Figure 5. Bookmark Item Rating Form

As panelists completed their Bookmark item ratings, MI staff gathered them and processed the results. Because panelists worked in two-grade bands, they completed Round 1 for both grades before proceeding to Round 2 for either grade.

As panelists completed a round of Bookmark rating, MI staff collected the forms and processed them as described in Cizek & Bunch (2007, Ch. 10). Prior to Round 2, facilitators shared results of Round 1, facilitated a discussion of results in terms of dispersion of bookmarks as well as median cut score, and shared impact data. After discussion of Round 1 results, panelists completed the Readiness Form, indicating readiness to begin Round 2. They completed Round 2 as they had completed Round 1, working in small groups and entering two bookmarks. At the end of the round, MI staff collected the scannable forms, processed them as in Round 1, and prepared results to present to panelists. During the discussion of Round 2 results, facilitators shared the same types of information they had shared after Round 1 but also revealed impact data (i.e., the percentages of students who would be classified at each level as a result of the Round 2 cut scores) as additional context.

At the close of the Round 2 discussion, panelists indicated their readiness to begin Round 3. They proceeded through Round 3 as they had in Rounds 1 and 2, entering two bookmarks on their scannable forms. MI facilitators collected the forms and processed them as in Rounds 1 and 2. As noted in Table 3, the high school panels were scheduled to complete Round 3 on the afternoon of July 11, while all other panels were to complete Round 3 the morning of July 12. The other three ELA panels (grades 3-4, 5-6, and 7-8) also completed both Rounds 2 and 3 the afternoon of July 11. Inspection of their readiness forms, data entry forms, and other materials showed that they had indeed followed all directions and entered valid ratings on their bookmark forms. After Round 3, ELA and Math panels divided into two groups: vertical articulation and MDE process preview. Procedures for forming and leading the groups were the same as that described above for the P/SI panels.

MDE Preview. The MDE preview was divided into three parts:

- Part 1: Overview of the changes to alternate assessments under ESSA, in particular, the 1% cap imposed at the state level on participation. The assessment selection guidance document for participation that should be used by IEP teams was distributed and reviewed.
- Part 2: New content expectations in science. The participants received an overview of Michigan's content expectations in science that were adopted by the state board of education in November of 2015. Table groups responded to specific questions regarding these new content standards and students with the most significant cognitive impairments. This feedback will compiled and used in the development of the process for creating alternate content expectations in science aligned to the current Michigan science content expectations. This process will start this fall and will involve our item development vendor and a series of educator panels.
- Part 3: A review of key test administration issues for MI-Access (specific to the levels represented in the room: P/SI or FI). These issues were identified by commonly seen

incident reports this past year, as well as issues or questions raised during standard setting regarding the administration of MI-Access.

Vertical articulation. Vertical articulation began with an overview of the process, followed by a question-and-answer period. During this phase of the process, both ELA and Math VACs met together. After the question-and-answer session, ELA and Math VACs separated into different rooms. During the remainder of the day, each VAC reviewed results (cut scores and impact) across grade spans and recommended changes. Changes were effected by a motion, second, discussion and vote. Given that the changes were to override cut scores set over three rounds of deliberation, a 2/3 majority was required to pass any motion.

Results

Round-by-Round Results

Tables 4-10 show the round-by-round results of the all standard setting activities. Figures 6-8 show the impacts of the Round 3 cut scores.

Table 4
Round 1 Results for Participation

Tool	Cut S	Scores	% in Level			
Test	Attained	Surpassed	Emerging	Attained	Surpassed	
ELA Grade 3	31	47	45.2	32.5	22.4	
ELA Grade 4	32	46	40.8	30.8	28.4	
ELA Grade 5	28	42	38.8	26.5	34.7	
ELA Grade 6	28	40	34.0	25.4	40.7	
ELA Grade 7	29	45	44.2	31.6	24.2	
ELA Grade 8	29	40	51.1	18.7	30.3	
ELA High School	35	47	41.0	26.4	32.7	
Math Grade 3	31	46	46.5	25.1	28.3	
Math Grade 4	31	48	47.0	33.3	19.7	
Math Grade 5	31	46	48.8	31.2	20.0	
Math Grade 6	32	43	46.7	26.5	26.8	
Math Grade 7	26	45	35.1	38.3	26.6	
Math Grade 8	31	44	48.9	22.1	29.0	
Math High School	29	44	34.6	33.3	32.1	

Table 5
Round 2 Results for Participation

Test	Cut Score	S	% in Level		
	Attained	Surpassed	Emerging	Attained	Surpassed
ELA Grade 3	31	45	45.1	27.3	27.6
ELA Grade 4	32	43	40.6	26.1	33.3
ELA Grade 5	28	42	38.8	26.6	34.6
ELA Grade 6	29	41	37.5	25.8	36.7
ELA Grade 7	28	45	40.3	35.4	24.4
ELA Grade 8	27	43	45.6	32.1	22.3
ELA High School	34	46	38.3	26.5	35.1
Math Grade 3	33	47	49.4	24.7	25.9
Math Grade 4	32	47	47.4	32.6	20.1
Math Grade 5	32	46	48.8	31.1	20.1
Math Grade 6	31	44	46.4	27.0	26.7
Math Grade 7	27	43	38.4	31.7	29.9
Math Grade 8	28	43	38.7	32.0	29.3
Math High School	31	46	40.8	30.7	28.5

Table 6
Round 1 Results for Supported Independence

Took	Cut S	Scores	% in Level			
Test	Attained	Surpassed	Emerging	Attained	Surpassed	
ELA Grade 3	28	43	20.5	33.4	46.1	
ELA Grade 4	32	48	20.9	38.1	40.9	
ELA Grade 5	30	43	17.8	28.3	53.9	
ELA Grade 6	30	43	13.9	23.7	62.4	
ELA Grade 7	29	44	14.4	29.4	56.2	
ELA Grade 8	32	44	18.3	21.1	60.6	
ELA High School	32	46	24.1	29.9	46.0	
Math Grade 3	35	47	45.7	26.4	27.9	
Math Grade 4	34	45	30.0	29.3	39.3	
Math Grade 5	30	44	24.2	31.4	44.5	
Math Grade 6	31	44	37.3	30.6	32.1	
Math Grade 7	30	46	29.1	45.3	25.6	
Math Grade 8	29	46	23.7	41.3	35.0	
Math High School	32	46	23.0	34.8	42.1	

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Table 7
Round 2 Results for Supported Independence

Toot	Cut S	Scores	% in Level			
Test	Attained	Surpassed	Emerging	Attained	Surpassed	
ELA Grade 3	28	43	20.5	33.4	46.1	
ELA Grade 4	31	44	20.6	26.7	52.8	
ELA Grade 5	30	46	17.8	34.6	47.5	
ELA Grade 6	31	44	16.0	22.2	61.8	
ELA Grade 7	31	46	17.4	32.3	50.3	
ELA Grade 8	33	45	20.2	23.8	56.0	
ELA High School	35	46	30.5	23.6	46.0	
Math Grade 3	35	47	45.7	26.4	27.9	
Math Grade 4	34	45	31.4	29.3	39.3	
Math Grade 5	31	46	27.3	35.1	37.7	
Math Grade 6	32	44	37.3	30.6	32.1	
Math Grade 7	30	45	29.1	44.5	26.4	
Math Grade 8	30	46	23.9	41.1	35.0	
Math High School	33	47	26.6	34.5	39.0	

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Table 8
Round 1 Results for Functional Independence

Test	Cut S	Scores	% in Level			
rest	Attained	Surpassed	Emerging	Attained	Surpassed	
ELA Grade 3	0.360	1.341	22.3	35.7	42.0	
ELA Grade 4	0.365	1.661	17.2	31.6	51.2	
ELA Grade 5	0.193	1.107	11.2	19.7	69.1	
ELA Grade 6	0.636	1.678	18.8	28.1	53.1	
ELA Grade 7	-0.215	0.685	6.0	14.8	79.2	
ELA Grade 8	0.589	1.141	14.2	8.8	77.0	
ELA High School	0.261	1.049	11.9	14.2	73.9	
Math Grade 3	0.584	1.104	34.6	12.0	53.4	
Math Grade 4	0.444	1.138	24.1	20.3	55.6	
Math Grade 5	0.768	1.218	28.2	13.7	58.1	
Math Grade 6	0.621	1.351	46.7	24.2	29.1	
Math Grade 7	0.199	1.393	38.8	35.0	26.2	
Math Grade 8	0.673	1.390	43.2	21.3	35.5	
Math High School	0.213	0.568	33.6	13.1	53.3	

Table 9
Round 2 Results for Functional Independence

Tost	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA Grade 3	0.629	1.380	26.8	31.2	42.0
ELA Grade 4	0.041	1.661	9.8	39.0	51.2
ELA Grade 5	0.193	1.107	11.2	19.7	69.1
ELA Grade 6	0.636	1.697	18.8	28.1	53.1
ELA Grade 7	-0.215	0.955	6.0	18.8	75.2
ELA Grade 8	0.589	1.141	14.2	8.8	77.0
ELA High School	0.233	1.049	11.9	14.2	73.9
Math Grade 3	0.584	1.684	34.6	26.0	39.4
Math Grade 4	0.444	1.138	24.1	20.3	55.6
Math Grade 5	0.870	1.634	34.4	24.8	40.8
Math Grade 6	0.621	1.351	46.7	24.2	29.1
Math Grade 7	0.199	1.404	38.8	35.0	26.2
Math Grade 8	0.673	1.390	43.2	21.3	35.5
Math High School	0.095	1.071	27.8	34.2	38.0

Table 10
Round 3 Results for Functional Independence

Tost	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA Grade 3	0.525	1.652	26.8	38.6	34.6
ELA Grade 4	0.338	1.661	13.8	35.0	51.2
ELA Grade 5	0.384	1.531	13.9	28.4	57.7
ELA Grade 6	0.636	1.697	18.8	28.1	53.1
ELA Grade 7	-0.207	0.955	6.0	18.8	75.2
ELA Grade 8	0.589	1.141	14.2	8.8	77.0
ELA High School	0.233	1.049	11.9	14.2	73.9
Math Grade 3	0.584	2.067	34.6	34.0	31.4
Math Grade 4	0.444	1.363	24.1	29.7	46.2
Math Grade 5	0.87	2.022	34.4	32.8	32.8
Math Grade 6	0.621	1.351	46.7	24.2	29.1
Math Grade 7	0.199	1.404	38.8	35.0	26.2
Math Grade 8	0.367	1.39	29.7	34.8	35.5
Math High School	0.095	1.074	27.8	34.2	38.0

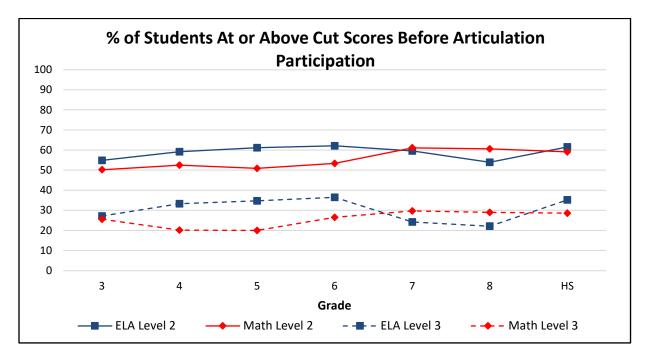


Figure 6. Final Round Impact: Participation

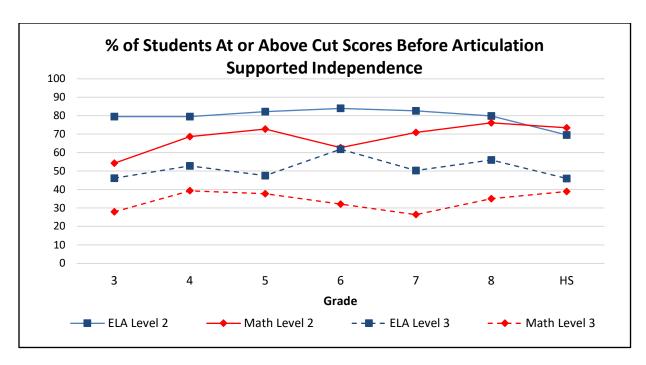


Figure 7. Final Round Impact: Supported Independence

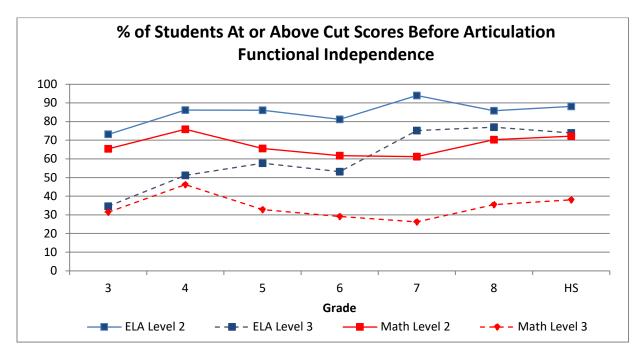


Figure 8. Final Round Impact: Functional Independence

Vertical Articulation

There were no cut score changes for Participation (i.e., Tables 9 and 13 are identical) There was one change for Supported Independence (ELA Grade 6 Level 3) There were three changes for Functional Independence (ELA Grade 7 Level 2, ELA Grade 8 Level 3, and Math Grade 6 Level 2). Results are depicted in Tables 11-13. Highlighted entries in these tables indicate changes, relative to Round 2 for P/SI or Round 3 for FI (Tables 8-10). Figures 9-11 show the impacts after vertical articulation.

