Michigan Statewide Assessment Selection *Guidance*

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Introduction

Michigan's classrooms contain an increasingly diverse population of students. They come from families representing over 175 languages and have unique instructional needs to address. Students may have academic talents, physical or cognitive disabilities, or may be learning English for the first time. Understanding the unique needs of students is important, both in planning instruction and in selecting assessments that most appropriately and accurately measure student progress.

By providing information regarding student needs and the link between instruction and assessment, Michigan educators can gain a greater understanding of current statewide assessments and available accommodations. This guide was developed to help educators with the process of making decisions about assessments. It is updated annually and organized as follows:

- Chapter 1 presents characteristics of today's students;
- Chapter 2 gives a brief overview of the statewide assessments that are currently available to Michigan students;
- Chapters 3-8 provide detailed information about each of the statewide assessments and NAEP;
- Chapter 9 provides information about assessment accommodations, including their use in helping students gain better access to statewide assessments;
- Chapter 10 introduces selection process tools that can be used to assist in making sound and informed assessment decisions; and
- Chapter 11 outlines key laws and policies pertaining to participation in state assessment programs.

Also provided are appendices of supplemental information, along with a glossary to clarify terminology.

Chapter 1: Today's Students

Today's classrooms are filled with all kinds of students. Some students have always lived in the same house; others have moved many times. Growing numbers of students have moved to Michigan from other countries and are learning to speak English for the first time.

In addition to diverse backgrounds, students also have varying instructional needs. There are students who excel in certain content areas, such as mathematics, and need accelerated instruction. Other students need additional help in one or more content areas. In fact, some students may have overlapping needs and can benefit from multiple types of assistance. Whether extra help is given to a student as a curricular enhancement or as an additional academic support, it is our goal for educators to provide each student with the type of assistance that will allow him or her to succeed first with instruction and then with assessments that measure what has been learned.

This chapter describes today's students, their instructional needs, and the types of academic support that are provided in our schools. Knowing the content that a student is learning and the supports regularly used as part of instruction are the first steps in determining an appropriate assessment.

Determining need for additional assistance

Students needing assistance learning the English language

Students who are still in the process of learning the English language are known as English language learners or ELLs. This determination is made at the time of enrollment. Instructional assistance includes specific language interventions and academic support. The types of interventions and supports may look different from one school to another depending on the languages spoken, the instructional approach used, and the English Language Proficiency (ELP) level of students.

Students who excel

For students who excel in a content area, assistance may include enrichment projects or an introduction to higher level content with students from other classrooms or instructional groups. There are a number of instructional resources for these students, who are sometimes referred to as gifted, such as the Summer Institute for the Gifted at the University of Michigan (**www.giftedstudy.org/residential/michigan**) and the Michigan Alliance for Gifted Education (**www.migiftedchild.org**).

Advanced Placement (AP) courses are offered at many high schools across Michigan. Eligible high school students may also participate in dual enrollment or post-secondary enrollment options. See **www.michigan.gov/dualenrollment** for more information on AP and dual enrollment eligibility and options.

Students needing additional assistance and/or support

Students who need additional assistance to learn may benefit from tutoring sessions or the use of a tiered instructional approach, such as Response To Intervention, or RTI. The National Center on Response To Intervention (**www.rti4success.org**) is a good resource for information on RTI.

Some students may also benefit from supports such as individual or small group instruction. This type of support is also available on assessments, and is available to all students for statewide assessments as a universal accommodation. The accommodations summary tables provide a list of accommodations for different statewide assessments, including whether the accommodation is standard or nonstandard, and also whether it is a universal accommodation available to all students. The accommodation summary tables are available on each specific assessment's section at **www.michigan.gov/baa**.

Students needing systematic and substantive services

When it is found that a student needs systematic and substantive instructional support, the student may be assessed for specialized services. If it is determined that a student has a disability, it is important to target the areas of need and provide an appropriate program or service. These are identified for each student as part of an Individualized Education Program (IEP) or 504 Plan.

Instructional needs related to assessment

Many of the needs for assistance with instruction also apply to testing. Every student enrolled at the time of statewide testing must be assessed. There are two general assessments that are given to students, the Michigan Educational Assessment Program (MEAP) for grades 3-9 and the Michigan Merit Examination (MME) for grade 11. These tests are based on the state's current content standards. For elementary and middle schools, these standards are called Grade Level Content Expectations (GLCEs); for high school, High School Content Expectations (HSCEs).

Most students, including those with disabilities, are instructed with grade-level content, or GLCEs, and will take the state's general assessments, either MEAP or MME, at the level which matches their grade of enrollment. There are a number of universal (MEAP, MEAP-Access, MI-Access, ELPA, and NAEP) or local decision (MME) accommodations that are available to students for these tests.

English language learners

Students who are English language learners (ELLs) will take the general assessments, either MEAP or MME, with ELL accommodations that are recommended and routinely used for their instruction in the content area(s) assessed. ELL students who have an IEP will take the assessment specified in their IEP, either MEAP/MME, MEAP-Access, or MI-Access, with the accommodations also specified in the IEP for the assessment.

In addition, all students who are eligible for ELL programs or services will take the English Language Proficiency Assessment (ELPA) each year to assist in determining the progress that the student has made learning the English language. This will continue until the student becomes proficient and is no longer eligible for program services.

Foreign exchange students

Foreign exchange students will also take the general assessments, with available universal or local decision accommodations. If the foreign exchange student is eligible for ELL services, ELL accommodations that are recommended and used routinely during instruction in a content area are also available for use during testing.

Newcomers

Students who are eligible for ELL services, have taken ELPA and/or the ELPA Initial Screening, AND are enrolled in their first year in a United States public school or public school academy, may be excused from participating in the state content area assessments in reading and writing. This is a one-time exemption that is allowed. (The "first year" is defined as the first twelve calendar months that the student is enrolled.) These students are required to take all other assessment content area tests for the grade of enrollment and may use ELL accommodations that have been recommended and used routinely as part of their instruction in the content area assessed.

Students with 504 Plans

Students with 504 Plans take the general assessment (MEAP or MME) and use the 504 Plan accommodations that have been recommended and used routinely for instruction in the content area assessed. Please note, however, that students with 504 Plans are not eligible for alternate assessments (MEAP-Access or MI-Access).

Students with Individualized Education Programs (IEPs)

Students with IEPs take the assessment that is determined by the IEP Team to be appropriate for their needs. The determination is by content area and is based on the content and instruction received by the student. Only students with IEPs are eligible to participate in alternate assessments.

Grade-level content

If a student with an IEP is instructed with grade-level content (GLCEs or HSCEs), he or she generally takes either MEAP or MME. Students with disabilities may use accommodations on the MEAP or MME that are routinely used for instruction in the content area being assessed and which are recommended and documented in the IEP by the IEP Team.

IEP Teams may now also select MEAP-Access for students with IEPs who are instructed with grade-level content and can make significant progress in the content, but may not reach the same grade-level achievement or proficiency as their non-disabled peers in the time frame covered by the IEP. The MEAP-Access is based on the same grade-level content expectations as the MEAP. While the content standards and expectations are the same for both assessments, the achievement expectations for MEAP-Access are not as difficult as for the MEAP. This may be accomplished in such ways as simplified language, shorter or fewer reading passages, and/or fewer distracter items on multiple choice questions. MEAP-Access is only available to students in grades 3-8 in reading and mathematics and in grades 4 and 7 in writing.

Extended grade-level content

Students with IEPs who are instructed with extended grade-level content, either Extended Grade Level Content Expectations (EGLCEs) for grades 3-8 or Extended High School Content Expectations (EHSCEs) for grades 9-12, are eligible to take one of the MI-Access assessments. Accommodations for students with disabilities that are recommended by the IEP Team and used routinely for instruction in the content area(s) assessed are also available for use with MI-Access assessments. (For more information on accommodations, see Chapter 9.)

There are three types of MI-Access assessments: Functional Independence, Supported Independence, and Participation. The content areas of English language arts, mathematics, and science are included for all MI-Access assessments.

- ***Functional Independence***
  The MI-Access Functional Independence assessments are designed for students who have, or function as if they have, *mild* cognitive impairment. Students taking the Functional Independence assessment are capable of meeting their own needs and living successfully in their communities without overt support from others. This assessment is presented to the student in paper-and-pencil format.

- ***Supported Independence***
  The MI-Access Supported Independence assessments are designed for students who have, or function as if they have, *moderate* cognitive impairment. Students taking the Supported Independence assessment can usually follow learned routines and demonstrate independent living skills. For this assessment, some questions are presented as selected response items in which the student selects one of three answer choices that are presented as picture cards. The remaining items are performance-based activities.

- ***Participation***
  The MI-Access Participation assessments are designed for students who have, or function as if they have, *severe* cognitive impairment and may respond to instruction and testing in unique ways, such as blinking an eye to indicate understanding of content. Students taking the Participation assessment are often dependent on others. Like Supported Independence, this assessment is composed of selected-response items and performance-based activities. However, the selected-response items have two choices presented as picture cards and there is a greater number of performance-based activities.

Students in Ungraded Programs

Students with IEPs take the assessment level that matches the grade level in which they are enrolled as indicated in the Michigan Student Data System (MSDS). There are some students with IEPs who are in ungraded programs. The assessment level for these students is determined by an age-to-grade conversion table, shown on the following page.

Table B-1 Age-to-Grade Conversion	
Student Age*	**Corresponding Grade-Level Assessment**
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 1st of the school year in which the assessment is administered.

Less than full academic year students

Sometimes questions are asked about which students to assess. These questions are easy to answer. All students enrolled at the time of testing are assessed following the guidance provided, even if they enroll on the day that testing starts. This includes students who have been in a school or district less than a full academic year. These students are counted as participating in the assessment, even though the scores may or may not not be used for accountability purposes. The Bureau of Assessment and Accountability public website at **www.michigan.gov/baa** provides information on accountability measures for Michigan schools, including how Michigan accountability criteria are calculated.

Chapter 2: Available Statewide Assessments

The goal of statewide assessment is to provide all students with an opportunity to demonstrate what they know and have learned. Because the students of today come from a variety of backgrounds and have diverse instructional needs, the State has developed different types of assessments to measure student learning, which are included in the Michigan Educational Assessment System, or MEAS. The MEAS, adopted by the State Board of Education in October 2001, is a continuum of assessments designed to gather such information, including the extent to which all students are proficient on state standards.

Selecting the appropriate assessment is critical for obtaining results that are of value to parents, teachers, and administrators, as well as for state and federal reporting of school and district results. The purpose of this chapter is to provide an overview of each statewide assessment program currently available in Michigan. It can be used as a handy reference, along with the content taught, supports used for instruction, and the student's level of independence, in determining which assessment(s) should be given.

Michigan Educational Assessment System (MEAS)

The MEAS currently includes five assessment programs. The English Language Proficiency Assessment, or ELPA is used to determine student's progress in learning the English language. The Michigan Educational Assessment Program, or MEAP and the Michigan Merit Examination, or MME, are the general assessments. For students who are unable to take the general assessment, even with accommodations, alternate assessments are provided. The alternate assessments currently available are MI-Access and MEAP-Access. There are three types of MI-Access: 1) Functional Independence, 2) Supported Independence, and 3) Participation. Like the general assessments, MEAP-Access is based on grade level content, or GLCEs, and is designed for students with IEPs who are struggling to reach the same proficiency as their non-disabled peers in the time frame covered by the IEP. The table below provides a snapshot of this continuum.

Table C-1 Michigan's Assessment Continuum

Assessment	Type of Assessment	Based On
ELPA	English Proficiency	ELP Standards
MEAP/MME	General	GLCEs/HSCEs
MEAP-Access	AA-MAS	GLCEs
MI-Access Functional Independence	AA-AAS	Extended GLCEs/HSCEs/Benchmarks
MI-Access Supported Independence	AA-AAS	Extended GLCEs/HSCEs/Benchmarks
MI-Access Participation	AA-AAS	Extended GLCEs/HSCEs/Benchmarks

AA-MAS = Alternate Assessment based on Modified Achievement Standards
AA-AAS = Alternate Assessment based on Alternate Achievement Standards

The student data from these assessments are used for state and federal reporting of school and district achievement results.

The English Language Proficiency Assessment (ELPA)

The ELPA is available for English language learner (ELL) students in grades K-12 and consists of two assessments, the ELPA Initial Screening, which identifies students who are eligible for English language learner (ELL) services, and the ELPA, which is given annually in the spring and is designed to measure English Language Proficiency progress.

The Spring ELPA is required for all K-12 students who are eligible for ELL services—even those students who are not currently receiving ELL services. This includes students enrolled in public schools, public school academies, and private schools that have agreements with Local Educational Agencies (LEAs). These students must take the ELPA annually until they have been exited from ELL services and designated Formerly Limited English Proficient (FLEP).

Eligibility for ELL services is determined when the student first enrolls and is given the Home Language Survey, which consists of two questions:

- Is your child's native tongue a language other than English?
- Is the primary language used in your child's home or environment a language other than English?

If the answer to either question is "yes," the student takes the ELPA Initial Screening to determine his or her proficiency, which in turn will determine eligibility for ELL services. This assessment is available year-round to provide students with appropriate instructional placement.

The goal of the ELPA is to appropriately and uniformly measure the proficiency levels of Michigan students who are learning English as a second language and to monitor their progress from one year to the next. The content is aligned with the state's proficiency standards in five grade spans, or assessment levels. Table C-2 shows the grade spans for each assessment level. ELLs take the ELPA assessment level that corresponds to their grade of enrollment as recorded in the Michigan Student Data System (MSDS).

Table C-2 ELPA Assessment Levels

Assessment Level	Grade Level(s)
I	K
II	1-2
III	3-5
IV	6-8
V	9-12

Each level of the ELPA has four sections: listening, reading, writing, and speaking. Listening, reading, and writing are group administered and contain multiple-choice items, though writing contains constructed response questions as well. Speaking is administered individually and contains constructed-response items. Together, these sections are designed to measure the oral, written, and

comprehension skills students need to learn and communicate with others in academic and social settings. These sections are designed to be given in any order to facilitate test administration. For more information on the Spring ELPA, as well as the ELPA Initial Screening, go to the ELPA Web page at **www.michigan.gov/elpa**.

Additional Information is also available in Chapter 3.

The Michigan Educational Assessment Program (MEAP)

For over forty years, the MEAP has been used in Michigan to provide information on student achievement. The MEAP is one of the state's two general assessments and is based on the content standards developed by Michigan educators and approved by the Michigan State Board of Education. The MEAP assessments are criterion-referenced, meaning that each student's results are judged and reported against a set performance standard.

The MEAP is administered in the fall of each school year for students in grades 3-9. As one of the state's two general assessments, it assesses the state's Grade Level Content Expectations (GLCEs) in reading, writing, mathematics, science, and social studies. (See Table C-3 to determine which content areas are assessed at which grades.)