Table 11
Cut Scores and Impact for Participation – After Vertical Articulation

Toot	Cut S	cores	% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA Grade 3	31	45	45.2	27.7	27.2
ELA Grade 4	32	43	40.8	25.9	33.3
ELA Grade 5	28	42	38.8	26.5	34.7
ELA Grade 6	29	41	37.9	25.6	36.5
ELA Grade 7	28	45	40.5	35.3	24.2
ELA Grade 8	27	43	46.1	31.8	22.1
ELA High School	34	46	38.4	26.4	35.2
Math Grade 3	33	47	49.8	24.7	25.6
Math Grade 4	32	47	47.5	32.3	20.2
Math Grade 5	32	46	49.1	30.9	20.0
Math Grade 6	31	44	46.7	26.8	26.5
Math Grade 7	27	43	38.9	31.4	29.7
Math Grade 8	28	43	39.4	31.7	29.0
Math High School	31	46	40.9	30.5	28.6

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Table 12
Cut Scores and Impact for Supported Independence – After Vertical Articulation

Tool	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA Grade 3	28	43	20.5	33.4	46.1
ELA Grade 4	31	44	20.6	26.7	52.8
ELA Grade 5	30	46	17.8	34.6	47.5
ELA Grade 6	31	<mark>46</mark>	16.0	<mark>30.8</mark>	<mark>53.2</mark>
ELA Grade 7	31	46	17.4	32.3	50.3
ELA Grade 8	33	45	20.2	23.8	56.0
ELA High School	35	46	30.5	23.6	46.0
Math Grade 3	35	47	45.7	26.4	27.9
Math Grade 4	34	45	31.4	29.3	39.3
Math Grade 5	31	46	27.3	35.1	37.7
Math Grade 6	32	44	37.3	30.6	32.1
Math Grade 7	30	45	29.1	44.5	26.4
Math Grade 8	30	46	23.9	41.1	35.0
Math High School	33	47	26.6	34.5	39.0

Table 13
Cut Scores and Impact for Functional Independence – After Vertical Articulation

cut scores and impact for functional independence. After vertical Afticulation					
Toot	Cut Scores		% in Level		
Test	Attained	Surpassed	Emerging	Attained	Surpassed
ELA Grade 3	0.525	1.65	26.8	38.6	34.6
ELA Grade 4	0.338	1.70	13.8	35.0	51.2
ELA Grade 5	0.384	1.53	13.9	28.4	57.7
ELA Grade 6	0.636	1.70	18.8	28.1	53.1
ELA Grade 7	<mark>0.098</mark>	0.96	<mark>9.0</mark>	<mark>15.8</mark>	75.2
ELA Grade 8	0.589	<mark>1.38</mark>	14.2	<mark>16.5</mark>	<mark>69.3</mark>
ELA High School	0.233	1.05	11.9	14.2	73.9
Math Grade 3	0.584	2.067	34.6	34.0	31.4
Math Grade 4	0.444	1.363	24.1	29.7	46.2
Math Grade 5	0.87	2.022	34.4	32.8	32.8
Math Grade 6	<mark>.517</mark>	1.351	<mark>38.3</mark>	<mark>32.6</mark>	29.1
Math Grade 7	0.199	1.404	38.8	35.0	26.2
Math Grade 8	0.367	1.39	29.7	34.8	35.5
Math High School	0.095	1.074	27.8	34.2	38.0

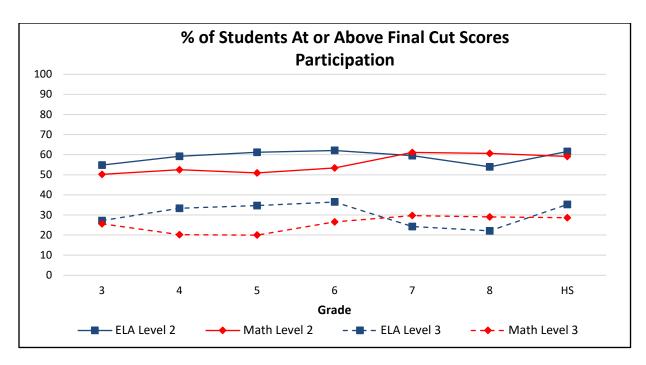


Figure 9. Impact After Vertical Articulation: Participation

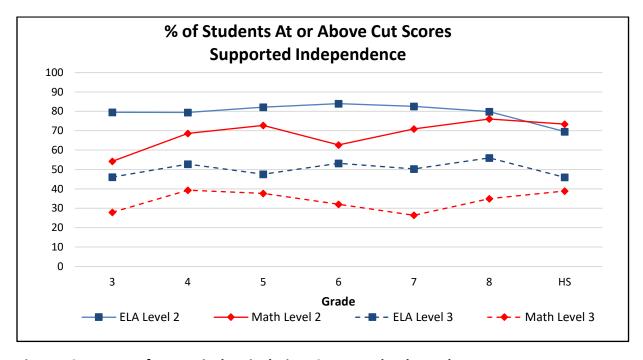


Figure 10. Impact After Vertical Articulation: Supported Independence

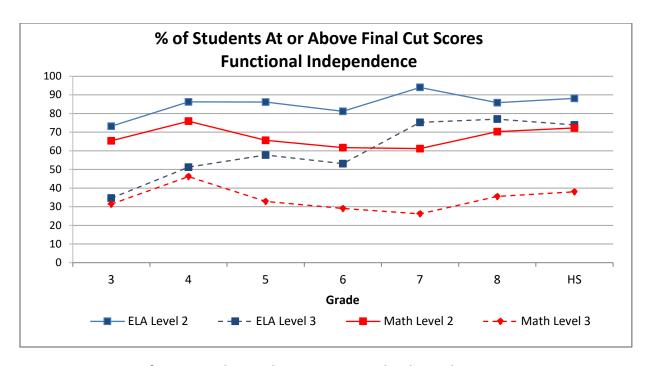


Figure 11. Impact After Vertical Articulation: Functional Independence

Evaluation

Panelists evaluated the process and their facilitators on eight critical-incident factors, each on a 5-point scale (Strongly Agree to Strongly Disagree). With regard to facilitators and process, 98-100 percent of panelists agreed with each statement. With regard to facilities and food, reaction was mixed, with 43 percent of FI panelists and 53 percent of FI panelists agreeing that the facilities and food service helped to create a good working environment. Results are summarized in Tables 14-17.

Table 14
Evaluation Results for Participation

[SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree]

Chahamanh	SA% +
Statement	A%
Overall, the facilities and food service helped to create a good working environment.	58%
Overall, the training in the standard-setting purpose and methods was clear.	97%
Overall, I am confident that I was able to apply the standard setting methods appropriately.	100%
Overall, the standard setting procedures allowed me to use my experience and expertise to recommend cut scores for the tests.	100%
Overall, the facilitator helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions.	97%
Overall, I was able to understand and use the feedback provided (e.g., other participants' ratings, impact data).	100%
I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Attained level.	97%
I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Surpassed level.	98%

Table 15

Evaluation Results for Supported Independence

[SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree]

	SA% +
Statement	Α%
Overall, the facilities and food service helped to create a good working environment.	48%
Overall, the training in the standard-setting purpose and methods was clear.	100%
Overall, I am confident that I was able to apply the standard setting methods appropriately.	100%
Overall, the standard setting procedures allowed me to use my experience and expertise to recommend cut scores for the tests.	100%
Overall, the facilitator helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions.	100%
Overall, I was able to understand and use the feedback provided (e.g., other participants' ratings, impact data).	100%
I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Attained level.	100%
I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Surpassed level.	98%

Table 16

Evaluation Results for Functional Independence

[SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree]

	SA% +
Statement	Α%
Overall, the facilities and food service helped to create a good working environment.	62%
Overall, the training in the standard-setting purpose and methods was clear.	99%
Overall, I am confident that I was able to apply the standard setting methods appropriately.	99%
Overall, the standard setting procedures allowed me to use my experience and expertise to recommend cut scores for the tests.	99%
Overall, the facilitator helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions.	100%
Overall, I was able to understand and use the feedback provided (e.g., other participants' ratings, impact data).	99%
I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Attained level.	95%
I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Surpassed level.	91%

Table 17
Evaluation Results for Vertical Articulation

[SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree]

Statement	SA% + A%
Overall, the training for this task was clear.	100%
The tables and graphs helped me keep track of the cut scores and the impact of the decisions we were making.	100%
The facilitator was effective in guiding discussion and keeping it moving toward a decision.	100%
The facilitator helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions.	100%
I had access to information I needed to make decisions about cut scores.	97%
Overall, I am confident that I was able to participate in this activity appropriately.	100%
The process was fair.	100%
Overall, I was able to understand and use the feedback provided (e.g., other participants' ratings, impact data).	100%
I believe that the final, articulated cut scores fairly represent expectations across grades at the Attained level.	100%
I believe that the final, articulated cut scores fairly represent expectations across grades at the Surpassed level.	100%

Sample comments. In general, panelists were enthusiastic about the facilities and the facilitators but less so about the meals choices. Most comments on the Final Evaluation forms were about food. That issue aside, panelists were very favorably disposed toward all aspects of the experience. Here are a few comments from each session. All comments are included in Appendix B.

- From Participation
 - ° Color coded paper to help keep packet more organized; Use less paper more digital!
 - ° Snack in the afternoon would be good. Water available in each room or nearby?
 - I felt that this was a great experience. It was interesting to go through this process.
 - ° It was good to hear others point of view. Lidia was great at facilitator.
 - Smooth Best standard setting panel I have attended
- From Supported Independence
 - Digital!! Less Paper!!
 - ° This was a great experience and opportunity to understand the test more.
 - I had a great time being able to talk others and share resources. Everything was well organized. Great job!
- From Functional Independence
 - There is something wrong with a process where on 11th grader has an easier time getting a surpassed score than someone in another grade. These scores across the ELA grades are radically different and will not, in my opinion, reflect accurate results. I would recommend the same group looking at each ELA test.
 - Overall, I think the process is great! However, I think rounds 2 and 3 need less time than round 1. There is still too much down time.
 - ° Good experience and a great opportunity to participate with the MDE. Good job!
 - ° Rooms were cold. Training was well explained. Group encouraged discussion, sharing, and collaboration.

There were many expressions of thanks to MDE for listening and for paying attention to the needs of this population of students. Panelists found the experience very rewarding and expressed their gratitude for the support they receive from MDE.

Conclusions and Recommendations

The process for arriving at cut scores was rigorous, consistent with best practices, conducted by highly competent practitioners, and monitored by a highly qualified outside observer. Panelists had high praise for the facilitators and expressed great confidence in the validity of the cut scores their panels set. The resulting cut scores and corresponding impacts were reasonably consistent across grades as well as with historical trends in Michigan for these populations. It is our recommendation that the cut scores be adopted without modification or adjustment.

References

- Cizek, G. J. & Bunch, M. B. (2007). *Standard Setting, Establishing and Evaluating Performance Standards on Tests*. Thousand Oaks, CA: Sage.
- Kingston, N. M. & Tiemann, G. C. (2012). Setting Performance Standards on Complex Assessments: The Body of Work Method. In G. J. Cizek (Ed.) *Setting Performance Standards: Foundations, Methods, and Innovations* (2nd Ed.). New York, NY: Routledge.
- Lewis, D. M., Mitzel, H. C., Mercado, R. L., & Schulz, E. M. (2012). The Bookmark standard setting procedure. In G. J. Cizek (Ed.) *Setting Performance Standards: Foundations, Methods, and Innovations* (2nd Ed.). New York, NY: Routledge.

Appendix A

Training Materials

- Facilitator Script for Participation and Supported Independence
- Facilitator Script for Functional Independence
- Practice Round Form for Participation and Supported Independence
- Practice Round Form for Functional Independence
- Readiness Form for Participation
- Readiness Form for Supported Independence
- Readiness Form for Functional Independence
- Process Evaluation Form for Participation
- Process Evaluation Form for Supported Independence
- Process Evaluation Form for Functional Independence
- Vertical Articulation Motions and Actions Form
- Vertical Articulation Evaluation Form

Facilitator Script for Participation and Supported Independence

Facilitator Script – Post-Overview Presentation

Goals: Introduce panelists to the Participation tests and PLDs.

Materials of Importance: Participation Tests; Participation PLDs; non-disclosure agreements.

Facilitator Outline:

- 1. Assist panelists with their table assignment.
- 2. Conduct group introduction (15-30 seconds per person).
- 3. Have panelists sign non-disclosure agreement and demographics form.
- 4. Allow panelists to become familiar with the Participation tests.
- 5. Dismiss panelists for 15-minute break at 10:30.
- 6. Lead panelists in a discussion of the Participation PLDs for the lower grade level followed by the upper grade level.
- 7. Dismiss panelists for 11:30 presentation of the Body of Work procedure.

Facilitator Talking Points:

- Identify yourself as the facilitator, along with relevant information about yourself, and ask panelists to identify themselves with their names, districts, and job titles.
- Remind panelists that they have been exposed to the assessment tasks so that they can have first-hand experience of the types of items that students will be charged with completing, not so that they can critique the test development process.
- Ask panelists to discuss their impressions of the tasks. What did they think would have been easy or difficult for MI-Access students? What types of skills did they notice would be needed to successfully answer/perform the required tasks?
- Briefly remind panelists that PLDs are simply descriptions of students' abilities at a
 particular performance level; also point out that all their decisions concerning
 recommending cut scores must be firmly grounded in the PLDs.
- Ask panelists to carefully read the Participation PLDs for both grades and contemplate what it means to be Emerging, Attained, or Surpassed.
- Encourage panelists to imagine students they have known who might have fit the Emerging, Attained, or Surpassed descriptors.
- Ask panelists to highlight and underline the differentiating characteristics of each performance level.
- Lead panelists in a room-wide discussion of the differentiating characteristics of each performance level.