Table C-3 Content Areas and Grades Assessed with the MEAP

Content Areas	Grades						
	3rd	4th	5th	6th	7th	8th	9th
Reading	X	X	X	X	X	X	
Writing		X			X		
Mathematics	X	X	X	X	X	X	
Science			X			X	
Social Studies				X			X

For more detailed information on MEAP, go to **www.michigan.gov/meap**, as well as Chapter 4 in this guide.

The Michigan Merit Examination (MME)

The MME is the state's general education assessment used to assess grade 11 (and eligible students in grade 12) on Michigan's reading, writing, mathematics, science, and social studies High School Content Expectations (HSCEs).

It is designed somewhat differently than other statewide assessments in that the MME has three distinct components administered over three days: Day 1 is the ACT Plus Writing college entrance examination; Day 2 is the WorkKeys job skills assessment; and Day 3 consists of the Michigan-developed assessments. Each MME component is comprised of several sections which, together, enable students to fully demonstrate their knowledge in relation to state standards.

Table C-4, on the following page, shows the sections that comprise each MME component.

Table C-4	MME Components and Subjects	
Day Administered	**Test Component**	**Subject Sessions**
1	ACT Plus Writing	English
		Mathematics
		Reading
		Science
		Writing
2	WorkKeys	Reading for Information
		Applied Mathematics
		Locating Information
3	Michigan Assessments	Mathematics
		Science
		Social Studies

The ACT assessment contains five criterion-referenced tests: English, math, reading, science, and a writing section. The material covered in each of the five assessments is drawn from the domain of each content area that educators agree is important to that content area and that is prerequisite to successful performance in entry-level college courses.

The WorkKeys component of the MME is designed to assess students' employability skills. The three areas assessed on Day 2 of the MME are Reading for Information, Applied Mathematics, and Locating Information. All of these assessments are designed to measure the degree to which students are career-ready.

The Michigan developed tests given on the final day—math, science, and social studies—are derived from the HSCEs and are designed to show how Michigan students are doing on certain skills and knowledge not covered by the Day 1 and Day 2 assessments.

The MME is administered in the spring of each school year. For more detailed information on the MME, see Chapter 5, or go to **www.michigan.gov/mme**.

MEAP-Access

In 2007, the U.S. Education Department (USED) issued revised regulations allowing states to develop Alternate Assessments based on Modified Achievement Standards (AA-MAS) for students whose disabilities have prevented them from achieving the same grade-level proficiency as their non-disabled peers in the time frame covered by the IEP. These students previously had taken either the grade-level assessment, which is often too difficult, or an alternate assessment designed for students with the most significant cognitive disabilities, which is often too easy. Neither of these options provided an accurate assessment of what these students know and can do.

MEAP-Access, which is based on the same content standards as the state's general education assessments but with modified achievement standards, is a more appropriate measure of assessing these students.

Detailed information regarding student eligibility for MEAP-Access is contained in a document called *MEAP-Access Eligibility Criteria and Guidance for Participation*, which is available on the MEAP-Access Web page at **www.michigan.gov/meap-access**. In short, MEAP-Access is designed for students with an IEP who:

- have an IEP Team that is reasonably certain the student will not achieve grade-level standards at the same level of proficiency as their non-disabled peers within the year covered by the IEP;
- have access to, and instruction in, grade-level content for the grade in which the student is enrolled;
- are instructed by a highly qualified teacher(s);
- can demonstrate that their disabilities have precluded them from achieving the grade-level standards at the same level of proficiency in the time frame covered by the IEP; and
- have multiple objective and valid measures of academic achievement over time.

MEAP-Access is administered in the fall of each school year to students in grades 3-8 and covers the content areas of reading, writing, and mathematics. (See Table C-5 for which content areas are assessed in which grade levels.) It should be noted that there are currently no state-level AA-MAS tests for science and social studies; therefore IEP Teams need to determine how their students will be assessed in those subject areas. A student instructed in Grade Level Content Expectations (GLCEs) should take the MEAP science and social studies assessments. A student instructed in Extended Grade Level Content Expectations (EGLCEs) should take the MI-Access Functional Independence science assessment. However, since there is no alternate assessment for social studies, the student will need to take a district-determined social studies assessment identified in the student's IEP.

Table C-5 Content Areas and Grades Assessed with MEAP-Access

Content Area	Grade					
	3	4	5	6	7	8
Reading	X	X	X	X	X	X
Writing		X			X	
Mathematics	X	X	X	X	X	X

Students may take MEAP-Access in one content area and MEAP or MI-Access Functional Independence in the other. For example, an IEP Team may determine that a fifth-grade student should take MEAP-Access in reading and writing, but the MEAP in mathematics and science.

There are some potential consequences for participating in alternate assessments, such as MEAP-Access, of which IEP Teams should be aware, including the following:

- If a student participates in MEAP-Access, it is assumed that he or she is receiving grade-level instruction based on Michigan's GLCEs, but is not expected to progress to the same grade-level proficiency on the content expectations as his or her non-disabled peers in the time frame covered by the IEP.
- A divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan's GLCEs/HSCEs/Benchmarks as needed to meet all of the requirements of the Michigan Merit Curriculum.
- According to federal regulations, states may include only 2 percent of proficient MEAP-Access scores (of the total tested population) in AYP proficiency calculations. However, this regulation does **not** limit the number of students who may take MEAP-Access.

It is expected that there will be students with disabilities who take an alternate assessment based on modified academic achievement standards one year, make considerable progress during the school year, and then take the general grade-level assessment the following year. Therefore, an IEP Team must consider a student's progress annually based on multiple, objective measures of the student's achievement before determining whether the student should be assessed based on modified academic achievement standards.

MI-Access

MI-Access is Michigan's Alternate Assessment based on Alternate Achievement Standards (AA-AAS). It ensures that students with significant cognitive disabilities are appropriately included in State accountability systems and that schools and LEAs receive appropriate information regarding all students' achievements. These students have IEP Teams that have determined that they are unable to take the general assessments—the MEAP or the MME—even with the accommodations routinely used with instruction, or the alternate assessment—MEAP-Access—based on modified achievement standards.

There are three MI-Access assessments available to meet the needs of these students.

1. The Functional Independence assessments are designed for students who have, or function as if they have, *mild* cognitive impairment. Students taking the Functional Independence assessment are capable of meeting their own needs and living successfully in their communities without overt support from others. This assessment is presented to the student in paper-and-pencil format.
2. The Supported Independence assessments are designed for students who have, or function as if they have, *moderate* cognitive impairment. Students taking the Supported Independence assessment can usually follow learned routines and demonstrate independent living skills. For this assessment, questions are presented as selected response items in which the student selects one of three answer choices that are presented as picture cards. The remaining items are performance-based activities.

3. The Participation assessments are designed for students who have, or function as if they have, *severe* cognitive impairment and may respond to instruction and testing in unique ways, such as blinking an eye to indicate understanding of content. Students taking the Participation assessment are often dependent on others. Like Supported Independence, this assessment is composed of selected-response items and performance-based activities. However, the selected-response items have two choices presented as picture cards and there is a greater number of performance-based activities.

At present, MI-Access covers English language arts (ELA—P/SI), accessing print (reading—FI), expressing ideas (writing—FI), mathematics, and science. Students in grades 3-8 are assessed in the fall of each school year and students in grade 11 are assessed in the spring. (Table C-6 shows the grades at which each content area is assessed.) There currently are no state-level alternate assessments for social studies; therefore, IEP Teams need to determine how their students will be assessed in that content area, and document this decision in the student's IEP.

Table C-6 Content Areas and Grades Assessed with MI-Access

Content Area	Grade						
	3	4	5	6	7	8	11
English Language Arts (P/SI)	X	X	X	X	X	X	X
Accessing Print (FI)	X	X	X	X	X	X	X
Expressing Ideas (FI)		X			X		X
Mathematics	X	X	X	X	X	X	X
Science			X			X	X

P/SI = Participation and Supported Independence FI = Functional Independence
Students in grade 12 are **not** eligible to take MI-Access.

MI-Access reflects Michigan's grade-level content expectations (GLCEs), High School Content Expectations (HSCEs), and/or benchmarks for the content areas assessed; however, they have been extended—or reduced in depth, breadth, and complexity—so they are appropriate for the student populations being assessed. The EGLCEs, EHSCEs, and Extended Benchmarks (EBs), can be downloaded from the MI-Access Web page at **www.michigan.gov/mi-access**.

There may be some consequences for participating in alternate assessments such as MI-Access, including the following:

- If a student participates in MI-Access, it is assumed that he or she is receiving instruction based on Michigan's Extended GLCEs/HSCEs/Benchmarks.
- A divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan's GLCEs/HSCEs/Benchmarks as needed to meet all of the requirements of the Michigan Merit Curriculum.
- According to federal regulations, states may include only 1 percent of proficient MI-Access scores (of the total tested population) in AYP proficiency calculations. However, these regulations do **not** limit the number of students who may take MI-Access.

The National Assessment of Educational Progress (NAEP)

The NAEP—or what is commonly referred to as "the Nation's Report Card"—is another important assessment tool used to determine student progress. Its intent is to ascertain what students across the nation know and are able to do. Although the grade levels and content assessed may vary from one year to another, the overall schedule includes the retesting of a grade and content area every few years, allowing the reuse of test items and the development of assessment trend data over time. Policy makers at both the state and federal levels then use this information to help shape educational policy.

Unlike many standardized assessments, NAEP results are not reported by individual students or schools, but instead by populations of students (e.g., those in the fourth-grade) and subgroups of those populations (e.g., fourth-grade females and Hispanic students). The results are based on representative samples of students pulled from across the country or from across a specific state (e.g., a representative sample of Michigan students) and show group performance in selected academic areas.

State participation in the NAEP is required by NCLB in order to facilitate the comparison of achievement across the country on the same testing instrument. For that reason, people who are making decisions about the assessments in which their students will participate need to consider the NAEP as well as the state-level assessments in the MEAS.

Chapter 3: ELPA

ELPA Design Features and Content

The No Child Left Behind Act of 2001 (Title I) requires that all English language learners (ELLs) enrolled in grades K through 12 be assessed once each school year to determine their progress in acquiring the English language. NCLB also requires that the:

- students be assessed and results reported in five areas-English speaking, listening, reading, writing, and comprehension;
- assessments have at least three levels of achievement-basic, intermediate, and proficient-for each grade level assessed; and
- assessments be based on the English language proficiency standards adopted by each state.

The statewide administration of the Spring ELPA enables Michigan to meet all of these requirements. The Spring ELPA results are also used to meet the Title III requirement that student progress in acquiring English language skills be reported on an annual basis. There are currently three Annual Measureable Achievement Objectives (AMAOs), which are calculated annually, with student progress in acquiring English proficiency being one of them. More information on the AMAOs can be found at **www.michigan.gov/amao**.

Initial Identification and Screening

It is federally required that upon enrollment into a Michigan public, charter or private school, a student be screened for the purpose of identification of who is in need of ELL services. When a student enrolls in a Michigan school, the Home Language Survey must be filled out by the parent/guardian. The Home Language Survey asks two questions:

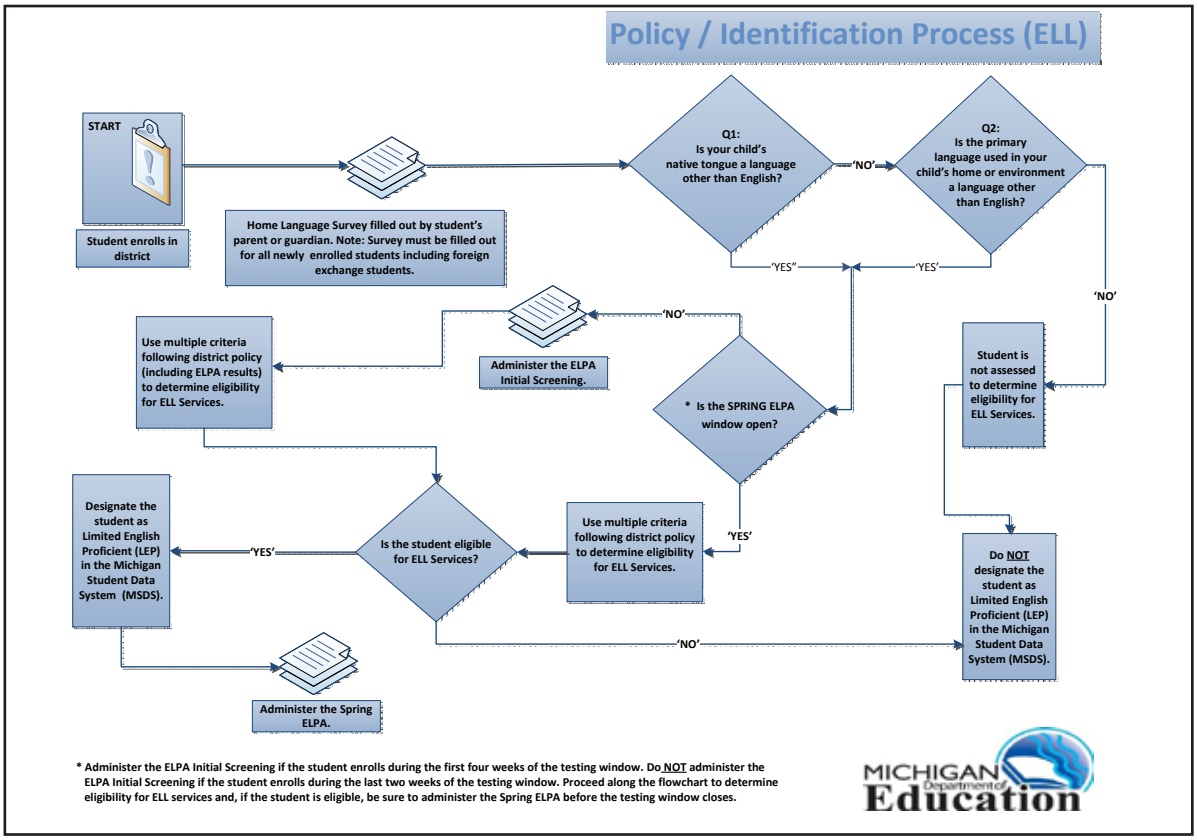
(1) Is the child's native tongue a language other than English?

(2) Is the primary language used in your child's home or environment a language other than English?

If the answer to either question is yes, the student must be given the ELPA Initial Screening, which is an assessment tool used to help determine whether students are eligible for ELL services and where to place them in instructional programs, not to assess their year-to-year English proficiency progress. (Year-to-year English proficiency progress is instead measured using the Spring ELPA.) When the results of the ELPA Initial Screening are paired with other district-decided variables and criteria (e.g. other assessments, grades, observations, information provided by parent(s)/guardian(s) or former school(s) etc.) a district can then make eligibility and appropriate instructional placement decisions. NCLB also requires parental notification regarding the student's English Language Proficiency assessment results (screening and full assessment) and ELL services the student will receive.