Facilitator Script: Post-Body of Work Orientation Presentation

Goals: Introduce panelists to student work samples by leading them through the practice Body of Work (BoW) samples. Ensure all panelists are prepared to begin the Standard Setting process. Complete BoW Round 1 for the Participation test at the lower grade level first followed by the higher grade level.

Materials of Importance: BoW practice samples; Readiness Form; Round 1 BoW samples for both grade levels of the Participation test.

Facilitator Outline:

- 1. Assist panelists through BoW Practice Round.
- 2. Have panelists complete Round 1 Readiness Form and begin Round 1 Participation for the lower grade level first followed by the higher grade level.
- 3. Monitor Round 1 Participation and be available to answer panelists' questions.
- 4. End Round 1 Participation for both grades and collect and secure panelists' materials.
- 5. Bring the results of Round 1 Participation to the data analysts.

Facilitator Talking Points:

- Conduct a room-wide discussion concerning the first two work samples in the BoW Practice samples.
- Have panelists complete the remaining four practice work samples with their tables.
- Encourage panelists to consult with the other people sitting at their tables during each round.
- Remind panelists that all their decisions concerning their placement of work samples into performance categories must be firmly grounded in the PLDs.
- Remind panelists to consider the following questions for each work sample:
 - What types of skills and abilities must a student possess to be capable of each work sample?
 - o What skills and abilities make work samples progressively more challenging?
 - o What performance level does each work sample best represent?
- Explain to panelists that it is ok for them to have reversals (e.g. work sample #4 is placed in Level 2 and work sample #5 is placed in Level 3) as they are sorting the work samples into categories. However, if they are consistently having an inordinate number of reversals encourage them to talk to you or to revisit their PLDs.
- Remind panelists to pace themselves. They have an hour and a half per grade level to sort all of their work samples into one of three performance categories.

- Encourage panelists to ask questions as they progress through Round 1. Emphasize that
 decisions must be based on the entire sample not just components and not on
 calculations.
- Before the panelists leave for the evening remind them of the next day's schedule and collect and secure all materials.

Facilitator Script: Review of Day 1; Participation Round 1 Discussion; Begin Round 2

Goals: Review Round 1 – Participation results for each grade level. Ensure all panelists are prepared to begin Round 2. Complete BoW Round 2 for the Participation test.

Materials of Importance: Round 1 – Participation results for each grade (tables, graphs, and impact data); Round 2 Readiness form; Round 2 – Participation work samples by grade.

Facilitator Outline:

- 1. Discuss Round 1 results for the Participation test for each grade.
- 2. Have panelists complete Round 2 Readiness Form and begin Round 2 Participation for each grade.
- 3. Monitor Round 2 Participation and be available to answer panelists' questions.
- 4. End Round 2 Participation for each grade. Collect and secure panelists' materials.
- 5. Bring the results of Round 2 Participation for each grade to the data analysts.

Facilitator Talking Points:

- Conduct a room-wide discussion concerning the Round 1 results for the Participation test by grade.
- Highlight the following topics:
 - O What were the challenges panelists faced in Round 1?
 - o What factors influenced panelists' decisions to rate certain work samples?
 - o How did the panelists use the PLDs in their decision making process?
 - o Group consensus is not necessary.
 - Ask panelists to explain their thought process concerning work samples where the room was evenly divided in opinion (e.g. a work sample that half the room rated as Attained and the other half rated as Emerging).
- Review the Round 1 impact data for each grade.
- Highlight the following topics:
 - The data are being presented to the panelists to give them perspective concerning the effect of their ratings.

- Do the percentages of students in the three performance categories seem realistic?
- Explain to panelists the Round 2 process:
 - Work samples will be exactly the same as they were for Round 1. Carefully review the work samples in the relative vicinity of the Round 1 cut score.
 - o Panelists should rate each work sample using the same process used in Round 1.
 - Panelists are free to discuss the work samples and PLDs with their tablemates, but not across tables.
- Ask if the panelists have any questions and ensure they are ready to begin Round 2.
- Before the panelist leave:
 - Select panelist to participate in the afternoon Articulation training and session.
 - Remind panelists of the schedule for the next day.
 - Collect and secure all their materials.

Goals: Introduce panelists to the Supported Independence (SI) tests and PLDs, Complete BoW Round 1 for the Supported Independence test for each grade.

Materials of Importance: BoW practice samples; Readiness Form; Round 1 BoW samples for both grade levels of the Supported Independence test.

Facilitator Outline:

- 1. Briefly review essential topics covered previously
- 2. Allow panelists to become familiar with the SI tests.
- 3. Lead panelists in a discussion of the Supported Independence PLDs by grade level.
- 4. Have panelists complete Round 1 Readiness Form and begin Round 1 SI lower grade first
- Monitor Round 1 Supported Independence and be available to answer panelists' questions.
- 6. End Round 1 Supported Independence for both grades and dismiss panelists for lunch.
- 7. Bring the results of Round 1 Supported Independence for each grade to the data analysts.

- Briefly review the following topics with the panelists:
 - o PLDs:
 - PLDs are simply descriptions of students' abilities at a particular performance level
 - All decisions in sorting student work samples must be firmly grounded in the PLDs.

- The differences among Emerging, Attained, and Surpassed that the panel noted in the PLDs.
- Body of Work procedure:
 - Each work sample represents the complete body of work for one student on the Supported independence test.
 - Work samples are ordered by total score with students receiving the lowest score appearing at the beginning of the set and students receiving the highest score appearing at the end of the set.
 - BoW procedure is characterized by utilizing the PLDs to place each student work sample into a performance category.
- Conduct a room-wide discussion concerning the first two work samples in the BoW Practice samples.
- Have panelists complete the remaining four practice work samples with their tables.
- Encourage panelists to consult with the other people sitting at their tables during each round.
- Remind panelists that all their decisions concerning their placement of work samples into performance categories must be firmly grounded in the PLDs.
- Before beginning Round 1 Supported Independence, reiterate to panelists that they should consider the following questions for each work sample:
 - What types of skills and abilities must a student possess to be capable of each work sample?
 - o What skills and abilities make work samples progressively more challenging?
 - o What performance level does each work sample best represent?

Facilitator Script: Supported Independence Round 1 Discussion; Begin Round 2

Goals: Review Round 1 – Supported Independence results for each grade level. Ensure all panelists are prepared to begin Round 2. Complete BoW Round 2 for the Supported Independence.

Materials of Importance: Round 1 – Supported Independence results by grade (tables, graphs, and impact data); Round 2 Readiness form; Round 2 – Supported Independence work samples by grade.

Facilitator Outline:

- 1. Discuss Round 1 results for the Supported Independence test for each grade.
- 2. Complete Readiness Form and begin Round 2 Supported Independence lower grade first.

- Monitor Round 2 Supported Independence and be available to answer panelists'
 questions.
- 4. End Round 2 Supported Independence and dismiss panelists for lunch.
- 5. Bring the results of Round 2 Supported Independence (both grades) to the data analysts.

- Conduct a room-wide discussion concerning the Round 1 results for the SI test by grade.
- Highlight the following topics:
 - o What were the challenges panelists faced in Round 1?
 - o What factors influenced panelists' decisions to rate certain work samples?
 - o How did the panelists use the PLDs in their decision making process?
 - o Group consensus is not necessary.
 - Ask panelists to explain their thought process concerning work samples where the room was evenly divided in opinion (e.g. a work sample that half the room rated as Attained and the other half rated as Emerging).
- Review the Round 1 impact data for each grade.
- Highlight the following topics:
 - The data are being presented to the panelists to give them perspective concerning the effect of their ratings.
 - Do the percentages of students in the three performance categories seem realistic?
- Reiterate to panelists the Round 2 process:
 - Work samples will be exactly the same as they were for Round 1. Carefully review the work samples in the relative vicinity of the Round 1 cut score.
 - o Panelists should rate each work sample using the same process used in Round 1.
 - Panelists are free to discuss the work samples and PLDs with their tablemates, but not across tables.
- Ask if the panelists have any questions and ensure they are ready to begin Round 2.
- Before the panelist leave:
 - Select panelist to participate in the Articulation session.
 - Collect and secure all their materials.

Facilitator Script for Functional Independence

Facilitator Script – Post-Overview Presentation

Goals: Introduce panelists to the Functional Independence (FI) tests and to the PLDs.

Materials of Importance: FI Tests; FI PLDs; non-disclosure agreements; demographics form.

Facilitator Outline:

- 1. Assist panelists with their table assignment
- 2. Conduct group introduction (15-30 seconds per person).
- 3. Have panelists sign non-disclosure agreements and demographics form.
- 4. Allow panelists to become familiar with the FI tests.
- 5. Dismiss panelists for 15-minute break at 10:30. [Stagger across the 8 rooms by 2-3 minutes]
- 6. Lead panelists in a discussion of the PLDs.
- 7. Dismiss panelists for 11:30 presentation of the Bookmark procedure.

- Identify yourself as the facilitator, along with relevant information about yourself, and ask panelists to identify themselves with their names, districts, and job titles.
- Remind panelists that they are taking/studying the tests so that they can have first-hand experience of the types of items that students will be charged with completing, not so that they can critique the item/test development process.
- Ask panelists to discuss their impressions of the test content. What did they think would have been easy or difficult for MI-Access students? What types of skills did they notice would be needed to successfully answer the items on the test?
- Briefly remind panelists that PLDs are simply descriptions of students' abilities at a
 particular performance level; also point out that all their decisions concerning setting
 cut scores must be firmly grounded in the PLDs.
- Ask panelists to read the PLDs carefully and to contemplate what it means to be Emerging, Attained, or Surpassed.
- Encourage panelists to imagine students they have known who might have fit the Emerging, Attained, or Surpassed descriptors.
- Ask panelists to highlight and underline the differentiating characteristics of each performance level.
- Lead panelists in a room-wide discussion of the differentiating characteristics of each performance level.

Next, narrow the focus and ask panelists to focus on the *Just Barely* Attained students
and what differentiates them from the Emerging performance level. Then, ask the
panelists to focus on the *Just Barely* Surpassed students and what differentiates them
from the Attained performance level.

Facilitator Script: Post-Bookmark Orientation Presentation

Goals: Introduce panelists to the Bookmark procedure by leading them through the practice Ordered-Item Booklet (OIB). Ensure all panelists are prepared to begin the Standard Setting process. Complete Bookmark Round 1 for the Functional Independence test.

Materials of Importance: Bookmark practice OIB; Round 1 Readiness Form; Round 1 OIB for the Functional Independence test; Round 1 Bookmark Rating Forms.

Facilitator Outline:

- 6. Assist panelists through Bookmark Practice Round.
- 7. Have panelists complete Round 1 Readiness Form and begin Round 1.
- 8. Monitor Round 1 and be available to answer panelists' questions.
- 9. Dismiss panelists for the evening and collect their secure materials.
- 10. Bring completed Bookmark Rating Forms to data analysts.

- Before beginning the Bookmark Practice Round remind panelists of the following:
 - The items in the OIB are ordered from easiest to hardest based on actual student performance on the items.
 - o If there is a constructed response item on the assessment it will appear in the OIB multiple times, once for each score point.
 - They will place their practice bookmark on the first item that *Just Barely* Attained students would have a less than 67% chance of answering correctly.
- Work through the first two item in the Practice OIB as a group asking the panelists to specifically discuss the following questions:
 - What types of skills and abilities must students possess to correctly answer this item?
 - How do those skills and abilities relate back to the PLDs?
- Ask panelists to complete the Practice OIB. They will place one practice bookmark that differentiates between the Emerging and Attained performance levels.
- Discuss the results of the Practice Round with the group. Note the range of pages where panelists set their bookmarks.

- Before beginning Round 1 remind panelists to consider the following questions for each item as they progress through the Ordered-Item Booklet:
 - o What do you know about students who correctly answer this item?
 - O What makes items progressively more challenging?
 - Would *Just Barely* Attained students have a 67% chance of answering the item correctly?
 - o After placing the Attained bookmark, would *Just Barely* Surpassed students have a 67% chance of answering the item correctly?
- Explain to panelists that once they identify an item that they think *Just Barely* Attained or Surpassed students have a less than 67% chance of answering correctly that they should take a look at the next few items in the Order-Item Booklet to confirm that they have reached the best page to place their bookmark.
- Remind panelists that all their decisions concerning their placement of bookmarks must be firmly grounded in the PLDs.
- Encourage panelists to consult with the other people sitting at their tables during each round.
- Answer any questions the panelists might have about the process and ensure all panelists are prepared to begin Round 1.
- Remind panelists to pace themselves. They have three hours to place their bookmarks.

Facilitator Script: Review of Day 1; Finalize Round 1

Goals: Complete Bookmark Round 1.

Materials of Importance: Round 1 Ordered-Item Booklet; Round 1 Bookmark Rating Forms.

Facilitator Outline:

- 8. Briefly review essential topics covered in Day 1.
 - a. Performance Level Descriptors (PLDs).
 - b. Bookmark procedure.
- 9. Monitor Round 1 and be available to answer panelists' questions.
- 10. End Round 1 and collect panelists' secure materials.
- 11. Bring completed Bookmark forms to data analysts.

- Briefly review the following topics with the panelists:
 - o PLDs:

- PLDs are simply descriptions of students' abilities at a particular performance level.
- All decisions in bookmark placement must be firmly grounded in the PLDs.
- The differences among Emerging, Attained, and Surpassed that the panel noted in the PLDs.

Bookmark procedure:

- The items in the OIB are ordered from easiest to hardest based on actual student performance on the items.
- If there is a constructed response item on the assessment it will appear in the OIB multiple times, once for each score point.
- The bookmark procedure we will use is characterized by the placement of two bookmarks on the first items in the OIB that the *Just Barely* Attained or *Just Barely* Surpassed students would have a less than 67% chance of answering correctly.
- Before beginning Round 1 for the next grade level, reiterate to panelists that they should consider the following questions for each item in the OIB:
 - O What do you know about students who correctly answer this item?
 - o What makes items progressively more challenging?
 - Would *Just Barely* Attained students have a 67% chance of answering the item correctly?
 - After placing the Attained bookmark, would *Just Barely* Surpassed students have a 67% chance of answering the item correctly?

Facilitator Script: Round 1 Discussion; Begin Round 2

Goals: Review Round 1 results. Ensure all panelists are prepared to begin Round 2.

Materials of Importance: Round 1 results (tables, graphs,); Round 2 Readiness Form; Round 2 Ordered-Item Booklet; Round 2 Bookmark Rating Forms.

Facilitator Outline:

- 6. Discuss Round 1 results.
- 7. Have panelists complete Round 2 Readiness Form and begin Round 2.
- 8. Monitor Round 2 and be available to answer panelists' questions.
- 9. End Round 2 and collect panelists' secure materials.
- 10. Bring completed Bookmark Rating Forms to data analysts.

- Conduct a room-wide discussion concerning the Round 1 results. Highlight the following topics:
 - O What were the challenges panelists faced in Round 1?
 - o What factors influenced panelists' decisions in placing their bookmarks?
 - o How did the panelists use the PLDs in their decision making process?
 - Group consensus is not necessary.
 - Ask panelists to explain their thought process concerning the placement of their bookmarks in the OIB. If there was a wide divergence of opinions specifically ask panelists from both ends of the spectrum to explain their reasoning.
- Explain to panelists the Round 2 process:
 - Round 2 will be more targeted. Panelists will start Round 2 on the lowest recommended Attained bookmark recommended in Round 1. Similarly, the last page in the OIB that they will review for Round 2 will be the highest recommended Surpassed bookmark.
 - Panelists should place their bookmarks using the same process employed in Round 1.
 - Panelists are free to discuss the items and PLDs with their tablemates, but not across tables.
- Before beginning Round 2, reiterate to panelists that they should consider the following questions for each item they examine in the OIB:
 - o What do you know about students who correctly answer this item?
 - o What makes items progressively more challenging?
 - Would *Just Barely* Attained students have a 67% chance of answering the item correctly?
 - After placing the Attained bookmark, would *Just Barely* Surpassed students have a 67% chance of answering the item correctly?
- Ask if the panelists have any questions and ensure they are ready to begin Round 2.

Facilitator Script: Round 2 Discussion; Begin Round 3

Goals: Review Round 2 results. Ensure all panelists are prepared to begin Round 3.

Materials of Importance: Round 2 results (tables, graphs, and impact data); Round 3 Readiness Form; Bookmark Rating Forms; Ordered-Item Booklet.

Facilitator Outline:

- 1. Distribute then discuss Round 2 results.
- 2. Have panelists complete Round 3 Readiness Form and begin Round 3.

- 3. Monitor Round 3 and be available to answer panelists' questions.
- 4. End Round 3 and collect panelists' secure materials.
- 5. Bring completed Bookmark Rating Forms to data analysts.

- Conduct a room-wide discussion concerning the Round 2 results. Highlight the following topics:
 - O What were the challenges panelists faced in Round 2?
 - o What factors influenced panelists' decisions in placing their bookmarks?
 - o How did the panelists use the PLDs in their decision making process?
 - o Group consensus is not necessary.
 - Ask panelists to explain their thought process concerning the placement of their bookmarks in the OIB. If there was a wide divergence of opinions specifically ask panelists from both ends of the spectrum to explain their reasoning.
- Review the Round 2 impact data. Highlight the following topics:
 - The data are being presented to the panelists to give them perspective concerning the effect of their ratings.
 - Do the percentages of students in the three performance categories seem realistic?
 - o How do the percentages compare across grades?
- Explain to panelists the Round 3 process:
 - Round 3 will be more targeted. Panelists will start Round 3 on the lowest recommended Attained bookmark recommended in Round 2. Similarly, the last page in the OIB that they will review for Round 3 will be the highest recommended Surpassed bookmark from Round 2.
 - Panelists should place their bookmarks using the same process employed in Rounds 1 and 2.
 - Panelists are free to discuss the items and PLDs with their tablemates, but not across tables.
- Before beginning Round 3, once again reiterate to panelists that they should consider the following questions for each item they examine in the OIB:
 - O What do you know about students who correctly answer this item?
 - O What makes items progressively more challenging?
 - Would *Just Barely* Attained students have a 67% chance of answering the item correctly?
 - After placing the Attained bookmark, would *Just Barely* Surpassed students have a 67% chance of answering the item correctly?
- Ask if the panelists have any questions and ensure they are ready to begin Round 3.

Facilitator Script: Review; Wrap-up

Goals: Review and Revise Round 3 results for Functional Independence tests. Ensure panelists complete the Final Evaluation Form. Inform panelists of Day 4 assignments.

Materials of Importance: Round 3 results (tables, graphs, and impact data) for the FI test; Final Evaluation Form.

Facilitator Outline:

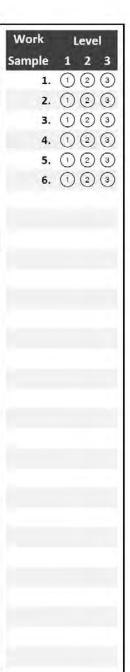
- 1. Review Round 3 results for FI tests.
- 2. Revise Round 3 results for FI tests.
- 3. Have panelists complete Final Evaluation Form.
- 4. Inform panelists of Day 4 room assignments.
- 5. Dismiss panelists for the evening.
- 6. Bring completed Bookmark Rating Forms to data analysts.

- Review the Round 3 results and impact data. Focus panelists' attention on whether the
 percentages of students in the three performance categories seem realistic. How do the
 percentages compare across grades?
- Explain to panelists the purpose of tomorrow's activities. The Vertical Articulation group will evaluate all cutscores and their impact across grades and make recommended changes based on the corresponding PLDs. The Wrap-Up Group will interact with MDE personnel in a question-answer-discuss session.
- Distribute Final Evaluation Forms and collect when all panelists have finished.
- Thank panelists for their work.

Practice Round Form for Participation and Supported Independence

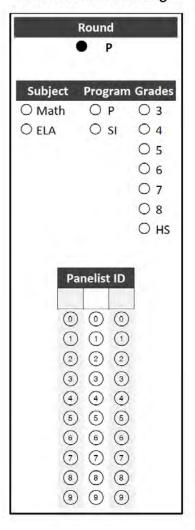








2017 Standard Setting



Name

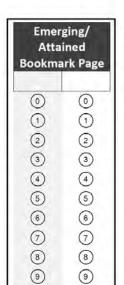




Practice Round Form for Functional Independence







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9	9



2017 Standard Setting

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Pa	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		

Name





Readiness Form for Participation







Standard Setting Readiness Form for P

Panelist ID	Ready for Round 1: I have compunderstand what I need to do to com		
(a)(b)(c)(d)(d)(d)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)(e)<l< th=""><th></th><th>OYes</th><th>\bigcircNo</th></l<>		OYes	\bigcirc No
2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7	Ready for Round 2: I have come Round 1, and I understand what I Round 2.		
6 6 6		OYes	\bigcirc No
7 7 7 8 8 8 9 9 9	Ready for Articulation: I have confidence of Round 2 and the articulation translated to do to complete vertice.	aining, and I	understand
	\bigcirc N/A	○Yes	\bigcirc No
	Final: I have completed vertical arresults, and I believe that the cut this panel are reasonable and fair.		
	○N/A	OYes	\bigcirc No
Comments:			

Readiness Form for Supported Independence







Standard Setting Readiness Form for SI

0011		OYes	ONo
2 2 2 3 3 3 3 4 4 4 5 5 5	Ready for Round 2: I have compround 1, and I understand what I Round 2.		
6 6 6		○Yes	ONo
7 7 7 8 8 8 9 9 9	Ready for Articulation: I have conference of Round 2 and the articulation translated to do to complete vertice.	nining, and I	understand
	ON/A	OYes	ONo
	Final: I have completed vertical ar results, and I believe that the cut s this panel are reasonable and fair.		
	ON/A	○Yes	ONo
mments:			_
mments:			

Readiness Form for Functional Independence

	Standard Setting		
	Readiness Form for FI		
Panelist ID	Ready for Round 1: I have compunderstand what I need to do to compute the state of the state	the property of the property of the same	
0 0 0		OYes	ONo
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8 8 8 9 9 9	Ready for Round 3: I have come Round 2, and I understand what I Round 3.		
	Round 2, and I understand what I		
	Round 2, and I understand what I	OYes	ONo e discussion understar
	Round 2, and I understand what I Round 3. Ready for Articulation: I have conference of Round 3 and the articulation transfer.	OYes	ONo e discussion understar
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	Round 2, and I understand what I Round 3. Ready for Articulation: I have complete vertical and the articulation transport of Round 3 and the articulation transport what I need to do to complete vertical and results, and I believe that the cut	OYes completed the aining, and it cal articulation OYes	ONo e discussi I understa on. ONo

Process Evaluation Form for Participation







Standard Setting Final Evaluation Form for P

Word Was	rall, the facilities and food service helped to create a good king environment. rall, the training in the standard-setting purpose and methods clear. rall, I am confident that I was able to apply the standard mg methods appropriately. rall, the standard setting procedures allowed me to use my erience and expertise to recommend cut scores for the tests. rall, the facilitator helped to ensure that everyone was able contribute to the group discussions and that no one unfairly mated the discussions. rall, I was able to understand and use the feedback provided	0 0 0	0 0 0	0 0 0	0 0 0	0 0
2 Over was 3 Over setti 4 Over exp 5 Over to c don 6 Over (e.g.) 7 I be repr	rall, the training in the standard-setting purpose and methods clear. rall, I am confident that I was able to apply the standard ing methods appropriately. rall, the standard setting procedures allowed me to use my erience and expertise to recommend cut scores for the tests. rall, the facilitator helped to ensure that everyone was able contribute to the group discussions and that no one unfairly minated the discussions.	0	0	0	0	0
Setti 4	ing methods appropriately. rall, the standard setting procedures allowed me to use my erience and expertise to recommend cut scores for the tests. rall, the facilitator helped to ensure that everyone was able ontribute to the group discussions and that no one unfairly minated the discussions.	0				
4 Over exp 5 Over to c don 6 Over (e.g 7 I be repr	rall, the standard setting procedures allowed me to use my erience and expertise to recommend cut scores for the tests. rall, the facilitator helped to ensure that everyone was able outribute to the group discussions and that no one unfairly minated the discussions.		0	0	0	
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7 I be repr	rall, I was able to understand and use the feedback provided		0	0	0	0
7 I be repr	, other participants' ratings, impact data).	0	0	0	0	0
Att	lieve that the final group-recommended cut score fairly esents the minimal level of performance for students at the ained level.	0	0	0	0	0
	red Disagree or Strongly Disagree to Question 7, do you belied out score for Attained is: O Too High, or O Too Low	ve the	final g	roup-		
8 I be repr	lieve that the final group-recommended cut score fairly esents the minimal level of performance for students at the passed level.	0	0	0	0	0
If you answe	red Disagree or Strongly Disagree to Question 8, do you belied dout score for Advanced Surpassed is: OToo High, or OTo		_	roup-		

Process Evaluation Form for Supported Independence







Standard Setting Final Evaluation Form for SI

	Statement	SA	A	N	D	SD
1	Overall, the facilities and food service helped to create a good working environment.	0	0	0	0	0
2	Overall, the training in the standard-setting purpose and methods was clear.	0	0	0	0	0
3	Overall, I am confident that I was able to apply the standard setting methods appropriately.	0	0	0	0	0
4	Overall, the standard setting procedures allowed me to use my experience and expertise to recommend cut scores for the tests.	0	0	0	0	0
5	Overall, the facilitator helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions.	0	0	0	0	0
6	Overall, I was able to understand and use the feedback provided (e.g., other participants' ratings, impact data).	0	0	0	0	0
7	I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Attained level.	0	0	0	0	0
	answered Disagree or Strongly Disagree to Question 7, do you beliemended cut score for Attained is: O Too High, or O Too Low	ve the	final g	roup-		
8	I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Surpassed level.	0	0	0	0	0
recon	answered Disagree or Strongly Disagree to Question 8, do you belie imended cut score for Advanced Surpassed is: OToo High, or OToo nents:			roup-		
					-	
					_	

Process Evaluation Form for Functional Independence







Standard Setting Final Evaluation Form for FI

	Statement	SA	A	N	D	SD
1	Overall, the facilities and food service helped to create a good working environment.	0	0	0	0	0
2	Overall, the training in the standard-setting purpose and methods was clear.	0	0	0	0	0
3	Overall, I am confident that I was able to apply the standard setting methods appropriately.	0	0	0	0	0
	Overall, the standard setting procedures allowed me to use my experience and expertise to recommend cut scores for the tests.	0	0	0	0	0
	Overall, the facilitator helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions.	0	0	0	0	0
5	Overall, I was able to understand and use the feedback provided (e.g., other participants' ratings, impact data).	0	0	0	0	0
7	I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Attained level.	0	0	0	0	0
	answered Disagree or Strongly Disagree to Question 7, do you believe mended cut score for Attained is: O Too High, or OToo Low	ve the	final g	roup-		
8	I believe that the final group-recommended cut score fairly represents the minimal level of performance for students at the Surpassed level.	0	0	0	0	0
	answered Disagree or Strongly Disagree to Question 8, do you belief imended cut score for Advanced Surpassed is: OToo High, or OToo		final g	roup-		
Comr	nents:				_	

Vertical Articulation Motions and Actions Form

Motion	Time	Second	Vote	Result/ Action

Vertical Articulation Evaluation Form

	Statement	SA	Α	N	D	SD
1	Overall, the training for this task was clear.	0	0	0	0	0
2	The tables and graphs helped me keep track of the cut scores and the impact of the decisions we were making.	0	0	0	0	0
3	The facilitator was effective in guiding discussion and keeping it moving toward a decision.	0	0	0	0	0
4	The facilitator helped to ensure that everyone was able to contribute to the group discussions and that no one unfairly dominated the discussions.	0	0	0	0	0
5	I had access to information I needed to make decisions about cut scores.	0	0	0	0	0
6	Overall, I am confident that I was able to participate in this activity appropriately.	0	0	0	0	0
7	The process was fair.	0	0	0	0	0
8	Overall, I was able to understand and use the feedback provided (e.g., other participants' ratings, impact data).	0	0	0	0	0
9	I believe that the final, articulated cut scores fairly represent expectations across grades at the Attained level.	0	0	0	0	0
10	I believe that the final, articulated cut scores fairly represent expectations across grades at the Surpassed level.	0	0	0	0	0
ımen	its:					_
						_

Thank you! When you have completed this form, please return it to your facilitator.