Students who are determined to be eligible for ELL services must then be designated as such in the Michigan Student Database System (MSDS).

The following flow chart can be used to help schools/districts determine student eligibility for ELL Services.



A downloadable version of this flow chart is available at **www.michigan.gov/elpa**.

Annual Spring ELPA

The Spring ELPA (full assessment) is administered once each school year to all students enrolled in grades K through 12 who are eligible for ELL services. Michigan's ELPA is aligned with the English Language Proficiency Standards that were approved by the State Board of Education (SBE) in April 2004. The goal of this assessment is to appropriately and uniformly measure the proficiency levels of Michigan students who are learning English and monitor their progress from one year to another as required by the AMAOs.

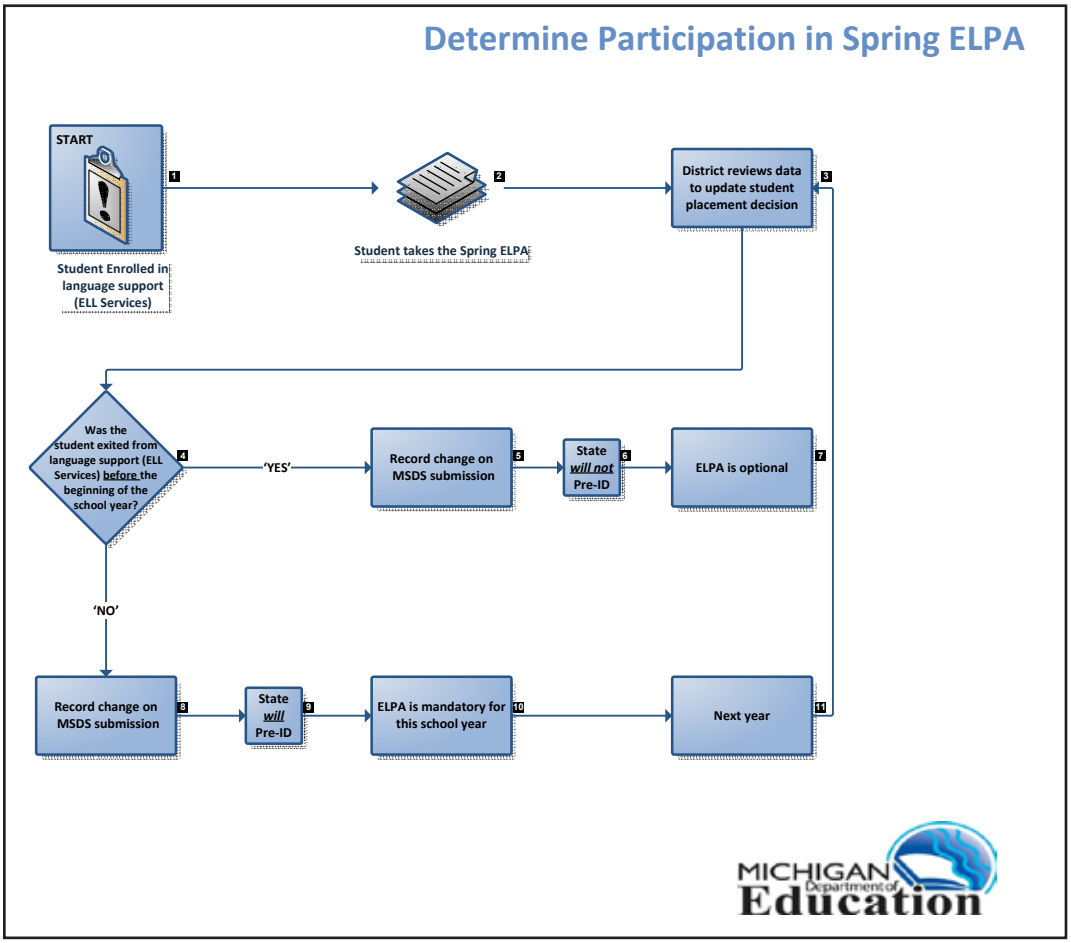
The Spring ELPA is divided into five grade spans or assessment levels:

- Kindergarten (Level I),
- Grades 1 and 2 (Level II),
- Grades 3 through 5 (Level III),
- Grades 6 through 8 (Level IV), and
- Grades 9 through 12 (Level V).

Students who take the Spring ELPA or ELPA Initial Screening must take the level that corresponds to their grade of enrollment as recorded in the state's Michigan Student Data System (MSDS). The Spring ELPA and ELPA Initial Screening are composed of multiple-choice and constructed response items, which vary by domain. Please refer to the *ELPA Test Coordinator Manual* (TCM) for detailed information regarding the structure of the assessments.

All ELL students will continue to be assessed yearly using the ELPA to assist in determining the progress that the student has made learning the English language. This will continue until the student achieves at least an overall score of Proficient on the Spring ELPA and is exited from ELL services based on this and other district-determined criteria. A student must be exited from ELL services within MSDS. Students who are exited are designated as Formerly Limited English Proficient (FLEP) and must be monitored for two years after their exit date to ensure that the student does not need to be re-entered into ELL services. Students who have been exited from services because they have achieved proficiency as determined by their ELPA scores and district criteria should not take the Spring ELPA.

The following flowchart can be used to determine individual student eligibility for the Spring ELPA.



A downloadable version of this flow chart is available at **www.michigan.gov/elpa**.

ELPA Initial Screening During Spring ELPA Testing Window

If a student enrolls in a school/district during the Spring ELPA Testing Window, the student must first be given the Home Language Survey (HLS), just as any new student must, regardless of when in the school year he/she enrolls. The next step in the process is then dependent upon when in the Spring ELPA Testing Window the student enrolls:

- If the student enrolls during the first 4 weeks of the 6 week ELPA testing window, and the answer to one or both questions on the Home Language Survey is 'yes', the student must first be given the ELPA Initial Screening Assessment. Then, dependent on the proficiency level (basic or intermediate, and in some cases proficient but in combination with other information/data indicating otherwise for the student) on the ELPA Initial Screening, the student must also be given the full Spring ELPA assessment during the testing window.
- If the student enrolls during the last 2 weeks of the 6 week ELPA testing window, and the answer to one or both questions on the Home Language Survey is 'yes,' the school/district must use district-determined criteria for ELL determination (e.g., previous course/class grades, observations, parent report, information from previous school). Then, dependent on the results of the district-determined criteria, the student must also be given the full Spring ELPA assessment during the testing window.

It is important to note that a missing or incomplete Spring ELPA score (resulting in no proficiency level) could affect a possible newcomer exemption. (See next section in the ELPA chapter regarding this exemption.) A student who has been enrolled in the United States for 12 months or less is eligible for an exemption from the MEAP Reading and Writing. However, if a student does not receive an Overall Proficiency Score from the Spring ELPA they will not be eligible for the newcomer exemption the following fall.

ELPA Exemptions

In some cases, students who are identified for participation in the ELPA cannot take certain portions of the test due to severe physiological, emotional, or mental disabilities. For example, a student who has a jaw deformity may not be able to respond to items in the Speaking section of the ELPA, but may be able to participate fully in the Listening, Reading, and Writing sections. Districts may apply for an exemption from any or all sections of the ELPA. Please contact BAA for current procedures on requesting ELPA exemptions.

ELPA and Other Statewide Assessments

Students who are English language learners (ELLs) must take the English Language Proficiency Assessment (ELPA) as well as the appropriate general or alternate assessments (MEAP, MME, MEAP-Access, or MI-Access). Foreign Exchange students may be ELLs and must then follow all of the same assessment rules. Students with disabilities may also be ELLs. A student's IEP will specify whether the student is eligible for the general assessment (with or without accommodations) or an alternate assessment (with or without accommodations).

The U.S. Department of Education allows flexibility in the test participation of English Language Learners who are "in their first year in U.S. public schools." The "first year" is defined as the first twelve calendar months that the student is enrolled. The flexibility specifies that during the student's first twelve months of enrollment in a U.S. public school, the school has the option of not administering the reading and writing portions of the state assessment (MEAP, MEAP-Access, MI-Access) provided that the English Language Proficiency Assessment (ELPA) has been given to the student. This ELPA participation counts toward the 95% participation rate requirement for Adequate Yearly Progress (AYP). The student must take the mathematics, science (if grades 5, or 8) and social studies (if grades 6 or 9) portions of the state assessment. The score will not count for AYP. Students may be exempt from the reading and writing tests only once. Due to the nature of the MME, this option for being exempt from the reading and writing portions of the test is not available for high school students.

ELPA and Statewide Assessment Accommodations

ELLs are eligible for specific accommodations on all state assessments under the condition that those accommodations used during the assessment are routinely used by the student during instruction in the content area(s) assessed. ELLs who are also students with disabilities are also eligible for specific accommodations on all state assessments with the condition that those accommodations are routinely used for instruction and are specifically identified on the student's IEP. All accommodation decisions for ELLs should be made in consultation with the classroom teacher and other members of their instructional team. If the student does not have an IEP, the decisions should be documented in the student's ELL Plan. An ELL Plan Template can be found at **www.michigan.gov/elpa**. It is also important to note that all accommodations decisions must be made on a student-by-student basis and by section of the ELPA. For example, students may need one accommodation for the Listening section, but a different accommodation or none at all for the Reading, Speaking, and Writing sections.

There are three important factors to keep in mind when considering the use of assessment accommodations for the ELPA. First, students may only use accommodations if the accommodations are documented in their school records. For students with disabilities that means the accommodations must be documented in their Individualized Education Programs (IEPs) and for general education students the accommodations must be documented in their Section 504 Plans. If an ELL does not have an IEP or a Section 504 Plan, they cannot use accommodations designated as "IEP" or "504" in the *Assessment Accommodation Summary Table*.

Second, all accommodations decisions must be made on a student-by-student basis and by section of the ELPA because all students testing in a group may not need the same accommodation. For example, students may need one accommodation for the Listening section, but a different accommodation or none at all for the Reading, Speaking, and Writing sections.

Third, those involved in making accommodations decisions must understand the difference between standard and nonstandard assessment accommodations. A standard accommodation does not change the construct that the assessment is measuring and, therefore, results in a valid test score. A nonstandard accommodation, however, does change the construct of what the assessment is measuring and, thus, results in an invalid test score. In addition, the use of nonstandard

accommodations results in the student being counted as NOT assessed for the calculation of No Child Left Behind participation rates at both the school and district level.

There are several accommodated versions of the ELPA that are available to students for whom such accommodations are documented. They include:

- enlarged print student assessment booklets for all levels;
- Braille student assessment booklets for Levels III, IV, and V; and
- audio CDs that feature enhancements to the aural stimulus given for selected Reading, Writing, and Speaking items.

Additional information on accommodations can be found in the *ELPA Test Coordinator Manual* and the *Assessment Accommodation Summary Table,* both of which are available at **www.michigan.gov/elpa.**

ELPA Assessment Accommodations

Audio Versions of the ELPA

The available audio versions of the ELPA are: (1) the read-aloud directions, assessment questions, and answer choices for the Listening section of the ELPA, which is available to all Assessment Administrators to help standardize the spoken portions of the Listening assessment; and (2) the read-aloud assessment questions for the Story Retell items for the Speaking section of the ELPA; and (3) the directions, assessment questions, and answer choices (when appropriate) for all sections of the ELPA (Listening, Reading, Writing, and Speaking), which is available to ELLs and students with disabilities who require their use as an assessment accommodation. See the *ELPA Test Administrator Manual* or the *Assessment Accommodation Summary Table* at **www.michigan.gov/elpa** for more information.

For specific information on how to administer the audio versions of the ELPA tests, please refer to the *ELPA Test Administrator Manual*.

Scribes, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is permissible. For the Writing section, students using dictation as an accommodation are to include specific instructions about punctuation, spelling, indentation, and so forth. The use of a Braillewriter is also permissible.

If a student uses a tape recorder, scribe, or Braillewriter as an assessment accommodation, a certified school staff member must transcribe the student's responses onto his or her scannable booklet or answer document. Spelling, punctuation, indentation, and so forth must be transcribed exactly as written in the student's original response.

Word Processors

Because the Writing section includes the use of writing conventions (such as correct spelling and grammatical usage), students using word processors or word-processing software as an

accommodation must be monitored to ensure that spelling, dictionary, thesaurus, and grammatical software are deactivated.

Additional Paper

Additional paper may be used as an assessment accommodation if a student needs additional space due to large handwriting. When additional paper is used, the student should only be allowed to write the equivalent of what could be written in the original space provided.

Rapid Onset of Medical Disability

Prior to the ELPA, a student may have rapid onset of a medical disability that warrants an assessment accommodation. For example, a few days prior to taking the assessment, a student may have broken his or her arm, thereby necessitating the use of a word processor or scribe. Or, a student may have recently undergone surgery and be homebound or in the hospital, thereby necessitating the assessment be administered in the student's home or at the hospital under the supervision of a school district professional.

In cases of rapid onset of a medical disability, the BAA asks that the school's principal or guidance counselor document, for the student's file, the date and nature of the disability (e.g., broken arm) and describe the accommodation that was provided. This accommodation will be considered standard and should be noted appropriately on the student's scannable booklet or answer document.

For specific information on how to administer the ELPA tests with accommodations, please refer to the *ELPA Test Administrator Manual*.

Levels I and II Sample Items

Word/Sentence Recognition (W/SRc) Sample Items

W/SRc items assess levels I and II and are aligned to L.1 or L.2 English Language Proficiency Standards. W/SRc items assess a student's ability to recognize semantic meanings in English utterances.

xx

Which girl is writing her name?

xx

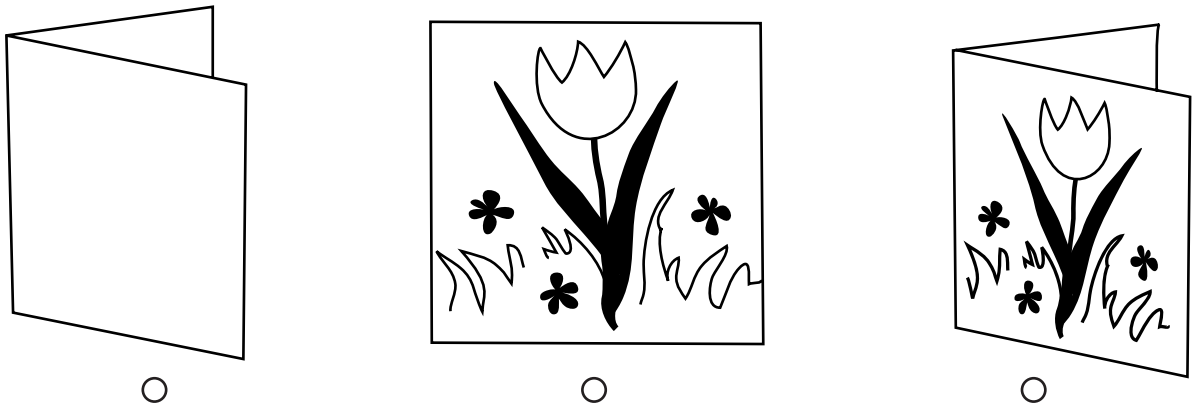
Which boy is swimming?

DIRECTIONS **Listen to the question. Look at the three answers. Fill in the circle for the correct answer.**

00 Listen to what the teacher says. "Take out a piece of paper and fold it in half. Then draw a picture on the outside of the card with your crayons."

xx

Which picture shows what the card will look like when it is done?



Level III Sample Item

Sentence Writing with Textual Stmulus Sample Items

Directions: Listen to a story about a boy name Jason. When the story is finished, write a complete sentence on your answer document about where Jason went and what he saw.

00

Jason's class is studying about how food is produced and sold in the supermarket. Today his class went to a bread factory. Jason was excited because he had never seen how bread was made. When he arrived at the factory he saw huge machines kneeding giant lumps of white dough in big stainless steel bowls. He could smell the bread baking in ovens that were as tall as his teacher. At the end of the tour, everyone was given a whole loaf of bread and some stickers.

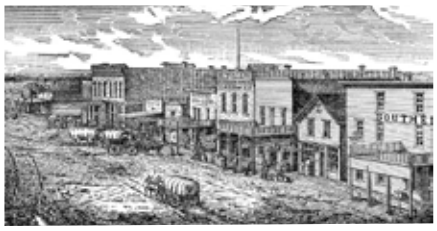
Write a complete sentence on your answer document that answers both parts of this question: Where did Jason go and what did he see?

Level IV Sample Item

Paragraph Writing Sample Item

Directions: Look at the picture below. In the late 18th century, most small towns were very different than those we live in today.

XX



Write a paragraph on your answer document that tells about this picture. Imagine that you are visiting the town and are writing an entry in your journal or diary. Include in your paragraph:

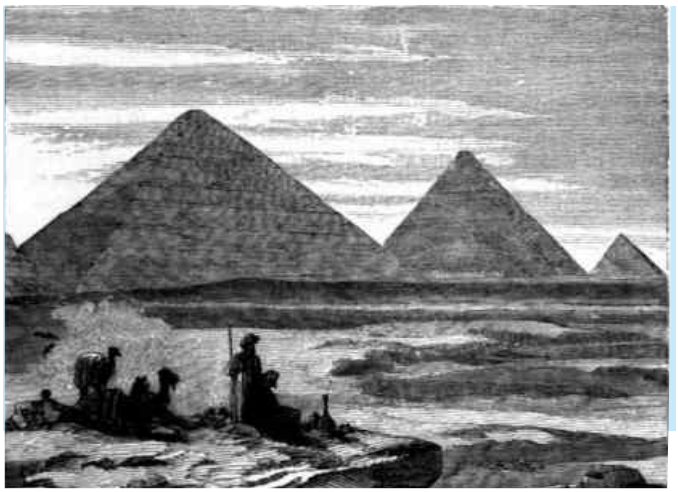
- What you see in the picture;
- The differences between this town and the towns of today;
- What you like about this town.

ELPA

Level V Sample Item

Guided Discussion Sample Item

00



Prompt I:

The Pyramids of Giza in Egypt are one of great wonders of the world. The pyramids are built out of millions of massive limestone blocks. The largest pyramid covers over 13 acres of land and is nearly 40 stories tall.

Why do you think that the pyramids were created?

Prompt II:

If you could create anything that you wanted, what would it be and why?

Chapter 4: MEAP

MEAP Design Features and Content

About the MEAP

The Michigan Educational Assessment Program (MEAP) was initiated by the State Board of Education, supported by the Governor, and funded by the Michigan Legislature through Public Act 307 of 1969 (Section 14). From 1969 until 1973, MEAP used norm-referenced assessments from a commercial assessment publisher. Students' scores were ranked in comparison to each other, but gave no information in terms of meeting a specified standard. In 1973–74, Michigan educators began working with the Michigan Department of Education (MDE) staff to develop specific performance objectives to serve as the basis for the first assessments built to Michigan specifications. Hundreds of educators throughout Michigan continue to revise and update Michigan curriculum documents that serve as the basis for MEAP. Their involvement is critical to the development and ongoing improvement of these assessments.

The Michigan Revised School Code and the State School Aid Act require the establishment of educational standards and the assessment of students' academic achievement but there is no state-mandated curriculum. Accordingly, the State Board of Education, with the input of educators throughout Michigan, approved a system of academic standards and a framework within which local school districts could develop, implement, and align curricula as they see fit.

The MEAP assessments have been recognized nationally as sound, reliable, and valid measurements of academic achievement. The assessments also provide the only common denominator in the state to measure in the same way, at the same time, how all Michigan students are doing on the same skills and knowledge.

Properly used, the MEAP assessments can:

- measure academic achievement as compared to expectations, and whether it is improving over time;
- determine whether improvement programs and policies are having the desired effect; and,
- target academic help where it's needed.

Michigan's MEAP assessments are based on the Content Standards developed by Michigan educators and approved by the Michigan State Board of Education in 1995. The Grade Level Content Expectations that define what all students should know and be able to do as they progress from grade to grade were first released in 2004 and are updated periodically. The MEAP assessments are criterion-referenced, meaning that each student's results are judged and reported against a set performance standard. If a student meets the standard, it means he or she meets expectations on the recommended framework. In theory, all students in the state could achieve the standard in every subject.

Length of Tests/Projected Times

All MEAP assessments are untimed and student-paced. Arrangements must be made to allow additional time during the same continuous session for students who require more time to complete these assessments.

For planning purposes, estimated times are provided for each assessment session in the *MEAP Test Administrator Manual* and at **www.michigan.gov/meap**.

Identification of Students

Students with Disabilities

The IEP Team or Section 504 Plan is to determine how students with disabilities are assessed in each of the core subject areas. According to federal law, the Individualized Education Program (IEP) specifies whether or not a student with a disability participates in each of the MEAP assessments or in an alternate assessment.

Note: Accommodations may ONLY be used if (1) the student's IEP or Section 504 Plan indicates that they are appropriate for the student, AND (2) they reflect what the student routinely uses or how the student routinely responds during instruction.

English Language Learners

English language learners (ELLs), also known as Limited English Proficient (LEP) students, are to participate in the State assessment programs. ELLs may be given assessment accommodations that are customarily used during normal classroom activities and tests.

Further information regarding ELL assessment accommodations is provided in the MEAP manual and the *Assessment Accommodation Summary Table* available at **www.michigan.gov/meap**.

The United States Department of Education allows flexibility in the assessment participation of ELLs who are "in their first year in U.S. public schools." The "first year" is defined as the first 12 calendar months that the student is enrolled. This flexibility specifies that during the student's first year of enrollment in a U.S. public school, the school has the option of not administering the reading and writing portions of the State assessment (MEAP, MEAP-Access, or MI-Access) provided that the English Language Proficiency Assessment (ELPA) has been given to the student. The student must take the mathematics, science (if grades 5 or 8), and social studies (if grades 6 or 9) portions of the State assessment.

A student may be exempt from only one administration of the reading and writing portions of the MEAP, MEAP-Access, or MI-Access.

MEAP Assessment Accommodations

Audio Versions of the MEAP Tests (Form 1)

The audio (CD) versions of the MEAP tests are created from a Form 1 test booklet. Students using a CD version of a test must also have a printed copy of a Form 1 test booklet to use during testing.

Only a student whose IEP or Section 504 Plan specifies the student routinely uses audio accommodations may use the audio (CD) versions of the mathematics, science, and social studies MEAP tests. There is no audio version for the MEAP reading test as it changes the construct being measured from reading to listening, making it a nonstandard accommodation. There is no audio version of the MEAP writing test because the directions and writing prompts are read aloud to all students.

For information on how to administer the audio version of the MEAP, please refer to the *MEAP Test Administrator Manual*.

Video Versions of the MEAP Tests (Form 1)

English language learners (ELLs) at the basic or lower intermediate proficiency levels are eligible to use video (DVD) versions of MEAP tests. When specified in the IEP or Section 504 Plan, students with disabilities are also eligible to use the video version of the MEAP tests.

The video (DVD) versions of the MEAP tests are created from a Form 1 test booklet. Students using a DVD version of a test must also have a printed copy of a Form 1 test booklet to use during testing. Each accommodated version of the test ordered will be shipped with a Form 1 test booklet.

Videos (DVDs) are available in Spanish, Arabic, and English. There is no video version of the MEAP reading test as it will change the construct of what is being measured from reading to listening, making it a nonstandard accommodation. There is no video version of the MEAP writing test because directions and writing prompts are read aloud to all students.

Spanish and Arabic video accommodations are an option for use with an English language learner (ELL) when:

- Student is dominant in that language; **AND**
- Student's English proficiency is determined to be basic or lower intermediate; **AND**
- Student receives bilingual instruction in that native language for the maintenance of that language; **AND**
- Student is taking a MEAP content-area assessment (Mathematics, Social Studies, and Science)

English video accommodations that are read in English are an option for use with an English Language Learner (ELL) when:

- Student is dominant in a native language other than English; **AND**
- Student's English proficiency is determined to be basic or lower intermediate; **AND**
- Student is taking a MEAP or MEAP-Access content-area assessment (Mathematics, Social Studies and Science)

Video accommodations are available for any English language learner (ELL) if that student meets the eligibility requirements listed above.

For specific information on how to administer the video version of the MEAP, please refer to the *MEAP Test Administrator Manual*.

Use of Reader Scripts (Form 1)

The use of Reader Scripts (scripted versions of the MEAP test) replaces reading a test aloud to students from a test booklet. Reader Script use for the MEAP mathematics, science, or social studies assessment is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, for general education students with a Section 504 Plan, for students who need this accommodation due to the rapid onset of a medical disability, and for English language learners.

When using Reader Scripts with appropriate students, the assessment(s) may be administered to a small group of up to five students. Students will use a Form 1 test booklet while the test administrator reads aloud from the Reader Script.

Scribes and Tape Recorders (Form 1 NOT required)

Dictating responses to a scribe or into a tape recorder is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, for general education students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability. Students using one of these accommodations are to include specific instructions to the scribe about punctuation, spelling, indentation, etc., for constructed-response questions. If a student uses a tape recorder as an assessment accommodation, a test administrator, proctor, or accommodations provider must transcribe the student's response onto a regular answer document that is returned along with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.

Enlarged Print Versions of the MEAP Test (Form 1)

Use of the enlarged print versions of the assessment is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP or for general education students with a Section 504 Plan. While Form 1 is used as the basis for the enlarged print version, students who use this accommodated version must have their answers transferred onto a regular scannable answer document.

If a student uses an enlarged print version as an assessment accommodation, a test administrator, proctor, or accommodations provider must transcribe the student's response onto a regular answer document that is returned along with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.

Braille Versions of the MEAP Test (Form 88)

Use of the Braille versions of the assessment is a standard accommodation for students with disabilities who need this accommodation as defined in their IEP or for general education students with a Section 504 Plan. Also, the use of a Braillewriter is permissible.

Each Braille version of a subject area MEAP test will be a unique test form (Form 88). Students who use a Braille version must have their answers transcribed onto a regular scannable answer document for the appropriate grade/subject area. Each grade level/subject area Braille accommodated kit will include the Assessment Administrator Booklet for Braille. The Print to Braille Correspondence is available online at **www.michigan.gov/meap**.

If a student uses a Braillewriter as an assessment accommodation, a test administrator, proctor, or accommodations provider must transcribe the student's response onto a regular answer document that is returned along with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.

For specific information on how to administer the MEAP tests with accommodations, please refer to the *MEAP Test Administrator Manual*.

Elementary School Level Sample MEAP Items

Grade 3 MEAP Reading Sample Items

00 According to the selection, a house wren's "false" nest is

- ○ **A** an old, broken nest.
- ○ **B** an unfinished nest.
- ○ **C** a carefully hidden nest.

---

00 The author **most likely** used dark-type headings in the article to

- ○ **A** make it longer and more interesting to read.
- ○ **B** show that there are many types of birds.
- ○ **C** help the reader find information on different birds.

---

00 Read the sentence below.

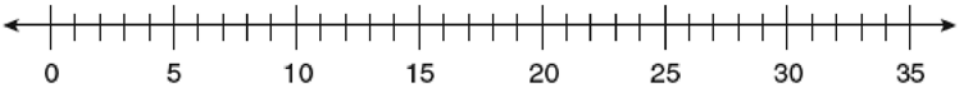
I giggled and pated it on the head.

Which of the following shows the correct way to fix this sentence?

- ○ **A** I <u>gigled</u> and pated it on the head.
- ○ **B** I giggled and pated it on the <u>hed</u>.
- ○ **C** I giggled and <u>patted</u> it on the head.

Grade 3 MEAP Mathematics Sample Items

00 What is the distance on a number line from 16 to 31?



○ **A** 14

○ **B** 15

○ **C** 25

---

00 Lucy had 32 pencils. She gave away 25. Which number sentence can be used to determine the number of pencils Lucy had left?

○ **A** 32 – 25 = ?

○ **B** 32 + 25 – ?

○ **C** 32 – 7 = ?

---

00 Which of the following is closest to 287 + 115?

○ **A** 600

○ **B** 500

○ **C** 400

Grade 4 MEAP Reading Sample Items

00 This selection, "Adding Up the Clues," could best be described as

A a fable.

B a realistic story.

C a newspaper article.

D a folk tale.

---

00 If this story continued, what would Sam and Nina **most likely** do next?

A Sam would give Nina a harmonica.

B They would clean Sam's messy bedroom.

C They would finish their homework.

D Nina would help Sam find her payment.

---

00 Read the sentence below.

I had to rinse the car, but this part didnt take long.

Which sentence has been fixed or edited correctly?

A I had to rinse the car, but this part did'nt take long.

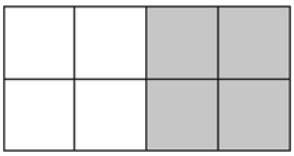
B I'd to rinse the car, but this part didnt take long.

C I've rinse the car, but this part didnt take long.

D I had to rinse the car, but this part didn't take long.

Grade 4 MEAP Mathematics Sample Items

00 All the sections of the figure below are the same size and shape.



What fractional part of the figure is shaded?