Appendix B

Evaluation Comments

- Evaluation Comments From Participation Panelists
- Evaluation Comments From Supported Independence Panelists
- Evaluation Comments From Functional Independence Panelists
- Evaluation Comments From Vertical Articulation Committee Members

Evaluation Comments From Participation Panelists

- o Dan was great!
- Healthier breakfast choice. Closer hotel
- Color coded paper to help keep packet more organized; Use less paper more digital!
- Oan is an amazing facilitator. The day 2 option for lunch was much better. More meals like that would be amazing. It would be nice to have water or snack in a downstairs location as much is spent then upstairs
- Color coded paper for SI and P or by grade but not all white. Provide paperclips for organization. Condition codes on the zero scores would be helpful too. Thx.
- While the facilities were appropriate the lack of non-sugary items for breakfast and the lack of beverages provided during the sessions was unacceptable. Water could have been provided at the tables during each session. Also snacks during the midday.
- Facility kept too cold. More fruit/vegies at meals. Bagels or bread for peanut butter/yogurt at breakfast for protein source
- ° Craig did a nice job of running our group. I appreciate how he did it.
- ° Snack in the afternoon would be good. Water available in each room or nearby?
- I felt that this was a great experience. It was interesting to go through this process.
- It was good to hear others point of view. Lidia was great at facilitator.
- ° Nice job! The first two days were informative and enjoyable.
- I really enjoyed completing this setting and the MDE presentation yesterday! I hope to participate in future committees!
- Lidia did an excellent job as a facilitator and ensured that all panelists were represented equally.
- Loved the second day food choice better than the first. Buffet/Sandwiches are better for a conference. More choices for drinks/snacks.
- ° Winnie did an excellent job of keeping us on track! Meals could be improved.
- Winnie was excellent facilitator. The food for lunch was not very appetizing.
- ° Facilities were okay. Food 1st day was not good. Chicken tough no fruit available 2nd day (make your own sandwich) much better still no fruit.
- ° Smooth Best standard setting panel I have attended
- The PLDs for "Participation" population seem a bit skewed/high. I believe students who should be taking the participation level assessment, should score at emerging. If these students fit in the "attained" PLDs they should be taking SI level But "doubling" anything (surpassed) is a higher level skill anyway, let alone ordinal terms to identify positions in patterns.
- ° The food is awful:(
- Food Monday dirty and without lettuce. Tuesday was better. Heavy processed carbs
 breakfast. Fresh fruit, protein would be nice.
- Excellent, positive facilitator! Great to work with Jennie.
- ° The A/C was too cold and the food was poor. I also think that the hotel is too far away (added traffic, stress, etc.) Jennie is an amazing facilitator!
- Lansing center was great. The food was not the best. It was rather bland and unappealing. The direction given by the facilitator was clear and kept the group on focus.
- ° Great leadership great team!

- No cookies, bad breakfast and lunch. No coffee out in the afternoon. No pop. Jennie was awesome!
- The purpose and expectations for this event were clear and well executed. The building that we are in is extremely cold and the food served was subpar and unappetizing. My facilitator was great and knowledgeable.
- The Lansing center was way too cold! The food that was served was (for the most part) un-healthy options. Two years ago there were cookies + refreshments in the afternoon. Also the Lansing center should offer free wifi to people who are at a conference instead of making people pay.
- The temperature was consistently set too low for comfortability. Concentration became more about how to stay warm than how to best apply our skills. It should be mentioned in emails prior especially for people travelling, that jackets, sweatshirts, and blankets may be needed to stay warm. In the month of June no one expects the facilities temperatures /or the room below set to 58 degree. Whether it was blowing in cold air from outside or not make your people comfortable. They are happier and willing to take more time. It's pretty bad when people are eager to leave just to get warm.
- ° Rooms to cold. Food OK
- ° I thank you for inviting me to join this process.
- ° The only "problem" is the rooms are extremely cold.
- Our room was very cold. Wifi would be helpful. Packets separated by P + SI would be helpful. Or order of presentation
- Room was a little cold which led to distractibility
- ° Too many papers. Would have been easier if color coded. Facilities very cold
- ° With the PLD chart as a reminder, focus, this process allowed me to recommend and select scores are a level I felt confident
- Sara insured that we were engaged in the process. She pushed our thinking + encouraged us to step outside of our comfort zone. She also allowed for discussion which allowed us to hear one another point of view.
- Working with other professionals was very interesting and made me reflect on my own style of teaching; I felt I have a better understanding of these tests. Thank you Sara.
- Overall this has been excellent! Only problem for me is the room is very cold.

Evaluation Comments From Supported Independence Panelists

- Prefer hotel located next to Lansing Center. Simple lunches would be better: salad bar, taco bar, soup, sandwiches. Breakfast variety is needed: yogurt, fruit, boiled eggs, etc.
- Other than Tuesday, the lunch options were horrible. Breakfast was all carbs, could there be heathier options? Also, the commute to the hotel was too much with morning traffic. No matter how early I left (1 hour before 8:30 start), I was unable to avoid the dense traffic. It was really frustrating to have to travel far for lodging. Also, it would have been nice to have water/drinks provided in individual rooms at the lower level. Dan was a great facilitator, very knowledgeable and good at having discussions. Thank you!
- Great group and Dan was very good!
- Digital!! Less Paper!!

- Again my only complaint was the quality of the food served.
- ° Room too cold. More fruits and veggies in lunch. Protein source for breakfast.
- Craig did a great job.
- Facilities: cold. Food: Not very good.
- ° Small binder for material would be great.
- Lidia was a terrific facilitator and was very professional, courteous and respectful!
- ° I definitely felt more comfortable the 2nd day and beyond. Lidia did well to keep our group on track and focused. It was a great experience!
- Overall, a fantastic experience! Would love to participate again!
- Overall, this was a good experience. I enjoyed looking at the test and comparing results of students. Well done.
- ° I enjoyed working on the standard setting this week! The process and information from the MDE session was very helpful! Thank you for the opportunity to participate!
- ° She was great.
- Winnie was an excellent facilitator. Time allocated to finish was excessive. Food was awful!
- Food choices were not done according to my diet. That is the only complaint of the whole presentation/days. Winnie was excellent.
- ° This was a great experience and opportunity to understand the test more.
- Everything was well organized and facilitated nicely. The only thing I would comment on is having more lunch options for participants.
- Winnie was an outstanding evaluator. The food was not very good.
- ° Thank you for allowing me to participate.
- Food was not very good. Diets were not followed. I liked the selection of sandwich so that all diet needs were met.
- ° Kellogg Center next time? Food service was horrible!
- ° Enjoyed this experience and appreciate the opportunity to be a part of the procedure.
- ° Maybe at future events, this could be held at the Kellogg Center? The rooms were dark and not conducive to a great working environment. Thank you!
- The collaborative efforts of the educators made this experience valuable, interesting and fun. Kellogg Center would provide a better environment and food. If it must be here - maybe give everyone \$5 for lunch daily to go out? Food here is terrible. That would have to be cheaper in the long run.
- Amy was great.
- Our breakout room was cold enough to have to bring in coats and blankets. Nothing snack were at breaks. Coffee/tea did not stay in room for morning breaks. Food - not healthy.
- Jennie was a great facilitator. She encouraged everyone to participate and considered everyone's perspective. The Lansing Center was freezing, bad limited internet access. The food was disgusting and it was located much too far from the hotel we stayed in. Also, the way our many documents were just given to us in no order was completely unorganized. The documents need to be organized in a binder, color located, etc.
- The Lansing Center had too many hidden costs for the MDE this year. Internet access extra \$10 per person. Coffee/drinks only out at a certain time, otherwise it was extra. NO drinks set out in the afternoon. The temperature was extremely frigid. How can the department expect the best when conditions are poor? We literally had to wrap

ourselves in blankets, extra sweatshirts, coats and such AND STILL BE COLD!!! That is ridiculous! There has to be alternate venue where you would get more value for your money. A hotel, the Kellogg Center, MSU campus? Good Lord, any other place would benefit the MDE. I believe we did our best with the standard setting, under the conditions we were under.

- Having to drive 10 miles to and from the hotel was very inconvenient. Food and amenities available at the Lansing Center was poor. Jennie was a great facilitator and Dan rocks. Thanks for the treats.
- A/C too cold. Need wifi. Hotel too far away (added stress, traffic, time). Food poornot diverse. Jennie was compassionate, open-minded, funny, and personal. A wonderful facilitator.
- ° The Lansing Center was not at all accommodating!
- The food was subpar and the air conditioning was too cold.
- Too cold. Lunch was more like dinner (too much)
- Veggie food was awful!
- The rooms are always cold.
- It was way too cold on Tuesday and Wednesday. The food was not good. Corey Palermo was amazing! John Jaquith kept us on track. I always love seeing and having meaningful conversations with Jennie!
- ° Post lunch for the day for individuals to decide if they will stay or dine out.
- o I had a great time being able to talk others and share resources. Everything was well organized. Great job!
- Training itself was great. Suggestions: tell people to dress warm or turn the AC down; tell people what is on the menu so we are prepared. When doing lunch, please provide lunch type food. Lunch was too heavy. Sara Sliver was fantastic. She was very knowledgeable and I enjoyed her.
- ° Cold temp. Food was just ok. Afternoon snack would help. Coffee should be available all day. Staff rushed me to drink up coffee and ice tea at lunch.

Evaluation Comments From Functional Independence Panelists

- There is something wrong with a process where on 11th grader has an easier time getting a surpassed score than someone in another grade. These scores across the ELA grades are radically different and will not, in my opinion, reflect accurate results. I would recommend the same group looking at each ELA test.
- ° Food cold/lukewarm. Good sandwiches.
- It would be great if fruit and or yogurt could have been made available at breakfast.
- ° This process was very interesting to me! I enjoyed the process and would love to do this again.
- Very informative. Great group of educators varied experiences, local of schools. Breakfast could/should have been more substantial. Would be helpful to have possible carpool info from people from our area.
- ^o Karen did a great job! After setting scores 2 years ago, I believe that changes that are represented are a result of the change from paper pencil to technology.
- Breakfast food needed to be more than sweets.
- Would appreciate lighter/healthy lunch and protein choice in breakfast. Yesterday lunch was good. Disappointed to hear other groups had so much down time.

- o I believe it would be helpful to provide the previous grade level PLD for reference. This would allow us to better understand prerequisite skills.
- Food was horrible. I am not 100% sure the gluten free items were gluten free. I ended up eating out and not covered, had to pay out of pocket. Parking was hard to find; directions could be much better. Way too much down time! Too many breaks!
- The overall standard setting experience was enlightening. The only issue is in regards to the food options that were available. There should have been more appropriate breakfast items. There should be healthier options.
- Directions were very repetitive; lots of extra time throughout the days; several groups didn't need to report until lunch on Wed. Food choices for breakfast time limited (no protein, fruit, juice, etc.)
- The breakfast was horrible! I would like to have fruit, cereal bar, protein bar and or yogurt! Way to much sugar! Like our students, I crashed around 10:00 am and needed to eat breakfast out so that wouldn't happen! Lunch was great 1 day also! Not happy. Facilities beautiful.
- ° The meals were once again poor nutritionally. These needs to be fruit and protein options for breakfast. Lunch should be less heavy.
- The Radisson rooms were not clean and seem extremely overpriced for amenities. Do not like hotel! Food would it be less expensive to serve box lunches and let us eat around? The conference food was not good. The work we did was great though and well organized informative.
- The food was good most of the time. I would like to see changes to breakfast. Possibly fruit and something healthier. More drink choices (and ice tea was great!)
- Minor suggestion: fruit, cereal and yogurt for breakfast. Maybe give a choice about lunch on registration sheet. Offer lunch at hotel or lunch on own with \$8.50 reimbursement. If not stick to sandwich/soup/salad/wraps for lunch food plus fruit please.
- Overall, I think the process is great! However, I think rounds 2 and 3 need less time than round 1. There is still too much down time.
- ° Schedule should be more flexible. Breakfast should include fruit.
- Good experience and a great opportunity to participate with the MDE. Good job!
- ° I fell the food could have been a bit better quality. I also wish there was a dessert or sweet snack in the afternoon.
- Rooms were cold. Training was well explained. Group encouraged discussion, sharing, and collaboration.
- ° There are far too many students that are surpassed in the 4th grade.
- ° Facility was amazing. Food was lacking. Elementary needs to be 3 days with 2 grades. High school needs to be 2 days with 1 grade.
- Winnie was fantastic to work with! Excellent knowledge and facilitation. I also enjoyed Michael's presentation on day 1. The process was interesting and challenging. I would strongly prefer having some options for breakfast that includes protein and fruit instead of any sweets/carbs.
- I loved going through this process would love to do it again.
- ° great session, looking forward to next year!
- I thought the entire process ran more smoothly than it did 2 years ago. My group (Math 3-4) was very engaged and Winnie helped keep us on point while respecting our opinions at the same time.
- ° I thought the entire process was great!