A $\frac{1}{2}$

B $\frac{1}{4}$

C $\frac{4}{4}$

D $\frac{8}{4}$

---

00 Which number goes in the blank to make the statement below true?

5,642 < _____ < 6,633

A 6,931

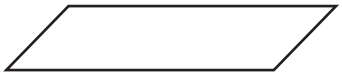
B 5,610

C 6,745

D 5,841

Grade 4 MEAP Mathematics Sample Items (continued)

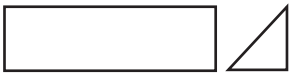
00 Which of the following groups of shapes can be arranged without gaps or overlapping to form the figure below?



A

B

C

D 

Grade 4 MEAP Writing Sample and Item

REVISING AND EDITING THE STUDENT WRITING SAMPLES

Student Writing Sample #3

My dad's van looked really dirdy, so I thought I'd lend a hand. I get a bucket, some soap, a towel, the hose, a sponge, and a brush for the tires. The I started working.

It was hard labor and it took a long time. I connected the hose to the faucet and added the spray tip to the end, and turned it on full blast. I had to rinse the car, but this part didnt take long. Next I had to scrubbed the van with soap. The whole time I was doing this, I thought about my dad and how I was helping him out.

When I was completely done it made me feel really good inside. My dad came outside and saw it. He was amazed and proud. (That's what he told me.) So if you ever get a chance to help someone with something, do it because you will find that not only does it make that person happy, but it makes you feel happy as well.

00 Which of the following would be the best topic sentence for this sample?

A Helping others can be a rewarding experience.

B My dad is the proudest dad in the world.

C Washing a van is a quick, easy way to help someone.

D On a hot day, washing a van is the best way to stay cool.

Grade 5 MEAP Reading Sample Items

00 Read the sentence below.

"Oh, so my goal is Shaquille because he is in front of me," said Chloe.

What meaning of the word goal did Chloe use when she said her goal was Shaquille?

A metal

B purpose

C ideal

D target

---

00 When Miranda said that Conor really used his head, she meant she thought that Conor had

A made a good soccer plan.

B hurt his head during the game.

C played a good game of soccer.

D bonked the ball into the goal.

---

00 To show that Mom understood how her daughter was feeling, the writer

A had Mom help clean up the classroom.

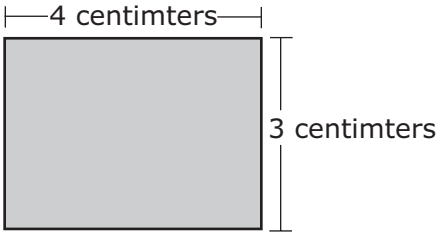
B used the words, "Mom asked gently."

C had Mom drive Serena home.

D used the words, "I let my feelings get out."

Grade 5 MEAP Mathematics Sample Items

00 What is the area of the rectangle shown below?



A 7 square centimeters

B 12 square centimeters

C 14 square centimeters

D 24 square centimeters

---

00 What is the length of a rectangle with a width of 4 centimeters and a perimeter of 28 centimeters?

A 7 centimeters

B 10 centimeters

C 20 centimeters

D 24 centimeters

Grade 5 MEAP Science Sample Items

00 Michigan's blue heron can often be seen in shallow water such as marshes, ponds, and streams. They feed on fish, frogs, and other small animals.

Which of the following observable characteristics helps a blue heron to find food?

A thick feathers

B long beak

C strong wings

D light color

---

00 Animals have characteristics that help them survive. Which of these characteristics would best help an animal carry prey back to its nest?

A thick fur

B large eyes

C flat tail

D strong wings

Middle School Level Sample MEAP Items

Grade 6 MEAP Reading Sample Items

00 What type of organizational pattern does this selection use?

A description and explanation — details with further explanations

B order of importance — details from most important to least important

C chronological order — details in the order in which they happened

D order of location — details in the order in which they are located

---

00 What was the author's **main** purpose in including the diagram at the end of the selection?

A to summarize the main ideas of the writing selection

B to illustrate how Pallas's cats learn to hunt for food

C to highlight the key features for hunting and keeping warm

D to indicate the hunting position of the Pallas's cat

Grade 6 MEAP Mathematics Sample Items

00 Which of the following shows why the equation below is true?

$$47 \div 6 = 7 \text{ R}5$$

A $5 \bullet 6 + 7 = 47$

B $5 \bullet 7 + 6 = 47$

C $6 \bullet 5 + 7 = 47$

D $7 \bullet 6 + 5 = 47$

---

00 Multiply

$$\begin{array}{r} 609 \\ \underline{\times\ 87} \end{array}$$

A 9,075

B 9,135

C 52,923

D 52,983

---

00 Gupta put sugar in glasses of iced tea for his mother and himself. He put $\frac{1}{4}$ teaspoon of sugar in his glass and $\frac{1}{8}$ teaspoon of sugar in his mother's glass. Which expression is equivalent to the total amount of sugar Gupta put in the glasses?

A $\frac{1}{8} \div \frac{1}{4}$

B $\frac{1}{8} \times \frac{1}{4}$

C $\frac{1}{4} - \frac{1}{8}$

D $\frac{1}{4} + \frac{1}{8}$

Grade 6 MEAP Social Studies Sample Items

00 Why was farming an important industry in the southern colonies as compared to the northern colonies?

A The land was good for growing a wide variety of crops.

B The factories were better built and highly productive.

C The railroad system was new and more developed.

D The climate attracted a large number of laborers.

---

00 How does the judicial branch protect the rights of citizens?

A by vetoing bills

B by signing treaties

C by interpreting laws

D by appointing officials

---

00 Which constitutional right is a teacher protecting when listening to different points of view from students?

A right to privacy

B right to vote

C freedom of speech

D freedom of religion

Grade 7 MEAP Reading Sample Items

00 Read these sentences from the article.

There are wizards in our oceans. They don't look like the wizards that you know from Harry Potter movies, but they've got many of the same tricks.

What is the author's purpose for writing these sentences?

A to summarize a popular movie

B to ask questions about the article

C to attract the reader's attention

D to explain one of the main ideas

---

00 How did the author organize this selection?

A by subheadings and detailed paragraphs

B with questions and answers

C by outlining key details in sequential order

D with numerous lists of facts and figures

---

00 From the selection, the reader can infer that being a good impersonator

A is important for animals that live in the ocean.

B is the reason some octopuses have bright blue rings.

C has helped octopuses survive for millions of years.

D has made octopuses that most common animals in the ocean.

Grade 7 MEAP Mathematics Sample Items

00 Which of the following is the same as division by a fraction?

A adding by the reciprocal of the fraction

B subtracting by the reciprocal of the fraction

C dividing by the reciprocal of the fraction

D multiplying by the reciprocal of the fraction

---

00 Which of the following has the same value as $\frac{5}{7} \div \frac{2}{3}$?

A $\frac{5}{7} \times \frac{3}{2}$

B $\frac{7}{5} \times \frac{2}{3}$

C $\frac{5}{7} \times \frac{2}{3}$

D $\frac{7}{5} \times \frac{3}{2}$

---

00 The figures below are congruent.

Which is true about their corresponding sides and corresponding angles?

A The corresponding angle measures are equal, but not the corresponding side lengths.

B The corresponding side lengths are equal, but not the corresponding angle measures.

C The corresponding angle measures and corresponding side lengths are not equal.

D The corresponding angle measures and the corresponding side lengths are equal.

Grade 7 MEAP Writing Sample and Item

REVISING AND EDITING THE STUDENT WRITING SAMPLES

Student Writing Sample #3

During my life there have been times when I have been nervous. One time was in the year of 1995. This was the year I moved and was starting in a new school. It was the most terrifying experience.

In the year nineteen ninety-five my parents decided that they wanted to move back. My brother, sister, and I knew that we didn't want to leave. But, we did and our house sold.

Three months later, I was starting in a new school. Since I not lived in Wheeling for a long period of time, I did not have any new friends. I was terrified of the fact of entering a middle school with not one friend to be around.

On the morning of my first day of school, my stomach was full of crazy butterflies. Not that long after I began my walk to my new school. People were leisurely walking near me laughing with their friends, which made me more nervous. I was too shy to introduce myself, and I had no one to talk to laugh with.

Finally, I arrived to my first class. I soon found out I was not the only one scared and nervous. A few other kids introduced themselves and told me how frightened they were to enter a new school, since that was the first year the school added another grade. These kids soon became close friends.

In conclusion, we all are nervous at one point an time in life. Sometimes we are more nervous than others. I found out that I was scarcly the only one entering a new school, with fear. I also found out that we always assume we are the only ones scared. It's just some people hide their nervousness better than others.

00 The student writing sample uses which type of organizational pattern?

A order of appearance

B chronological order

C order of importance

D spatial order

Grade 8 MEAP Reading Sample Items

00 When Dionysus first granted Midas his wish, "Midas was jubilant," meaning that he was

A thrilled.

B confused.

C wealthy.

D cautious.

---

00 The writer tells how, "I finished the book in a weekend because it was so good I couldn't put it down." Which word would be a stronger choice than good?

A positive

B peaceful

C fascinating

D sufficient

---

00 In this selection, King Midas learns how to find

A happiness in what he already has.

B ways to persuade the gods to give him what he wants.

C value in meeting persons very different from himself.

D reasons to change the world around him.

Grade 8 MEAP Mathematics Sample Items

00 What is the value of the expression below?

$$6 \times (^{-}2) + {}^{-}3$$

A $^{-}9$

B $^{-}4$

C 1

D 4

---

00 Which equation shows the relationship between values of *x* and *y* in the table below?

x	***y***
$^{-}3$	4
$^{-}1$	$\frac{4}{3}$
1	$\frac{^{-}4}{3}$
3	$^{-}4$

A $y = \frac{^{-}4}{3}x$

B $y = x + 7$

C $y = x - 7$

D $y = \frac{4}{3}x$

Grade 8 MEAP Science Sample Items

00 Which is the first thing that would happen if a plant could not obtain carbon dioxide?

A It would not be able to reproduce.

B It would not be able to make food.

C It would not be able to get rid of waste.

D It would not be able to absorb minerals.

---

00 Kim wanted to determine if certain seeds require sunlight to germinate. She placed one seed in a moist paper towel in the sunlight and another seed in an equally moistened paper towel in a dark closet. The seed in the sunlight germinated, but the one in the closet did not. Kim reported to the class that this type of seed needs sunlight in order to germinate.

Given this information, which of the following would best describe an improvement in Kim's experiment that would strengthen her claim?

A Use many seeds to conduct the experiment.

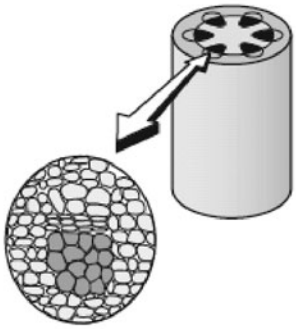
B Start the samples on different days.

C Use different amounts of water.

D Place the seeds in new locations.

Grade 8 MEAP Science Sample Items (continued)

00 Mark sliced a plant's stem into various sections and placed them under a microscope. He noticed that each of the sections had identical cell formations, which created tube-like structures in the stem.



A specific function of the stem is to

A absorb minerals from the soil.

B transport food and water.

C protect against disease.

D capture sunlight for photosynthesis.

Grade 9 MEAP Social Studies Sample Items

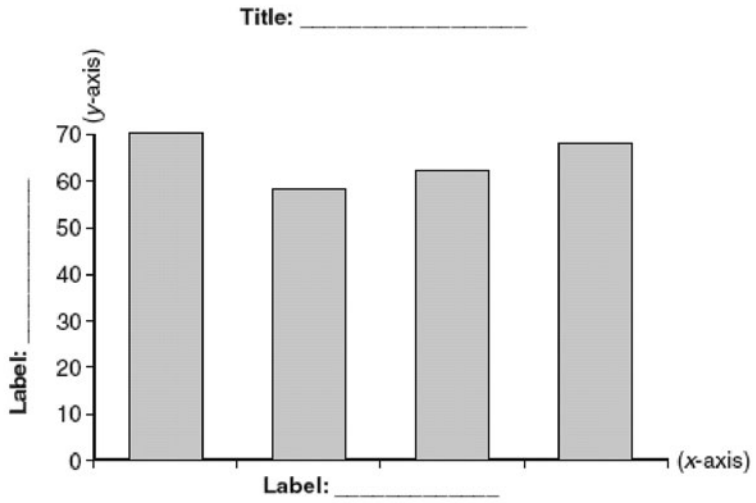
PRESIDENTIAL ELECTIONS IN MICHIGAN

Vote Turnout in Michigan, 1992-2004

Year	Number of Registered Voters	Number of People Who Voted	Percent of Registered Voters Who Voted
1992	6,147,083	4,341,909	70.6
1996	6,677,079	3,912,261	58.6
2000	6,859,332	4,279,299	62.4
2004	1,164,047	4,875,692	68.1

Source: Michigan Department of State

The following outline of a bar graph was drawn to help describe the data in the table above.



00 Which label should be given to the *x*-axis?

A Number of Michigan Citizens

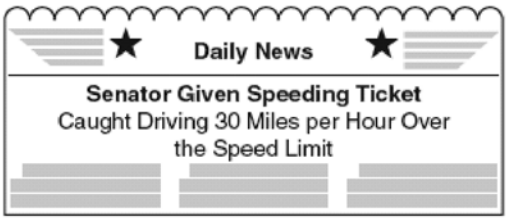
B Year of Presidential Election

C Number of Registered Voters

D Percent of Registered Voters

Grade 9 MEAP Social Studies Sample Items (continued)

00 Which core democratic value is represented in this example?



A Individual Rights

B Popular Sovereignty

C Rule of Law

D Separation of Powers

Chapter 5: MME

MME Design Features and Content

Each MME component is comprised of several sections which, together, enable students to fully demonstrate their knowledge in the subjects assessed. The following table shows the sections that comprise each MME component and where selected items in those sections contribute to a student's MME score for each subject.

Table F-1 MME Components and Sections

MME Day	MME Component	Sections	Reading	Writing	Math-ematics	Science	Social Studies
Day 1	ACT Plus Writing	English		S			
		Mathematics			S		
		Reading	S				
		Science				S	
		Writing		A			
Day 2	WorkKeys	Reading for Information	S				
		Applied Mathematics			S		
		Locating Information			S		S
Day 3	Michigan Component	Mathematics			A		
		Science				A	
		Social Studies					A

Note: The shaded area shows the sections in each component that contribute to a student's MME score in each subject area. An "A" means all operational items in that section contribute to the student's MME score, and an "S" means select items in that section contribute to the MME score.

Day 1—ACT Plus Writing

A major component of the MME is the ACT Plus Writing, which contains five criterion-referenced tests. The English, Mathematics, Reading, and Science Tests are standardized multiple-choice tests based on the major areas of high school and postsecondary instructional programs; the Writing Test is an impromptu essay on a given prompt. The material covered on each of the five tests is drawn from the domain of each content area that educators agree is important to that content area and that is prerequisite to successful performance in entry-level college courses.

Performance on these tests has a direct relationship to a student's educational achievement. The fundamental idea underlying the development and use of these tests is that the best way to determine how well prepared students are for further education is to measure as directly as possible the academic skills that students will need to perform college-level work. The content specifications describing the knowledge and skills to be measured by the ACT were determined through a detailed analysis of relevant information. First, the curriculum frameworks for grades seven through twelve were obtained for all states in the United States that had published such frameworks. Second, textbooks on state-

approved lists for courses in grades seven through twelve were reviewed. Third, educators at the secondary and postsecondary levels were consulted on the importance of the knowledge and skills included in the reviewed frameworks and textbooks.

ACT test data are used for many purposes. High schools use ACT data in academic advising and counseling, evaluation studies, accreditation documentation, and public relations. Colleges use ACT results for admissions and course placement. States use the ACT Test as part of their statewide assessment systems. Many of the agencies that provide scholarships, loans, and other types of financial assistance to students tie such assistance to students' academic qualifications. Many state and national agencies also use ACT data to identify talented students and award scholarships.

Each year, the ACT Program helps more than one million high school students develop postsecondary educational plans and helps thousands of colleges and universities meet the needs of their students.

The ACT English Test

The English Test is a 75-item, 45-minute test that measures the student's understanding of the conventions of standard written English (punctuation, grammar and usage, and sentence structure) and of rhetorical skills (strategy, organization, and style). Spelling, vocabulary, and rote recall of rules of grammar are not tested. The test assumes that students are in the process of taking a core coursework program in high school comprising four years of English courses.

The test consists of five prose passages, each accompanied by a sequence of multiple-choice test items. Different passage types are employed to provide a variety of rhetorical situations. Passages are chosen not only for their appropriateness in assessing writing skills, but also to reflect students' interests and experiences. Most items refer to underlined portions of the passage and offer several alternatives to the portion underlined. These items include "NO CHANGE" to the underlined portion in the passage as one of the possible responses. Some items are identified by a number or numbers in a box. These items ask about a section of the passage, or about the passage as a whole. The student must decide which choice is most appropriate in the context of the passage, or which choice best answers the question posed.

Three scores are reported for the English Test: a total test score based on all 75 items, a subscore in Usage/Mechanics based on 40 items, and a subscore in Rhetorical Skills based on 35 items.

Six elements of effective writing are included in the English Test. These elements and the approximate proportion of the test devoted to each are given in the following table and discussed in the text that follows.

ACT English Test *75* items, *45* minutes		
Contents/Skills	**Proportion of Test**	**Number of Items**
Usage/Mechanics	**.53**	**40**
Punctuation	.13	10
Grammar and Usage	.16	12
Sentence Structure	.24	18
Rhetorical Skills	**.47**	**35**
Strategy	.16	12
Organization	.15	11
Style	.16	12
Total	**1.00**	**75**

Usage/Mechanics

- **Punctuation** The items in this category test the student's knowledge of the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (e.g., avoiding ambiguity, identifying appositives).
- **Grammar and Usage** The items in this category test the student's understanding of agreement between subject and verb, between pronoun and antecedent, and between modifier and the words modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage.
- **Sentence Structure** The items in this category test the student's understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.

Rhetorical Skills

- **Strategy** The items in this category test the student's ability to develop a given topic by choosing expressions appropriate to an essay's audience and purpose, to judge the effect of adding, revising, or deleting supporting material, and to judge the relevancy of statements in context.
- **Organization** The items in this category test the student's ability to organize ideas and to choose effective opening, transitional, and closing sentences.
- **Style** The items in this category test the student's ability to select precise and appropriate words and images, to maintain the level of style and tone in an essay, to manage sentence elements for rhetorical effectiveness, and to avoid ambiguous pronoun references, wordiness, and redundancy.

The ACT Mathematics Test

The Mathematics Test is a 60-item, 60-minute test that is designed to assess the mathematical reasoning skills that students across the United States have typically acquired in courses taken up to the beginning of grade 12. The test presents multiple-choice items that require students to use their mathematical reasoning skills to solve practical problems in mathematics. Knowledge of basic formulas and computational skills are assumed as background for the problems, but memorization of complex formulas or extensive computations are not required. The material covered on the test emphasizes the major content areas that are prerequisite to successful performance in entry-level courses in college mathematics. Six content areas are included: pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, plane geometry, and trigonometry.

The items included in the Mathematics Test cover four cognitive levels: knowledge and skills, direct application, understanding concepts, and integrating conceptual understanding. "Knowledge and skills" items require the student to use one or more facts, definitions, formulas, or procedures to solve problems that are presented in purely mathematical terms. "Direct application" items require the student to use one or more facts, definitions, formulas, or procedures to solve straightforward problem sets in real-world situations. "Understanding concepts" items test the student's depth of understanding of major concepts by requiring reasoning from a concept to reach an inference or a conclusion. "Integrating conceptual understanding" items test the student's ability to achieve an integrated understanding of two or more major concepts so as to solve nonroutine problems.

Calculators, although not required, are permitted for use on the Mathematics Test. Almost any four-function, scientific, or graphing calculator may be used on the Mathematics Test. A few restrictions do apply to the calculator used. These restrictions can be found in the current year's ACT User Handbook or on ACT's Web site at **www.act.org**.

Four scores are reported for the Mathematics Test: a total test score based on all 60 items, a subscore in Pre Algebra/Elementary Algebra based on 24 items, a subscore in Intermediate Algebra/Coordinate Geometry based on 18 items, and a subscore in Plane Geometry/Trigonometry based on 18 items.

Items are classified according to six content areas. These categories and the approximate proportion of the test devoted to each are given in the following table and discussed in the text that follows.

ACT Mathematics Test
60 items, 60 minutes

Content Area	Proportion of Test	Number of Items
Pre-Algebra	.23	14
Elementary Algebra	17	10
Intermediate Algebra	.15	9
Coordinate Geometry	.15	9
Plane Geometry	.23	14
Trigonometry	.07	4
Total	**1.00**	**60**

- **Pre-Algebra** Items in this content area are based on operations using whole numbers, decimals, fractions, and integers; place value; square roots and approximations; the concept of exponents; scientific notation; factors; ratio, proportion, and percent; linear equations in one variable; absolute value and ordering numbers by value; elementary counting techniques and simple probability; data collection, representation, and interpretation; and understanding simple descriptive statistics.
- **Elementary Algebra** Items in this content area are based on properties of exponents and square roots, evaluation of algebraic expressions through substitution, using variables to express functional relationships, understanding algebraic operations, and the solution of quadratic equations by factoring.
- **Intermediate Algebra** Items in this content area are based on an understanding of the quadratic formula, rational and radical expressions, absolute value equations and inequalities, sequences and patterns, systems of equations, quadratic inequalities, functions, modeling, matrices, roots of polynomials, and complex numbers.
- **Coordinate Geometry** Items in this content area are based on graphing and the relations between equations and graphs, including points, lines, polynomials, circles, and other curves; graphing inequalities; slope; parallel and perpendicular lines; distance; midpoints; and conics.
- **Plane Geometry** Items in this content area are based on the properties and relations of plane figures, including angles and relations among perpendicular and parallel lines; properties of circles, triangles, rectangles, parallelograms, and trapezoids; transformations; the concept of proof and proof techniques; volume; and applications of geometry to three dimensions.
- **Trigonometry** Items in this content area are based on understanding trigonometric relations in right triangles; values and properties of trigonometric functions; graphing trigonometric functions; modeling using trigonometric functions; use of trigonometric identities; and solving trigonometric equations.

The ACT Reading Test

The Reading Test is a 40-item, 35-minute test that measures reading comprehension as a product skill of referring and reasoning. That is, the test items require students to derive meaning from several texts by: (1) referring to what is explicitly stated and (2) reasoning to determine implicit meanings.

Specifically, items ask students to use referring and reasoning skills to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases, and statements; draw generalizations; and analyze the author's or narrator's voice or method.

The test comprises four prose passages that are representative of the level and kinds of text commonly encountered in first-year college curricula; passages on topics in the social sciences, the natural sciences, prose fiction, and the humanities are included. Each passage is preceded by a heading that identifies what type of passage it is (e.g., "Prose Fiction"), names the author, and may include a brief note that helps in understanding the passage. Each passage is accompanied by a set of multiple-choice test items. These items focus on the complex of complementary and mutually

supportive skills that readers must bring to bear in studying written materials across a range of subject areas. They do not test the rote recall of facts from outside the passage or rules of formal logic, nor do they contain isolated vocabulary questions.

Three scores are reported for the Reading Test: a total test score based on all 40 items, a subscore in Social Studies/Sciences reading skills (based on the 20 items in the social sciences and natural sciences sections of the test), and a subscore in Arts/Literature reading skills (based on the 20 items in the prose fiction and humanities sections of the test).

The four types of reading selections and the approximate proportion of the test devoted to each are given in the following table.

ACT Reading Test
40 items, 35 minutes

Content Area	Proportion of Test	Number of Items
Prose Fiction	.25	10
Humanities	.25	10
Social Studies	.25	10
Natural Sciences	.25	10
Total	**1.00**	**40**

- **Prose Fiction** The items in this category are based on short stories or excerpts from short stories or novels.
- **Humanities** The items in this categary are based on passages from memoirs and personal essays and in the content areas of architecture, art, dance, ethics, film, language, literary criticism, music, philosophy, radio, television, and theater.
- **Social Studies** The items in this category are based on passages in the content areas of anthropology, archaeology, biography, business, economics, education, geography, history, political science, psychology, and sociology.
- **Natural Sciences** The items in this category are based on passages in the content areas of anatomy, astronomy, biology, botany, chemistry, ecology, geology, medicine, meteorology, microbiology, natural history, physiology, physics, technology, and zoology.

The ACT Science Test

The Science Test is a 40-item, 35-minute test that measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The content of the Science Test is drawn from biology, chemistry, physics, and the Earth/space sciences, all of which are represented in the test. Students are assumed to have a minimum of two years of introductory science, which ACT's National Curriculum Studies have identified as typically one year of biology and one year of physical science and/or Earth science. Thus, it is expected that students have

acquired the introductory content of biology, physical science, and Earth science, are familiar with the nature of scientific inquiry, and have been exposed to laboratory investigation.

The test presents seven sets of scientific information, each followed by a number of multiple-choice test items. The scientific information is conveyed in one of three different formats: data representation (graphs, tables, and other schematic forms), research summaries (descriptions of several related experiments), or conflicting viewpoints (expressions of several related hypotheses or views that are inconsistent with one another).

The items included in the Science Test cover three cognitive levels: understanding, analysis, and generalization. "Understanding" items require students to recognize and understand the basic features of, and concepts related to, the provided information. "Analysis" items require students to examine critically the relationships between the information provided and the conclusions drawn or hypotheses developed. "Generalization" items require students to generalize from given information to gain new information, draw conclusions, or make predictions.

One score is reported for the Science Test: a total test score based on all 40 items.

All four ACT science content areas are represented in the test. The ACT science content areas are distributed over the different formats in such a way that at least one passage, and no more than two passages, represents each content area.

ACT Science Test
40 items, 35 minutes

Content Area	Format	Proportion of Test	Number of Items
Biology Chemistry Earth/Space Sciences Physics	Data Representation	.38	15
	Research Summaries	.45	18
	Conflicting Viewpoints	.17	7
Total		**1.00**	**40**

- **Data Representation** This format presents students with graphic and tabular material similar to that found in science journals and texts. The items associated with this format measure skills such as graph reading, interpretation of scatter plots, and interpretation of information presented in tables, diagrams, and figures.
- **Research Summaries** This format provides students with descriptions of one or more related experiments. The items focus on the design of experiments and the interpretation of experimental results.
- **Conflicting Viewpoints** This format presents students with expressions of several hypotheses or views that, being based on differing premises or on incomplete data, are inconsistent with one another. The items focus on the understanding, analysis, and comparison of alternative viewpoints or hypotheses.

The ACT Writing Test

The Writing Test is a 30-minute essay test that measures students' writing skills—specifically those writing skills emphasized in high school English classes and in entry-level college composition courses. The test consists of one writing prompt that defines an issue and describes two points of view on that issue. Students are asked to respond to a question about their position on the issue described in the writing prompt. In doing so, they may adopt one or the other of the perspectives described in the prompt, or they may present a different point of view on the issue. The essay score is not affected by the point of view taken on the issue.

In addition to the above scores, if the student took the Writing Test, the student's essay is read and scored independently by two trained readers using a six-point scoring rubric. Essays are evaluated on the evidence they demonstrate of student ability to make and articulate judgments; develop and sustain a position on an issue; organize and present ideas in a logical way; and communicate clearly and effectively using the conventions of standard written English. Essays are scored holistically—that is, on the basis of the overall impression created by all the elements of the writing. Each reader rates an essay on a scale ranging from 1 to 6. The sum of the readers' ratings is a student's Writing Test subscore on a scale ranging from 2 to 12. A student who takes the Writing Test also receives a Combined English/Writing score on a score scale ranging from 1 to 36. Writing Test results do not affect a student's ACT Composite score.

Day 2—WorkKeys

MME Component	Sections
WorkKeys	Reading for Information Applied Mathematics Locating Information

New jobs often require workers coming from high schools or postsecondary programs to have strong problem-solving and communication skills. Current trends in basic skill deficiencies indicate that American businesses will soon be spending more than $25 billion a year on remedial training programs for new employees.

The WorkKeys system from ACT is designed to solve this problem by helping students understand their workplace skills. Workplace skills translate into better paying jobs and careers. This system consists of job analysis, assessments, reporting, and instructional support.

In recent years, members of the business community as well as the general public have indicated concern that American workers, both current and future, lack the workplace skills needed to meet the challenges of rapidly evolving technical advances, organizational restructuring, and global economic competition. WorkKeys helps businesses and educators work together to ensure that students leave school prepared for jobs and careers in the real world.

WorkKeys measures skills that employers believe are critical to job success—skills such as reading, math, listening, locating information, and teamwork. These skills are valuable for any type of occupation—skilled or professional—and at any level of education.

Each skill area has its own skill scale that measures both the skill requirements of specified jobs and the employability skills of individuals. Before WorkKeys, there were no scales that could measure both the skills a person has and the skills a job needs. Each WorkKeys skill scale describes a set of skill levels. This makes it possible to determine the proficiency levels students and workers already have and to design job-training programs that can help them meet the demands of the jobs they want.

In measuring skills, WorkKeys can help students find out how prepared they are for the jobs and careers that interest them. The system guides them to the education and training needed. WorkKeys has the ability to document work skills in key areas, giving students a possible advantage when applying for work.

The WorkKeys system is based on the assumption that people who want to improve their skills can do so if they have enough time and appropriate instruction. Showing a direct connection between job requirements and education and training has a positive effect on learner persistence and achievement.