- ° Facilities awesome! Food not so much. Chris did a great job of facilitating our group. Sweet treat would be delightful. Candy/Chocolate on the tables please. Dessert at lunch. Fruit at breakfast.
- ° Chris was very nice. I enjoyed the process. The food was not that great but not a huge deal. Thanks for including me.
- Would like afternoon snack and drinks. Very nice conference!
- OI found it interesting that the person running our group was not affiliated with MDE; nor had much knowledge on MI-Access standards or requirements. There is no one in the state who could have facilitated? Chris was a great facilitator but someone that does what we do would be helpful.
- ° This was an excellent training! The staff at Radisson were also amazing!
- ° Great job, Chris. It was a pleasure working with you!
- ° The food was not very good and didn't meet the nutritional standards. Fidgets at the tables would be helpful.
- ° Honestly, the food was not great. The experience overall was positive.
- ° Dan was a great facilitator. He made this process exciting, understandable and thought provoking.
- ° Food breakfast could have been substantial not just pastries something healthy. Lunch was not very good.
- Overall, the procedures and expectations were very clear. The process used seemed appropriate and well thought out. In regards to food service, the breakfast could be improved by offering items that are more sustainable.
- Dan did a very job keeping all participants engaged and on task. Nice job Dan! Also I loved the cookies.
- ° I found the experience very challenging and educational. I would certainly register again when it is held.
- This was a great experience. It was great to hear a lot of different perspectives. I am grateful to have participated in this group. Dan did an awesome job. He is a model facilitator. He is very skilled in the art of true unbiased facilitation. He is kind and easy to relate to. Thank you for providing a vegan meal option.
- ° I really enjoyed my experience here, and I would gladly do it again. This was my first time doing something like this and I thought it was very interesting.
- ° Dan was a wonderful facilitator. Well-read and knowledgeable about data! Food and beverage selections could be improved.
- ° Thank you for allowing me to be a part of this process. I found the whole thing to be quite fascinating.
- ° I found this process to be very interesting!

Evaluation Comments From Vertical Articulation Committee Members

- Well presented and very clear expectations.
- Nice job keeping things moving and appropriate.
- Copy of test questions for each participant would be help.
- o Great experience!
- Very interesting process.
- Thank you for selecting me to be a part of this process. I found it very interesting.
- o Great!

- ° Thank you!
- ° Craig needs an updated computer to help his presentation.
- ° Great job Craig! Thank you!
- ° Craig did a great job of facilitating and getting input from multiple people at multiple tables. He was very unbiased and a great facilitator. Overall, a very great experience.
- $^{\circ}\,\,$ $\,$ This whole process was very beneficial.
- ° We did great!

Appendix C

PowerPoint Presentations

- Overview for Participation/Supported Independence
- The Body of Work Procedure
- Vertical Articulation Training for Participation/Supported Independence
- Overview for Functional Independence
- The Bookmark Procedure
- Vertical Articulation Training for Functional Independence

Appendix F. MI-Access FI Raw to Scale Score Conversion Tables

Table F-1. ELA Grade 3 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-5.682	1.894	2200	31	1
1	-4.316	1.099	2220	18	1
2	-3.445	0.807	2234	13	1
3	-2.908	0.67	2243	11	1
4	-2.516	0.588	2250	10	1
5	-2.203	0.533	2255	9	1
6	-1.940	0.494	2259	8	1
7	-1.711	0.465	2263	8	1
8	-1.505	0.443	2267	7	1
9	-1.316	0.426	2270	7	1
10	-1.140	0.413	2273	7	1
11	-0.975	0.402	2275	7	1
12	-0.817	0.394	2278	7	1
13	-0.664	0.387	2280	6	1
14	-0.516	0.383	2283	6	1
15	-0.371	0.379	2285	6	1
16	-0.228	0.378	2288	6	1
17	-0.086	0.377	2290	6	1
18	0.057	0.378	2292	6	1
19	0.200	0.38	2295	6	1
20	0.346	0.384	2297	6	1
21	0.495	0.389	2300	6	2
22	0.648	0.395	2302	7	2
23	0.808	0.404	2305	7	2
24	0.976	0.415	2308	7	2
25	1.153	0.429	2311	7	2
26	1.345	0.446	2314	7	2
27	1.553	0.469	2317	8	2
28	1.786	0.498	2321	8	3
29	2.053	0.536	2326	9	3
30	2.368	0.59	2331	10	3
31	2.763	0.671	2337	11	3
32	3.298	0.804	2346	13	3
33	4.159	1.092	2361	18	3
34	5.510	1.887	2383	31	3

Table F-2. FI ELA Grade 4 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-5.452	1.908	2300	33	1
1	-4.052	1.118	2325	19	1
2	-3.151	0.819	2340	14	1
3	-2.600	0.678	2349	12	1
4	-2.199	0.593	2356	10	1
5	-1.882	0.537	2362	9	1
6	-1.615	0.497	2366	8	1
7	-1.383	0.468	2370	8	1
8	-1.174	0.446	2374	8	1
9	-0.983	0.429	2377	7	1
10	-0.806	0.415	2380	7	1
11	-0.638	0.404	2383	7	1
12	-0.478	0.396	2386	7	1
13	-0.324	0.39	2388	7	1
14	-0.174	0.385	2391	7	1
15	-0.027	0.382	2393	7	1
16	0.119	0.38	2396	6	1
17	0.263	0.379	2398	6	1
18	0.407	0.38	2401	6	2
19	0.552	0.382	2403	7	2
20	0.700	0.386	2406	7	2
21	0.850	0.391	2408	7	2
22	1.005	0.397	2411	7	2
23	1.167	0.406	2414	7	2
24	1.336	0.417	2417	7	2
25	1.515	0.431	2420	7	2
26	1.708	0.448	2423	8	3
27	1.918	0.47	2426	8	3
28	2.152	0.498	2430	9	3
29	2.417	0.535	2435	9	3
30	2.729	0.585	2440	10	3
31	3.112	0.658	2447	11	3
32	3.621	0.779	2456	13	3
33	4.423	1.054	2469	18	3
34	5.705	1.856	2491	32	3

Table F-3. FI ELA Grade 5 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-5.531	1.917	2400	33	1
1	-4.108	1.13	2420	20	1
2	-3.188	0.827	2436	14	1
3	-2.629	0.681	2446	12	1
4	-2.227	0.594	2453	10	1
5	-1.909	0.537	2459	9	1
6	-1.643	0.496	2463	9	1
7	-1.412	0.467	2467	8	1
8	-1.205	0.444	2471	8	1
9	-1.016	0.427	2474	7	1
10	-0.840	0.413	2477	7	1
11	-0.674	0.402	2480	7	1
12	-0.515	0.394	2483	7	1
13	-0.363	0.388	2486	7	1
14	-0.214	0.383	2488	7	1
15	-0.068	0.38	2491	7	1
16	0.075	0.379	2493	7	1
17	0.219	0.379	2496	7	1
18	0.362	0.38	2498	7	1
19	0.507	0.382	2501	7	2
20	0.655	0.387	2503	7	2
21	0.807	0.392	2506	7	2
22	0.964	0.4	2509	7	2
23	1.128	0.41	2512	7	2
24	1.301	0.423	2515	7	2
25	1.486	0.439	2518	8	2
26	1.687	0.459	2521	8	3
27	1.910	0.485	2525	8	3
28	2.162	0.519	2530	9	3
29	2.455	0.565	2535	10	3
30	2.808	0.627	2541	11	3
31	3.256	0.715	2549	12	3
32	3.861	0.849	2559	15	3
33	4.794	1.12	2576	20	3
34	6.178	1.895	2600	33	3

Table F-4. FI ELA Grade 6 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-5.429	1.911	2500	33	1
1	-4.021	1.122	2526	20	1
2	-3.112	0.822	2542	14	1
3	-2.557	0.68	2551	12	1
4	-2.155	0.595	2558	10	1
5	-1.835	0.539	2564	9	1
6	-1.567	0.499	2569	9	1
7	-1.332	0.471	2573	8	1
8	-1.121	0.449	2577	8	1
9	-0.927	0.432	2580	8	1
10	-0.746	0.419	2583	7	1
11	-0.575	0.409	2586	7	1
12	-0.411	0.401	2589	7	1
13	-0.252	0.395	2592	7	1
14	-0.098	0.391	2594	7	1
15	0.054	0.388	2597	7	1
16	0.204	0.387	2600	7	1
17	0.354	0.386	2602	7	1
18	0.503	0.387	2605	7	1
19	0.654	0.39	2608	7	2
20	0.807	0.393	2610	7	2
21	0.964	0.399	2613	7	2
22	1.125	0.406	2616	7	2
23	1.294	0.415	2619	7	2
24	1.470	0.426	2622	7	2
25	1.658	0.441	2625	8	2
26	1.860	0.459	2629	8	3
27	2.081	0.483	2633	8	3
28	2.329	0.514	2637	9	3
29	2.614	0.555	2642	10	3
30	2.953	0.611	2648	11	3
31	3.375	0.692	2655	12	3
32	3.939	0.821	2665	14	3
33	4.820	1.096	2680	19	3
34	6.170	1.883	2700	33	3

Table F-5. FI ELA Grade 7 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-4.948	1.842	2600	33	1
1	-3.702	1.029	2629	19	1
2	-2.950	0.748	2643	13	1
3	-2.485	0.627	2651	11	1
4	-2.137	0.557	2658	10	1
5	-1.854	0.51	2663	9	1
6	-1.611	0.478	2667	9	1
7	-1.395	0.453	2671	8	1
8	-1.198	0.435	2674	8	1
9	-1.016	0.42	2678	8	1
10	-0.844	0.409	2681	7	1
11	-0.680	0.4	2684	7	1
12	-0.522	0.394	2687	7	1
13	-0.369	0.389	2689	7	1
14	-0.219	0.386	2692	7	1
15	-0.071	0.384	2695	7	1
16	0.075	0.383	2697	7	1
17	0.222	0.383	2700	7	2
18	0.370	0.385	2703	7	2
19	0.519	0.388	2705	7	2
20	0.671	0.392	2708	7	2
21	0.827	0.398	2711	7	2
22	0.989	0.406	2714	7	3
23	1.157	0.415	2717	7	3
24	1.334	0.427	2720	8	3
25	1.523	0.442	2723	8	3
26	1.726	0.46	2727	8	3
27	1.948	0.484	2731	9	3
28	2.197	0.514	2736	9	3
29	2.481	0.554	2741	10	3
30	2.817	0.607	2747	11	3
31	3.230	0.682	2754	12	3
32	3.773	0.802	2764	14	3
33	4.611	1.069	2779	19	3
34	5.912	1.862	2800	33	3

Table F-6. FI ELA Grade 8 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-5.035	1.853	2700	33	1
1	-3.764	1.045	2730	19	1
2	-2.984	0.764	2744	14	1
3	-2.499	0.64	2752	11	1
4	-2.137	0.568	2759	10	1
5	-1.843	0.519	2764	9	1
6	-1.592	0.484	2768	9	1
7	-1.371	0.457	2772	8	1
8	-1.171	0.437	2776	8	1
9	-0.988	0.421	2779	7	1
10	-0.816	0.408	2782	7	1
11	-0.653	0.398	2785	7	1
12	-0.498	0.39	2788	7	1
13	-0.348	0.384	2790	7	1
14	-0.202	0.38	2793	7	1
15	-0.059	0.377	2795	7	1
16	0.083	0.376	2798	7	1
17	0.224	0.375	2800	7	1
18	0.365	0.376	2803	7	1
19	0.507	0.379	2805	7	1
20	0.652	0.383	2808	7	2
21	0.801	0.388	2811	7	2
22	0.954	0.395	2813	7	2
23	1.114	0.405	2816	7	2
24	1.282	0.416	2819	7	2
25	1.461	0.431	2822	8	3
26	1.655	0.45	2826	8	3
27	1.868	0.474	2830	8	3
28	2.108	0.506	2834	9	3
29	2.384	0.548	2839	10	3
30	2.715	0.605	2845	11	3
31	3.130	0.688	2852	12	3
32	3.692	0.821	2862	15	3
33	4.580	1.103	2878	20	3
34	5.945	1.891	2900	33	3