WorkKeys—Reading for Information Assessment

The Reading for Information skill involves reading and understanding work-related instructions and policies. Such materials differ from the expository and narrative texts used in most reading instruction, which are usually written to facilitate reading. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints. Work-related instructions and policies, known as procedural text, differs from the explanatory and narrative text on which most reading programs are based. The reading passages and questions in the assessment are based on the actual demands of the workplace. There are five skill levels, ranging from 3 to 7, with Level 7 being the most complex and Level 3 the least complex.

Unlike reading and content-area texts, which are usually organized to make the reading easy to understand, workplace communication is not necessarily designed to be easy to read. Because the Reading for Information assessment uses workplace texts, the assessment is more reflective of actual workplace conditions. These differences in communication can affect the skills employees need when they encounter job-related reading tasks. Reading for Information skills included can be loosely grouped into the following four categories:

- **Choosing Main Ideas or Details** This skill requires selecting the important information and supporting details from a written document. Looking for main ideas and details is a common reading task. However, as mentioned previously, reading texts encountered in the workplace differ from the selections most often used in reading programs. In such programs, the main idea is generally found in the topic sentence at the beginning of a paragraph or occasionally in a concluding sentence. Written communication found in the workplace is often not constructed in such an organized manner, however. Consequently, the employee needs to be able to use clues other than placement to identify the main ideas and important details.

- **Understanding Word Meanings** Although some basic vocabulary is involved in this skill area, the emphasis is on using context to determine specific word meanings. The demands of the workplace progress from the need to know simple words and identify definitions clearly stated in the reading to

the need to use the context to determine the meanings of more difficult words. Jargon, technical terminology, and words with multiple meanings are used increasingly as the contexts become more complex.

- **Applying Instructions** Conveying instructions is the principal purpose of a great deal of workplace communication. Skill in applying instructions involves sequencing and generalizing. As in the other skill areas, the workplace requirements range from the simple to the more complex. As the levels increase, the instructions contain more steps and conditionals are added. At the lower levels, employees need only apply instructions to clearly described situations; at the higher levels, employees must apply instructions to less similar and, eventually, to new situations.
- **Applying Information and Reasoning** Often, for effective performance of a task, it is necessary for employees to apply information given in workplace communications to similar or new situations, to predict consequences of certain actions, and to understand the reasoning, which may or may not be stated, behind a policy. As in the previous category, employees may be asked to apply information and reasoning to clearly described situations at the lower levels, while, at higher levels, they must apply information and reasoning to similar and then to new situations.

WorkKeys—Applied Mathematics Assessment

Applied Mathematics skill focuses on applying mathematical reasoning and problem-solving techniques to work-related problems. Solving mathematical problems in the workplace can differ from solving problems in the classroom. While the math skills needed are the same, math problems in the workplace are not usually laid out neatly in a textbook format. Instead, the employee may be responsible for locating and identifying the necessary information (e.g., on a cash register, price tag, or catalog) and for knowing what to do with that information. It is, therefore, critical to strengthen your core mathematics skills and to develop your problem-solving strategies. Individuals possessing these Applied Mathematics skills will be able to successfully tackle new situations involving mathematics problems in the workplace. Because an employee would have access to a variety of resources for problem solving, a formula sheet that includes all formulas required for the assessment is provided. This assessment is designed to be taken with a calculator. As on the job, the calculator serves as a tool for problem solving.

There are five levels in the Applied Mathematics skill scale, ranging from Level 3, the least complex, to Level 7, the most complex. These levels were developed based on two main criteria:

- the types of mathematical operations employees must perform, and
- the form and order in which employees receive the information; that is, the presentation of the information.

The skills at the lowest level involve using whole numbers and some decimals in basic math operations: addition, subtraction, multiplication, and division. As the levels progress, the math operations involve more steps. Higher levels include decimals and fractions, conversion of units, averaging, calculating area and volume, and ratios.

As the complexity of the levels increases, the presentation of the information becomes more of a barrier to problem solving. The wording becomes ambiguous, the presence of unnecessary

information is more likely, and pertinent information is less obvious. Regardless of skill level, most of these problems will involve one or more of the following applications:

- **Quantity** Employees often need to determine the number of items sold, produced, or purchased, or to figure totals on a per unit basis.
- **Money** Working with monetary units is a central part of business and relates to virtually every job, if in no other way than to understand a paycheck. Tasks involving monetary units include figuring sales, costs, wages, and expenses.
- **Time** Some tasks involve figuring elapsed time. Other problems frequently involve time as it relates to production, sales, costs, distance, or area. In many of these tasks, employees must be familiar with conversion of time units.
- **Measurement** Calculating distance, area, weight, and volume is crucial to most work situations. Again, employees must be familiar with conversions within and between English and metric measures, as well as the appropriate degree of accuracy needed for different situations.
- **Proportions and Percentages** Proportions can be used in many tasks that require making predictions (e.g., if this is the amount needed for X units, how much is needed for Y units). Percentages are used in the workplace to calculate commissions, discounts, taxes, price increases, changes in sales, and wage changes.
- **Averages** Many records in the workplace are expressed in terms of averages (e.g., those involving sales records, wages, costs, hours worked). These averages become tools in the decision-making processes of the business. Many math problems found in the workplace combine two or more applications: What quantity can be produced in a specified time? What distance can be traveled in a particular time? What is the average cost in terms of money? A common combination of applications is finding the best deal, which requires employees to perform various calculations and then compare the results in terms of relative cost.

WorkKeys—Locating Information Assessment

Locating Information is a skill in dealing with workplace graphics such as charts, graphs, tables, forms, flowcharts, diagrams, floor plans, maps, and instrument gauges. Workers use this skill when they find information in a graphic or add information to a graphic. They also use it when they compare, summarize, and analyze information found in related graphics. While Locating Information is extremely important in the workplace, it is not usually taught as a standalone skill in the classroom. It is, therefore, critical to strengthen your Locating Information skills and to develop your problem-solving strategies. Individuals possessing these Locating Information skills will be able to successfully tackle new situations involving graphics problems in the workplace.

WorkKeys Locating Information is the skill people use when they deal with workplace graphics such as charts, graphs, tables, forms, flowcharts, diagrams, floor plans, maps, and instrument gauges. Employees use this skill when they find information in a graphic or add information to a graphic. They also use it when they compare, summarize, and analyze information found in related graphics. There are four skill levels, from Level 3 to Level 6. As you move from Level 3 to Level 6, both the graphics and the tasks become more complex.

There are four levels in the Locating Information skill scale, and the skills included can be loosely grouped into five categories:

- **Finding information** This requires looking for information in simple graphics and filling in information that is missing from simple graphics. Employees may be asked to find basic information in a pie chart, or add missing information to a basic order form.
- **Summarizing and/or comparing information** Employees must often understand how graphics are related to each other and be able to summarize information from graphics. They might use a parts table and shipping ticket together or an inventory table to find which maple trees are taller than four feet, are less than $50, and are in a particular sales region.
- **Drawing conclusions** Workers must often draw conclusions based on one complicated graphic or several related graphics. They might use a detailed line graph to find how sales of five separate products changed from March to July.
- **Applying information** This requires sorting through distracting information to apply information from one or more complicated graphics to specific situations. Employees may use multiple schedule forms and clinic maps to schedule appointments for several people to visit doctors, clinicians, and labs in various parts of a large hospital.
- **Making decisions and/or predictions** Employees must identify trends shown in one or more detailed or complicated graphics, and use the information to make decisions. They might use handling forms, facility maps, and storage guidelines to figure out where to put a product that is highly flammable and/or corrosive.

Day 3—Michigan Component

MME Component	Sections
Michigan Component	Mathematics Science Social Studies

In 2004, the State Board of Education and the Michigan Department of Education embraced the challenge to initiate a "high school redesign" project. Since then, the national call to create more rigorous learning for high school students has become a major priority for state leaders across the country. The Cherry Commission Report (2005) highlighted several goals for Michigan including the development of HSCEs that reflect both rigorous and a relevant curricular focus. Dovetailing with this call to "curricular action" is Michigan's legislative change in high school assessment. The Michigan Merit Exam, based on rigorous high school learning standards, was implemented in Spring 2007 and was fully aligned with these standards by 2011.

When used as directed by the administration manuals, the MME can:

- measure academic achievement as compared to expectations, and whether it is improving over time;

- determine whether improvement programs and policies are having the desired effect; and,
- target academic help where it's needed.

Competitive scholastic experience provides Michigan students with excellent preparation for the real world which awaits them after high school graduation, and helps assure that they possess the knowledge and skill necessary for a successful future.

The MME assessment in each content area is based on the state High School Content Expectations (HSCEs) with the exception of social studies. Social studies was initially based on the Michigan Curriculum Framework; however, in Spring 2011, this changed and it is now also based on the HSCEs.

Students Assessed

All students are expected to be counted toward accountability calculations during their time in high school. This includes both AYP and accreditation status.

Grade 11 Students

Schools must administer all three components of the MME to all students enrolled in grade 11 during the Spring testing window. There are two exceptions:

1. A grade 11 student is NOT to be tested on the MME if the student's IEP indicates that the student should take MI-Access. A student who takes MI-Access in the Spring may not take any portion of the MME in the Spring.
2. A grade 11 student (retained or reclassified as grade 11) is NOT to be tested on the MME if the student has taken the complete MME in a previous year and has achieved a performance level of either 1, 2, 3, or 4 in **each** MME subject area, including reading, writing, mathematics, science, and social studies. (A student who has a reported performance level of "N/A", or a blank performance level, in any MME subject area is considered to have not yet taken the complete MME. These students **must** take the complete MME in the Spring.)

Grade 12 Students

Michigan law requires that the complete MME be administered to a student once and only once. A grade 12 student is only eligible to take the MME if either of the following is true:

- The student is a first-time tester who has not previously taken the MME.
- The student has taken the MME previously but received an invalid MME score (blank or "N/A" performance level) in any of the MME subjects tested, including reading, writing, mathematics, science, or social studies.

A grade 12 student may NOT take the MME if the student has taken the complete MME in a previous year and has achieved a performance level of either 1, 2, 3, or 4 in each MME subject area.

Ungraded Students

Michigan State Board of Education policy, the No Child Left Behind Act of 2001, and the Individuals with Disabilities Education Act all require that state-level tests in required subject areas be administered to all students in certain grades. District policy determines grade assignments for students; however, when the district identifies a student as "ungraded" in the Michigan Student Data System (MSDS), which sometimes happens for students with disabilities, it is up to the state to assign that student a grade for the purpose of state-level testing. In Michigan, the state assigns ungraded students in the MSDS to grade 11 if they are age 17 on December 1 of the school year. An ungraded student who is age 17 on December 1 of the school year must take either the MME or MI-Access.

Homebound, Hospitalized, Incarcerated, or Suspended Students

All grade 11 students who are receiving instructional services—including those who are homebound, hospitalized, incarcerated, or suspended—must take the MME at the place where they receive their instruction. In addition, the person who normally provides instruction to the students must go through local training for Room Supervisors and Proctors. The testing location must by approved by ACT as an off-site testing location for all three days. A 'Proposal for Off-Site Administration' must be completed and received by ACT approximately three months prior to test administration to allow adequate processing time. Principals must receive written authorization from ACT before any off-site location may be used.

Expelled Students

If students are enrolled in grade 11 in an Intermediate School District (ISD) because no local district will accept them due to expulsion, they should take the MME at the location in which they are enrolled and are receiving instruction. If students have been expelled and are no longer enrolled anywhere, they are not eligible to take the MME.

Foreign Exchange Students

If foreign exchange students are enrolled in grade 11, they are expected to take the MME. All grade 11 students will be expected to test and count in accountability calculations; however, foreign exchange students will typically only count in a school's participation calculation as they are normally not enrolled for a full academic year (FAY).

If a school enrolls a foreign exchange student in 12th grade, that student is NOT expected to test.

Arranged MME Testing for Military Dependents

Participation in the MME is available to eligible 11th and 12th grade students whose parent(s) are residents of Michigan, but assigned to active duty outside of Michigan.

The initial request to test as a military dependent is made to the Bureau of Assessment and Accountability (BAA), 877-560-8378 or **www.michigan.gov/mme**. Once BAA has verified both military and MME eligibility, the student and parent(s) are contacted regarding completing the required registration form, documentation needed from the parent's commanding officer on military letterhead, and willingness of appropriate school personnel to administer the tests (Day 1, Day 2, and Day 3).

It is important to contact BAA far in advance of testing if arrangements will need to be made to take the MME as a military dependent. Although the application deadline will vary depending on the dates of MME testing, it most likely will be no later than the end of January in the year of testing. Please see the MME website, **www.michigan.gov/mme**, "Where Do Students Take the MME?" for more specific information.

Students approved for this arranged testing will test with standard time limits and a regular type test booklet. Students needing to test with accommodations need to call ACT Special Testing directly at 319-337-1788 to request the form for ACT-Approved Accommodations or State-Allowed Accommodations. Students who receive accommodations in school due to a professionally diagnosed and documented disability may submit one of the two different request forms along with necessary documentation that supports their request for accommodations.

MME Accommodated Testing Window and Testing Staff Requirements

All accommodated testing must be administered within the two-week window that begins on the initial test date for that component of the MME and ends on the makeup date for that component. Accommodated testing may be scheduled on any days during the window, but each student must take the tests in the prescribed order. All testing staff must meet ACT's requirements. If testing occurs outside the authorized window, with procedures that conflict with ACT directions, or under supervision of testing staff who do not meet ACT's requirements, then the answer folders will not be scored. If the misadministration is discovered after scoring, then the scores will be cancelled.

Additional information regarding accommodated testing, including the topics to follow, can be found in the *Day 3 Administration Manual for Accommodated Testing*: Sequence of Tests, Testing in Sequence with Groups Testing Over Multiple Days or During Separate Sessions, Testing More than One Student, and Determining Extended Time.

Types of Accommodations

There are a variety of types of accommodations that students may qualify for that allow for the assessment to be delivered in a different format, such as audio cassettes and DVDs, through a reader script, in Braille form, and so forth. Only students whose IEPs, Section 504 Plans, or ELL instructional plans specify that the student routinely uses audio accommodations during instruction may use an audio accommodation during testing.

In addition to test presentation accommodations, there are several other accommodation categories. These categories are: Timing/Schedule, Setting, and Response. The *MME Accommodations Summary Table* (provided on the MME Web site at **www.michigan.gov/mme**) lists each accommodation with a brief explanation. The table also indicates if an accommodation is appropriate for the given assessment, and if there are special circumstances for its use.

Assessment Accommodations Policies and Procedures

In Michigan, all students are required to participate in the state-level assessment programs approved by the State Board of Education. It is recognized, however, that some students who customarily use accommodations during instruction may also need to use them during assessment. Revised in September 2009, and again for Spring 2011, the State Board of Education approved standard and nonstandard assessment accommodations for Michigan's state-level assessments. (See the *MME Accommodations Summary Table* on the MME Web site at **www.michigan.gov/mme**.)