Table F-7. FI ELA Grade 11 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-5.094	1.836	3000	53	1
1	-3.862	1.02	3033	29	1
2	-3.128	0.737	3054	21	1
3	-2.679	0.615	3067	18	1
4	-2.344	0.546	3077	16	1
5	-2.071	0.501	3084	14	1
6	-1.837	0.469	3091	14	1
7	-1.628	0.446	3097	13	1
8	-1.437	0.428	3103	12	1
9	-1.260	0.414	3108	12	1
10	-1.092	0.404	3113	12	1
11	-0.933	0.395	3117	11	1
12	-0.780	0.388	3122	11	1
13	-0.631	0.383	3126	11	1
14	-0.485	0.38	3130	11	1
15	-0.342	0.377	3134	11	1
16	-0.200	0.376	3138	11	1
17	-0.059	0.376	3143	11	1
18	0.083	0.377	3147	11	1
19	0.226	0.38	3151	11	2
20	0.371	0.383	3155	11	2
21	0.520	0.388	3159	11	2
22	0.673	0.395	3164	11	2
23	0.833	0.404	3168	12	2
24	1.000	0.415	3173	12	2
25	1.178	0.428	3178	12	3
26	1.368	0.445	3184	13	3
27	1.576	0.467	3190	13	3
28	1.807	0.495	3196	14	3
29	2.070	0.532	3204	15	3
30	2.378	0.582	3213	17	3
31	2.757	0.655	3224	19	3
32	3.262	0.777	3238	22	3
33	4.063	1.054	3261	30	3
34	5.347	1.857	3298	54	3

Table F-8. FI Math Grade 3 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-4.827	1.845	2200	40	1
1	-3.573	1.036	2221	23	1
2	-2.806	0.758	2238	17	1
3	-2.326	0.639	2248	14	1
4	-1.962	0.572	2256	12	1
5	-1.660	0.529	2263	12	1
6	-1.397	0.499	2269	11	1
7	-1.159	0.478	2274	10	1
8	-0.939	0.462	2279	10	1
9	-0.730	0.452	2283	10	1
10	-0.530	0.444	2287	10	1
11	-0.334	0.440	2292	10	1
12	-0.141	0.439	2296	10	1
13	0.052	0.440	2300	10	1
14	0.247	0.444	2304	10	1
15	0.447	0.451	2309	10	1
16	0.656	0.462	2313	10	2
17	0.876	0.477	2318	10	2
18	1.113	0.498	2323	11	2
19	1.375	0.528	2329	12	2
20	1.675	0.571	2336	12	2
21	2.038	0.638	2343	14	2
22	2.516	0.756	2354	16	3
23	3.279	1.034	2371	23	3
24	4.531	1.844	2398	40	3

Table F-9. FI Math Grade 4 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-4.435	1.842	2300	39	1
1	-3.190	1.029	2333	22	1
2	-2.436	0.749	2349	16	1
3	-1.969	0.629	2359	13	1
4	-1.618	0.561	2366	12	1
5	-1.329	0.517	2372	11	1
6	-1.079	0.486	2378	10	1
7	-0.854	0.464	2382	10	1
8	-0.646	0.448	2387	10	1
9	-0.451	0.437	2391	9	1
10	-0.263	0.429	2395	9	1
11	-0.081	0.425	2399	9	1
12	0.099	0.423	2403	9	1
13	0.278	0.425	2407	9	1
14	0.460	0.429	2410	9	2
15	0.647	0.436	2414	9	2
16	0.842	0.447	2419	10	2
17	1.048	0.463	2423	10	2
18	1.272	0.485	2428	10	2
19	1.521	0.515	2433	11	3
20	1.808	0.559	2439	12	3
21	2.158	0.628	2447	13	3
22	2.623	0.747	2457	16	3
23	3.373	1.028	2473	22	3
24	4.617	1.841	2499	39	3

Table F-10. FI Math Grade 5 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-4.424	1.841	2400	40	1
1	-3.180	1.028	2431	22	1
2	-2.428	0.748	2447	16	1
3	-1.962	0.628	2457	14	1
4	-1.612	0.560	2465	12	1
5	-1.324	0.516	2471	11	1
6	-1.075	0.485	2476	10	1
7	-0.850	0.463	2481	10	1
8	-0.643	0.447	2486	10	1
9	-0.448	0.436	2490	9	1
10	-0.262	0.429	2494	9	1
11	-0.080	0.424	2498	9	1
12	0.099	0.423	2502	9	1
13	0.278	0.424	2505	9	1
14	0.460	0.428	2509	9	1
15	0.646	0.435	2513	9	1
16	0.840	0.446	2518	10	2
17	1.045	0.462	2522	10	2
18	1.268	0.483	2527	10	2
19	1.516	0.514	2532	11	2
20	1.802	0.558	2538	12	2
21	2.150	0.626	2546	13	3
22	2.613	0.746	2556	16	3
23	3.362	1.027	2572	22	3
24	4.604	1.840	2599	40	3

Table F-11. FI Math Grade 6 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-4.610	1.847	2500	40	1
1	-3.353	1.037	2527	22	1
2	-2.584	0.758	2544	16	1
3	-2.104	0.639	2554	14	1
4	-1.740	0.571	2562	12	1
5	-1.441	0.526	2569	11	1
6	-1.181	0.495	2574	11	1
7	-0.947	0.473	2579	10	1
8	-0.731	0.457	2584	10	1
9	-0.528	0.445	2588	10	1
10	-0.334	0.437	2593	9	1
11	-0.145	0.432	2597	9	1
12	0.040	0.430	2601	9	1
13	0.225	0.431	2605	9	1
14	0.413	0.435	2609	9	1
15	0.604	0.441	2613	10	2
16	0.803	0.452	2617	10	2
17	1.013	0.467	2622	10	2
18	1.241	0.488	2627	11	2
19	1.492	0.518	2632	11	3
20	1.782	0.561	2638	12	3
21	2.133	0.629	2646	14	3
22	2.600	0.748	2656	16	3
23	3.352	1.028	2672	22	3
24	4.595	1.841	2699	40	3

Table F-12. FI Math Grade 7 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-4.958	1.845	2600	41	1
1	-3.705	1.035	2618	23	1
2	-2.941	0.756	2635	17	1
3	-2.462	0.638	2645	14	1
4	-2.099	0.571	2653	13	1
5	-1.798	0.528	2660	12	1
6	-1.536	0.498	2666	11	1
7	-1.299	0.477	2671	10	1
8	-1.079	0.462	2676	10	1
9	-0.871	0.451	2680	10	1
10	-0.672	0.444	2685	10	1
11	-0.477	0.439	2689	10	1
12	-0.285	0.438	2693	10	1
13	-0.093	0.439	2697	10	1
14	0.101	0.443	2702	10	1
15	0.300	0.450	2706	10	2
16	0.507	0.460	2711	10	2
17	0.725	0.475	2715	10	2
18	0.961	0.496	2721	11	2
19	1.221	0.526	2726	12	2
20	1.519	0.569	2733	13	3
21	1.878	0.636	2741	14	3
22	2.353	0.754	2751	17	3
23	3.114	1.032	2768	23	3
24	4.363	1.843	2795	41	3

Table F-13. FI Math Grade 8 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-4.589	1.843	2700	38	1
1	-3.339	1.032	2733	21	1
2	-2.581	0.752	2749	16	1
3	-2.109	0.633	2758	13	1
4	-1.753	0.565	2766	12	1
5	-1.460	0.521	2772	11	1
6	-1.205	0.490	2777	10	1
7	-0.976	0.468	2782	10	1
8	-0.766	0.452	2786	9	1
9	-0.567	0.440	2790	9	1
10	-0.377	0.432	2794	9	1
11	-0.192	0.428	2798	9	1
12	-0.011	0.426	2802	9	1
13	0.171	0.427	2805	9	1
14	0.354	0.431	2809	9	1
15	0.543	0.438	2813	9	2
16	0.738	0.448	2817	9	2
17	0.946	0.464	2821	10	2
18	1.170	0.485	2826	10	2
19	1.419	0.515	2831	11	3
20	1.707	0.559	2837	12	3
21	2.056	0.627	2844	13	3
22	2.520	0.747	2854	15	3
23	3.270	1.028	2870	21	3
24	4.513	1.841	2895	38	3

Table F-14. FI Math Grade 11 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-4.592	1.845	3000	61	1
1	-3.340	1.034	3040	34	1
2	-2.578	0.754	3065	25	1
3	-2.104	0.634	3080	21	1
4	-1.747	0.566	3092	19	1
5	-1.453	0.521	3102	17	1
6	-1.198	0.490	3110	16	1
7	-0.969	0.468	3118	15	1
8	-0.758	0.452	3125	15	1
9	-0.559	0.440	3131	15	1
10	-0.369	0.432	3137	14	1
11	-0.185	0.428	3144	14	1
12	-0.003	0.426	3150	14	1
13	0.178	0.427	3156	14	2
14	0.362	0.431	3162	14	2
15	0.550	0.438	3168	14	2
16	0.746	0.448	3174	15	2
17	0.954	0.464	3181	15	2
18	1.178	0.485	3189	16	3
19	1.428	0.515	3197	17	3
20	1.715	0.559	3206	18	3
21	2.065	0.628	3218	21	3
22	2.530	0.747	3233	25	3
23	3.280	1.028	3258	34	3
24	4.523	1.841	3299	61	3

Table F-15. FI Science Grade 4 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-5.135	1.847	2300	32	1
1	-3.878	1.036	2323	18	1
2	-3.115	0.753	2336	13	1
3	-2.644	0.629	2344	11	1
4	-2.296	0.556	2350	10	1
5	-2.015	0.507	2355	9	1
6	-1.776	0.472	2360	8	1
7	-1.566	0.445	2363	8	1
8	-1.378	0.424	2367	7	1
9	-1.205	0.407	2370	7	1
10	-1.045	0.394	2372	7	1
11	-0.894	0.383	2375	7	1
12	-0.751	0.375	2378	7	1
13	-0.613	0.368	2380	6	1
14	-0.480	0.362	2382	6	1
15	-0.350	0.358	2385	6	1
16	-0.223	0.355	2387	6	1
17	-0.097	0.354	2389	6	1
18	0.028	0.353	2391	6	1
19	0.153	0.354	2393	6	1
20	0.279	0.356	2396	6	1
21	0.406	0.359	2398	6	1
22	0.536	0.363	2400	6	2
23	0.670	0.369	2402	6	2
24	0.809	0.376	2405	7	2
25	0.954	0.386	2407	7	2
26	1.107	0.398	2410	7	2
27	1.271	0.413	2413	7	3
28	1.449	0.432	2416	8	3
29	1.647	0.458	2420	8	3
30	1.872	0.492	2424	9	3
31	2.136	0.539	2428	9	3
32	2.463	0.610	2434	11	3
33	2.908	0.734	2442	13	3
34	3.639	1.019	2455	18	3
35	4.869	1.836	2476	32	3

Table F-16. FI Science Grade 7 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-5.341	1.838	2600	31	1
1	-4.106	1.022	2622	17	1
2	-3.369	0.738	2634	12	1
3	-2.919	0.615	2642	10	1
4	-2.586	0.544	2647	9	1
5	-2.317	0.496	2652	8	1
6	-2.088	0.462	2656	8	1
7	-1.886	0.437	2659	7	1
8	-1.705	0.417	2662	7	1
9	-1.538	0.401	2665	7	1
10	-1.382	0.388	2668	7	1
11	-1.236	0.378	2670	6	1
12	-1.097	0.369	2672	6	1
13	-0.963	0.362	2675	6	1
14	-0.834	0.356	2677	6	1
15	-0.709	0.352	2679	6	1
16	-0.586	0.348	2681	6	1
17	-0.466	0.345	2683	6	1
18	-0.347	0.343	2685	6	1
19	-0.230	0.342	2687	6	1
20	-0.113	0.342	2689	6	1
21	0.004	0.342	2691	6	1
22	0.121	0.343	2693	6	1
23	0.240	0.345	2695	6	1
24	0.360	0.348	2697	6	1
25	0.482	0.351	2699	6	1
26	0.606	0.355	2701	6	2
27	0.735	0.361	2703	6	2
28	0.867	0.368	2706	6	2
29	1.006	0.376	2708	6	2
30	1.151	0.387	2710	7	2
31	1.305	0.399	2713	7	2
32	1.471	0.415	2716	7	3
33	1.651	0.435	2719	7	3
34	1.851	0.460	2722	8	3
35	2.077	0.494	2726	8	3
36	2.344	0.541	2731	9	3
37	2.675	0.613	2736	10	3
38	3.122	0.736	2744	12	3
39	3.856	1.020	2756	17	3

TotalRawScore	Theta	SETheta	SS	SESS	PL
40	5.088	1.837	2777	31	3

Table F-17. FI Science Grade 11 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-5.387	1.835	3000	33	1
1	-4.158	1.017	3019	18	1
2	-3.430	0.731	3032	13	1
3	-2.990	0.607	3040	11	1
4	-2.667	0.534	3046	9	1
5	-2.408	0.486	3050	9	1
6	-2.190	0.450	3054	8	1
7	-1.999	0.424	3058	8	1
8	-1.829	0.403	3061	7	1
9	-1.674	0.386	3063	7	1
10	-1.530	0.372	3066	7	1
11	-1.396	0.360	3068	6	1
12	-1.270	0.351	3071	6	1
13	-1.150	0.343	3073	6	1
14	-1.035	0.336	3075	6	1
15	-0.924	0.330	3077	6	1
16	-0.816	0.326	3079	6	1
17	-0.712	0.322	3080	6	1
18	-0.609	0.319	3082	6	1
19	-0.509	0.316	3084	6	1
20	-0.409	0.314	3086	6	1
21	-0.311	0.313	3088	6	1
22	-0.213	0.312	3089	6	1
23	-0.116	0.312	3091	6	1
24	-0.018	0.313	3093	6	1
25	0.080	0.314	3095	6	1
26	0.179	0.316	3096	6	1
27	0.280	0.318	3098	6	1
28	0.382	0.321	3100	6	2
29	0.486	0.325	3102	6	2
30	0.593	0.329	3104	6	2
31	0.703	0.335	3106	6	2
32	0.817	0.341	3108	6	2
33	0.936	0.349	3110	6	2
34	1.062	0.359	3112	6	2
35	1.194	0.370	3114	7	2
36	1.336	0.384	3117	7	2
37	1.490	0.400	3120	7	3
38	1.658	0.421	3123	7	3
39	1.847	0.448	3126	8	3

TotalRawScore	Theta	SETheta	SS	SESS	PL
40	2.063	0.483	3130	9	3
41	2.319	0.532	3134	9	3
42	2.639	0.605	3140	11	3
43	3.076	0.729	3148	13	3
44	3.801	1.015	3161	18	3
45	5.026	1.834	3182	33	3

Table F-18. FI Social Studies Grade 5 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS	PL
0	-4.690	1.836	2400	33	1
1	-3.459	1.019	2425	18	1
2	-2.727	0.735	2438	13	1
3	-2.281	0.612	2446	11	1
4	-1.953	0.540	2452	10	1
5	-1.687	0.493	2457	9	1
6	-1.461	0.460	2461	8	1
7	-1.261	0.435	2464	8	1
8	-1.081	0.416	2468	7	1
9	-0.914	0.401	2471	7	1
10	-0.759	0.389	2473	7	1
11	-0.611	0.380	2476	7	1
12	-0.469	0.373	2478	7	1
13	-0.331	0.368	2481	7	1
14	-0.197	0.365	2483	6	1
15	-0.065	0.363	2486	6	1
16	0.066	0.362	2488	6	1
17	0.198	0.363	2490	6	1
18	0.330	0.365	2493	6	1
19	0.464	0.368	2495	7	1
20	0.602	0.374	2497	7	1
21	0.744	0.380	2500	7	2
22	0.892	0.389	2503	7	2
23	1.048	0.401	2505	7	2
24	1.215	0.416	2508	7	2
25	1.395	0.435	2512	8	3
26	1.595	0.460	2515	8	3
27	1.821	0.493	2519	9	3
28	2.087	0.540	2524	10	3
29	2.417	0.612	2530	11	3
30	2.862	0.735	2538	13	3
31	3.595	1.019	2551	18	3
32	4.826	1.836	2573	33	3

Table F-19. FI Social Studies Grade 8 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS
0	-4.875	1.836	2700	35
1	-3.646	1.018	2723	19
2	-2.916	0.733	2737	14
3	-2.473	0.610	2746	12
4	-2.146	0.538	2752	10
5	-1.882	0.491	2757	9
6	-1.659	0.457	2761	9
7	-1.462	0.432	2765	8
8	-1.284	0.412	2769	8
9	-1.120	0.397	2772	8
10	-0.967	0.386	2775	7
11	-0.822	0.376	2777	7
12	-0.683	0.369	2780	7
13	-0.549	0.363	2783	7
14	-0.419	0.360	2785	7
15	-0.290	0.357	2788	7
16	-0.163	0.356	2790	7
17	-0.037	0.356	2792	7
18	0.090	0.357	2795	7
19	0.218	0.360	2797	7
20	0.349	0.364	2800	7
21	0.483	0.369	2802	7
22	0.622	0.377	2805	7
23	0.768	0.386	2808	7
24	0.921	0.398	2811	8
25	1.085	0.413	2814	8
26	1.264	0.432	2817	8
27	1.461	0.458	2821	9
28	1.685	0.491	2825	9
29	1.950	0.539	2830	10
30	2.277	0.610	2837	12
31	2.721	0.734	2845	14
32	3.452	1.018	2859	19
33	4.682	1.836	2883	35

Table F-20. FI Social Studies Grade 11 Raw to Scale Score Conversion Table

TotalRawScore	Theta	SETheta	SS	SESS
0	-4.927	1.834	3000	33
1	-3.701	1.016	3024	18
2	-2.976	0.729	3037	13
3	-2.538	0.605	3045	11
4	-2.218	0.532	3051	10
5	-1.961	0.484	3055	9
6	-1.744	0.449	3059	8
7	-1.555	0.422	3063	8
8	-1.386	0.402	3066	7
9	-1.231	0.385	3069	7
10	-1.088	0.372	3071	7
11	-0.954	0.361	3074	7
12	-0.827	0.352	3076	6
13	-0.706	0.344	3078	6
14	-0.590	0.338	3080	6
15	-0.478	0.333	3082	6
16	-0.368	0.329	3084	6
17	-0.261	0.326	3086	6
18	-0.156	0.323	3088	6
19	-0.052	0.322	3090	6
20	0.051	0.321	3092	6
21	0.154	0.321	3094	6
22	0.257	0.322	3096	6
23	0.361	0.323	3097	6
24	0.466	0.325	3099	6
25	0.573	0.328	3101	6
26	0.682	0.332	3103	6
27	0.794	0.337	3105	6
28	0.910	0.343	3107	6
29	1.030	0.351	3110	6
30	1.156	0.360	3112	7
31	1.289	0.371	3114	7
32	1.431	0.384	3117	7
33	1.585	0.400	3120	7
34	1.753	0.421	3123	8
35	1.941	0.447	3126	8
36	2.157	0.482	3130	9
37	2.412	0.531	3135	10
38	2.732	0.604	3140	11
39	3.168	0.728	3148	13

TotalRawScore	Theta	SETheta	SS	SESS
40	3.891	1.015	3161	18
41	5.116	1.834	3184	33

Appendix G: MI-Access Psychometric Verification Report 2021

Appendix G: Verification of Psychometric Work for Spring 2021 MI-Access Administration



PSYCHOMETRIC VERIFICATION OF MICHIGAN'S ALTERNATE ASSESSMENT PROGRAM (MI-ACCESS) FOR SPRING 2021 ADMINISTRATION

CRESST Psychometrics Team

NOVEMBER 2021

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CRESST Psychometrics Team

CRESST/University of California, Los Angeles

Executive Summary

The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California, Los Angeles (UCLA) conducted an independent psychometric verification of two testing programs under contract with the Michigan Department of Education (MDE) from May to July of 2021. The two testing programs were the Michigan Student Test of Educational Progress (M-STEP) and Michigan's Alternate Assessment Program (MI-ACCESS).

Due to the global COVID-19 pandemic, 2020–2021 has been an unusual school year. The administration of the spring statewide assessment in Michigan deviated from the typical administration in a normal year. Consequently, some changes related to the Michigan psychometric work took place and verification tasks were modified accordingly. For each testing program, the verification work consisted of two steps: (a) creation of pre-equated raw-to-scale-score (RSS) tables and (b) creation of a Microsoft Excel file that combined the RSS tables for all grade levels and all forms in a specified layout.

This report documents the psychometric verification of the MI-ACCESS testing program, specifically for Function Independence (FI) tests. Based upon the agreement with MDE, two software programs—WINSTEPS 3.92.1 and R 4.1.0—were used for the verification work. The verification work included conducting psychometric analyses by applying the same approach and methodology as MDE, evaluating statistical methods, and comparing results between CRESST and MDE at each subtask stage and at the completion of the task.

During the process, very detailed and careful alignment of the analytic approaches was occasionally required to produce the exact same numerical results. Nonetheless, through active discussion and exchange of feedback regarding soundness of the procedures and results, CRESST and MDE adequately resolved discrepancies.

The verification of the MI-ACCESS testing program showed that the psychometric analyses conducted by CRESST and MDE produced the exact same numerical results. The verification results indicated that the psychometric analyses of the MI-ACCESS testing program were performed with high precision and were successfully verified.

Further detailed descriptions are provided in the body of the report, including methodology, verification results, and conclusions. The table in the Appendix outlines the detailed account of the verification procedure and key findings for each of the content areas.

Psychometric Verification of Michigan's Alternate Assessment Program (MI-ACCESS) for Spring 2021 Administration

CRESST Psychometrics Team

CRESST/University of California, Los Angeles

1. Introduction

The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California, Los Angeles (UCLA) conducted an independent psychometric verification of two testing programs under contract with the Michigan Department of Education (MDE) from May to July of 2021. The two testing programs were the Michigan Student Test of Educational Progress (M-STEP) and Michigan's Alternate Assessment Program (MI-ACCESS). For each testing program, the verification work consisted of two steps: (a) creation of pre-equated raw-to-scale-score (RSS) tables and (b) creation of a Microsoft Excel file that combined the RSS tables for all grade levels and all forms in a specified layout.

This report documents the verification activities of the MI-ACCESS Function Independence (FI) tests administered in 2021. Due to the global COVID-19 pandemic, 2020–2021 was an unusual school year. The administration of the spring statewide assessment in Michigan deviated from the typical administration in a normal year. Consequently, some changes related to Michigan psychometric work took place and verification tasks were modified accordingly. The two major changes were (a) the RSS table creation procedure was changed from postequating to pre-equating and (b) the computation of item statistics for the item bank system (IBS) was entirely excluded for this administration. Moreover, the verification work of Supported Independence (SI) and Participation (P) tests was not conducted this year. The final verification work involved the following tasks:

- 1. Pre-equating WINSTEPS calibration to obtain score-to-theta (i.e., score-to-measure) tables
- 2. Creation of pre-equated RSS tables
- 3. Creation of an Excel file in the required layout with all grade levels and all forms combined

Based upon the agreement with the MDE, two software programs—WINSTEPS 3.92.1 (Linacre, 2016) and R 4.1.0 (R Core team, 2021)—were used for the verification work. Specifically, the WINSTEPS 1-parameter logistic (1PL)/partial credit model (PCM) calibration was used for RSS table creation.

To ensure careful alignment of analytic approaches between CRESST and MDE, supporting documents such as the description of analysis procedures, test maps, cut scores and scaling constants, item parameter and data files, and a subset of the WINSTEPS output files were provided to CRESST by MDE.

2. Methodology

CRESST received the Spring 2019 online data, which were used as the dummy data for the pre-equating fixed-parameter calibration, and item parameter files for FI English language arts (ELA), math, science, and social studies for online forms. ELA and math were assessed at Grades 3 to 8 as well as Grade 11, science at Grades 4, 7, and 11, and social studies at Grades 5, 8, and 11. For each of these grade and content combinations, the data and item parameter files contained student responses and item bank values for operational (OP) items, respectively.

For each grade and content combination, the pre-equating WINSTEPS calibration run was first conducted by fixing all the OP item parameters to the corresponding item bank values to obtain a score-to-theta table. It should be noted that for FI social studies grade 8, the first OP item's *b* parameter was missing and thus excluded from the anchor items for the fixed-parameter calibration run.

Given the score-to-theta table generated from the WINSTEPS calibration run, the thetas were converted to scale scores via a linear transformation using the scaling constant (see MIAccess_CutScores_FIScalingConstants.xlsx) to create the pre-equated RSS tables. When necessary, the scale scores were truncated to the prespecified minimum and maximum scale scores (see Decision on FI Min and Max Scalescore Truncation.docx). In addition to the RSS tables, the corresponding performance levels were obtained based on the scale score ranges associated with each performance level by grade and content area.

We note that online form 1 was used as the base form, that is, the same conversion table obtained from online form 1 was used for the other forms for each grade and content combination. Technically, it is possible to have different pre-equated conversion tables for the different forms. Nonetheless, to be consistent with the normal year approach and to avoid future confusion from the field and, the approach of reporting the same RSS table across modes per content by grade was adopted.

The comprehensive Excel file in the required layout was created using R by combining the pre-equated RSS tables along with raw-to-performance-level tables for all the grade levels and forms.

3. Verification Results and Conclusions

During the verification process, very detailed and careful alignment of the analytic approaches was occasionally required to produce the matching numerical results. CRESST and MDE, however, resolved discrepancies by examining the software files, providing stepparameters for the CR items in the FI ELA tests, and maintaining the same level of precision (i.e., decimal places) through active discussion and exchange of feedback.

The verification of the MI-ACCESS testing program indicated that the psychometric analyses conducted by CRESST yielded the exact same numerical results as MDE, including the score-to-theta tables, pre-equated RSS tables, and the final Excel file. In summary, the verification results indicated that the MI-ACCESS psychometric analyses were performed with high precision and were successfully verified.

References

Linacre, J. M. (2016). Winsteps® (Version 3.92.1) [Computer software]. Winsteps.com

R Core Team. (2021). *R: A language and environment for statistical computing.* R Foundation for Statistical Computing. https://www.R-project.org/

Appendix: 2021 MI-ACCESS Verification Activities

MI-ACCESS Conversion Tables Verification	Start	End	Dependencies	Verification	Conclusion	Status

FI ELA, Math, Science, and Social 6/15 Studies	7/12	MDE provided	CRESST	(Additional technical info, notes)	Green
 Pre-equating WINSTEPS calibration runs Creation of pre-equated RSS tables Creation of an Excel file in the required layout 		 files needed for pre-equating RSS tables such as test maps, item parameter files, data, cutscores, scaling constants (5/5). FI score to theta tables (5/13). step parameter files for FI ELA (6/23). FI RSS conversion tables (6/28). 	 provided the verification results for score-to-theta files (Math - 6/23, Science and Social Studies - 6/25, and ELA - 6/28). provided the verification results for the RSS tables (6/30), which were confirmed by MDE (7/1). 	 CRESST and MDE noticed the missing step parameters for ELA and resolved discrepancies in the score- to-theta files (6/23). The RSS tables exactly matched. 	
FTP link to Deliverables:/michigan/ 2021_MI-Access/CRESST Verification		1) CRESST Verification 2021 FI ELA All Grades SC Files.xlsx 2) CRESST Verification 2021 FI Math All Grades SC Files.xlsx 3) CRESST Verification 2021 FI Science All Grades SC Files.xlsx 4) CRESST Verification 2021 FI Social Studies All Grades SC Files.xlsx 5) CRESST Verification 2021 FI All Raw to Scale Score Tables.xlsx			



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