Accommodations for MME Day 1 (ACT Plus Writing)

In general, all students requiring test accommodations for the Day 1 ACT Plus Writing test must complete an application or request form to be reviewed by ACT. These forms are to be completed by the Test Accommodations Coordinator (TAC). There are two types of accommodations that require contacting ACT in advance of Day 1 testing:

1. ACT-Approved Accommodations result in ACT scores that are fully reportable to colleges, scholarships, and other entities in addition to being used for MME scores. Only students with professionally diagnosed and documented disabilities who receive accommodations in schools should apply for ACT-approved accommodations.

   There are some limited exceptions to the need to request approval from ACT for use of an accommodation that still will result in college-reportable scores. When an arrangement, such as placing a student at the front of the room for testing, is shown as "local decision" on the *MME Accommodations Summary Table* in the ACT Plus Writing section, it does not require review and prior approval by ACT before using. Consult the *MME Accommodations Summary Table* posted to the MME Web site, **www.michigan.gov/mme** , for more information.

2. "State-Allowed" Accommodations result in ACT scores that are not college reportable; they are used only for MME scores. These test materials must also be ordered by the Technical Advisory Committee (TAC) from ACT for students who do not meet ACT's eligibility requirements such as English language learners with no disabilities or students whose requests for ACT approval have been denied. ACT will ship the materials ordered for each student; no review or approval process will be conducted.

   TACs must submit an order for "State-Allowed" accommodations for each applicable student so that ACT can ship the correct ACT test materials—which are different from those used by examinees testing with ACT-Approved accommodations.

Accommodations for MME Day 2 (WorkKeys) and Day 3 (Michigan Component)

Schools do not request approval from ACT or the state for accommodations on Day 2 and Day 3. Testing with accommodations on Day 2 and/or Day 3 is a local decision based on the student's regular instruction, supported by the student's IEP, 504 Plan, or ELL instruction. ACT's approval of accommodations applies only to materials for and the administration of the ACT Plus Writing (Day 1). Because there is no issue of reporting scores to colleges, schools may provide accommodations on the WorkKeys and Michigan components of the MME consistent with the accommodations listed in the "MME Day 2 and Day 3" columns of *MME Accommodations Summary Table* (provided on the MME Web site at **www.michigan.gov/mme)**, even if the student tests without those

accommodations on the ACT Plus Writing. It is important to determine whether the accommodation is standard or nonstandard, and what impact the accommodation may have on student eligibility for National Career Readiness Certification (NCRC) or WorkKeys score results.

Standard/Nonstandard Accommodations on MME

It is important to know whether an assessment accommodation is standard or nonstandard since it can have an impact on whether a school or district meets the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) participation rate and whether the student receives valid assessment results.

A standard assessment accommodation is one that does not change what the specific assessment is measuring. The score achieved by a student using a standard assessment accommodation does count when calculating NCLB participation and proficiency rates, and results in valid assessment scores for the student.

A nonstandard assessment accommodation does change what the assessment is measuring and results in an invalid score. If a student takes the MME Days 1, 2, or 3 using a nonstandard accommodation, the student will not count as assessed and will not receive MME scores in the affected subjects.

Please see the *MME Accommodations Summary Table* to determine if the student's accommodation is standard or nonstandard for MME Days 1, 2 and 3. There is one column for accommodations supported by an IEP or 504 Plan. There is a separate column for accommodations supported by a student's ELL instruction.

Assessment accommodations not listed in the *MME Accommodations Summary Table* are considered nonstandard. Use of accommodations on any section of the MME, Day 1, Day 2, and/or Day 3, must be recorded on the student Answer Folder for that day, following instructions in the MME Day 1 and Day 2 Answer Folder Supplements and the MME Day 3 Administration Manual for Students Testing with Accommodations.

English Language Learners (ELLs)

ELLs may use accommodations on the MME if the accommodations are customarily used during typical classroom activities and assessment. It is important to review the *MME Accommodations Summary Table* when making decisions regarding accommodations for ELL students to determine the impact of decisions in ACT college reportable scores and Workeys National College Readiness Certificate (NCRC) eligibility.

WorkKeys National Career Readiness Certificate (NCRC) Eligible Scores

WorkKeys scores achieved during Day 2 of the MME may be eligible for the NCRC. Four levels of achievement are possible: Bronze, Silver, Gold, or Platinum, based on scores earned on the three WorkKeys tests. The *MME Accommodations Summary Table* shows which accommodations are eligible (yes) or not eligible (no) for the certificate provided the necessary score levels are achieved.

WorkKeys scores will not be issued for students using accommodations marked as "Not permitted" on Day 2. However, the student will receive valid MME scores if the accommodation is designated as a standard accommodation in the IEP/504 or ELL column, and the accommodation is supported by the student's IEP, 504 Plan, or ELL instruction.

Chapter 6: MEAP-Access

MEAP-Access Design Features and Content

About MEAP-Access

On April 7, 2007, the U.S. Department of Education (USED) issued regulations describing Alternate Assessments based on Modified Achievement Standards (AA-MAS). The regulations permit a state to develop an assessment aligned with modified academic achievement standards as part of its assessment and accountability system under Title I of the Elementary and Secondary Education Act (ESEA).

In December 2008, draft eligibility criteria were distributed statewide in Michigan for public input. The MEAP-Access pilot assessment was administered in winter 2009. Data from the pilot assessment and comments on the draft criteria were analyzed and compiled in March 2009 and presented to the State Board of Education (SBE) for their approval. Following SBE approval, the final *MEAP-Access Eligibility Criteria and Guidance for Participation* document and assessment formats were produced and can be accessed on the MEAP-Access Web site at **www.michigan.gov/meap-access**.

States may develop modified academic achievement standards and use alternate assessments based on those modified achievement standards for students with persistent academic disabilities and served under the Individuals with Disabilities Education Act (IDEA). States may include proficient scores from such assessments in making adequate yearly progress (AYP) decisions, but those scores will be capped at 2% of the total tested population. **This provision does not limit how many students may be assessed against modified achievement standards.** Individualized Education Program (IEP) Teams will make the decision about which individual students should take such an assessment. The Michigan Department of Education (MDE) was awarded a grant (#H373X070005) from the U.S. Office of Special Education Programs to develop AA-MAS that will fulfill an important need in the Michigan Educational Assessment System.

States may continue to use Alternate Assessments based on Alternate Achievement Standards (AA-AAS) for students with the most significant cognitive disabilities (In Michigan, this is MI-Access). States may continue to include proficient scores from such assessments (AA-AAS) in making AYP decisions, and those scores will still be capped at 1% of the total tested population. Proficiency for all other students above the 1% and 2% cap will be measured against grade-level achievement standards. IEP Teams will continue making the decision about which individual students should take which statewide assessment.

MEAP-Access Based on Grade Level Content Expectations (GLCEs)

MEAP-Access is based on modified academic achievement standards that cover the same grade-level expectations as the general assessment. In Michigan, the general assessment for grades 3 through 8 is the Michigan Educational Assessment Program (MEAP). According to the regulations, only the academic achievement standards are modified, not the content standards upon which the assessment is based. The content standards for the general assessments are the Grade Level Content

Expectations (GLCEs). For more information on the GLCEs, please visit the Office of Educational Improvement and Innovation (OEII) Web site at **www.michigan.gov/osi**.

The requirement that modified academic achievement standards be aligned with grade level content standards is important in order for students to have an opportunity to achieve at grade level. Therefore, students must have access to, and instruction in, grade-level content.

For more details related to this regulation, the U.S. Department of Education has published a guidance document that is in a question-and-answer format. The *Final 2% Regulations and Guidance* document is posted on the MEAP-Access Web site at **www.michigan.gov/meap-access**.

Length of Tests/Projected Times

All MEAP-Access assessments are untimed and student-paced. Arrangements must be made to allow additional time during the same continuous session for students who require more time to complete these assessments.

For planning purposes, estimated times for each assessment session are provided in the *MEAP-Access Test Administration Manual* and at **www.michigan.gov/meap-access**.

Identification of Students

Michigan has made the commitment that all students must be assessed as required by state policy and federal law. All eligible students who are enrolled in grades 3 through 8 must be given the opportunity to take the state tests administered in their grades. Students who are repeating a grade and who took state tests the previous year are to be assessed again.

Student Selection for MEAP-Access

Participating students will be determined by the Individualized Education Program (IEP) Teams using the eligibility criteria posted on the MEAP-Access Web site at **www.michigan.gov/meap-access**.

Eligibility Criteria for Participation

It is critical that each student participating in MEAP-Access meet all the criteria specified in the *MEAP-Access Eligibility Criteria and Guidance for Participation*. These criteria include, but are not limited, to the following:

- A student must have a current IEP;
- The IEP must include goals that are based on Michigan's Grade Level Content Standards for the grade in which the student is enrolled. In Michigan, these standards are articulated in the GLCEs;
- The IEP Team is reasonably certain that the student will not achieve grade-level standards, at the same level of proficiency as their peers, within the year covered by the IEP;
- The student must have access to, and instruction in, grade-level content for the grade in which the student is enrolled;

- There must be objective evidence demonstrating that the student's disability has precluded the student from achieving the grade-level standards at the same level of rigor as the student's peers;
- The student's progress or lack of progress must be determined using multiple objectives and valid measures of the student's academic achievement over time;

The IEP Team must not base its decision regarding MEAP-Access assessment participation solely on the student's:

  - disability category,
  - race/ethnicity, or
  - economic background;

- Students who participate in MEAP-Access should not be precluded from attempting to complete the requirements for a regular high-school diploma;
- Students with a Section 504 Plan are not eligible for alternate assessments (MEAP-Access and MI-Access); and
- At the elementary and middle school levels, the IEP Team has the flexibility within the assessment continuum to have a student participate in the MEAP, MEAP-Access, and/or MI-Access (Functional Independence only) assessments for different content areas.

A copy of the full *MEAP-Access Eligibility Criteria and Guidance for Participation* document is available at **www.michigan.gov/meap-access** and on page G-6 of this guide.

MEAP-Access Assessment Accommodations

Accommodations

The IEP Team determines how students with disabilities are assessed in each of the subject areas. According to federal law, the IEP specifies whether or not a student with disabilities participates in each of the MEAP-Access assessments or in another alternate assessment. Accommodations may **only** be used if:

- the student's IEP indicates that they are appropriate for the student, AND
- they reflect what the student routinely uses or how the student routinely responds during instruction.

Audio Versions of Tests (Mathematics only)

Only students whose IEP specifies that the student routinely uses audio accommodations may use the audio versions (compact discs, also referred to as CDs) of the mathematics MEAP-Access tests. Please note that there is no audio version for the reading assessments as it changes the construct being measured from reading to listening, making it a nonstandard accommodation. There is no audio version of the writing assessment because the directions and writing prompts are read aloud to all students.

For specific information on how to administer the audio versions of the MEAP-Access mathematics test, please refer to the *MEAP-Access Test Administrator Manual*.

Use of Reader Scripts (Mathematics only)

The use of reader scripts (a scripted version of the assessment) replaces reading an assessment aloud to students from a test booklet. Reader script use for the MEAP-Access mathematics assessment is a standard accommodation for students with disabilities who need that accommodation, as defined in their IEP. Please refer to the *Assessment Accommodation Summary Table* located at **www.michigan.gov/meap-access** or the test administration manual for more information.

When using reader scripts with appropriate students, the assessment(s) may be administered individually or to a small group of up to five students.

Scribes, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP. Students using one of these accommodations are to include specific instructions about punctuation, spelling, indentation, etc., for constructed response items. Also, the use of a Braillewriter is permissible.

If a student uses a tape recorder, scribe, or Braillewriter as an assessment accommodation, a test administrator, proctor, or accommodations provider must transcribe the student's response onto an answer document or scorable test booklet and is returned with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.

Enlarged Print and Braille Versions of the Assessments

Enlarged print and Braille versions of the assessment are standard accommodations for students with disabilities who need those accommodations as defined in their IEP. If a student uses an enlarged print version as a test accommodation, a test administrator, proctor, or accommodations provider must transcribe the student's response into a regular answer document that is returned along with other scorable materials. Student responses for Grade 3 must be entered into the scorable test booklet. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.

Word Processors

The use of word processors for constructed response items is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP. Because the writing assessment tests the student's use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word-processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated.

Additional Paper

Additional paper may be used as a standard assessment accommodation if a student needs additional space, due to large handwriting, to write his or her answer(s), and it is documented in his or her IEP. When additional paper is used, the student should only be allowed to write the equivalent of what could be written in the original space provided.

Extended Time for Testing

Extended time is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP. Since MEAP-Access is untimed, students may take the time necessary to complete the test. It is also permissible to allow for the assessment to be administered in parts with small breaks between segments. (For more information, see the *Accommodations Summary Table* at **www.michigan.gov/meap-access**)

Rapid Onset of Medical Disability

Prior to the tests, a student may have rapid onset of a medical disability that warrants a test accommodation. For example:

- A few days prior to the test, a student broke his or her arm. The student may need a test accommodation (e.g., a word-processor or a scribe); or
- A student recently underwent surgery and is homebound or still in the hospital. The student may need to take the test at home or in the hospital with appropriate supervision of a school district professional.

In the case of rapid onset of a medical disability, the school's principal or guidance counselor should document, for the student's file, the date and nature of the disability (e.g., broken arm) and a description of the accommodation provided. This is considered a standard accommodation and the "Other" bubble should be filled in appropriately on the student answer document.

For specific information on how to administer the MEAP-Access tests with accommodations, please refer to the *MEAP-Access Test Administrator Manual*.

Eligibility Criteria for Participation in MEAP-Access

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

A Student with a disability

- A Student must have a current Individualized Education Program (IEP).
- Students with a Section 504 Plan are NOT eligible for alternate assessments.

The Individualized Education Program (IEP)

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

Instruction

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

Impact of disability

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

Progress over time

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

Other considerations

- The IEP Team must not base their decision to participate in the MEAP-Access assessments solely on the student's:
  - special education category;
  - ethnicity;
  - economic background
- A student's lack of progress cannot be solely due to excessive absences.
- Participation in state assessment decisions must be determined annually by the IEP Team.
- It is expected that there will be students with disabilities who take MEAP-Access one year, make considerable progress during the school year, and then take the MEAP the following year. Therefore, an IEP Team must consider a student's progress annually based on multiple objective measures of the student's achievement before determining that the student should be assessed with MEAP-Access.
- In determining if the MEAP-Access assessment is appropriate, the IEP Team needs to determine if the student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP Team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP.
- Students who participate in MEAP-Access should not be precluded from attempting to complete the requirements for a regular high school diploma.

Examples of Possible Learning Characteristics of Students Participating in MEAP-Access

- Have some grade-level knowledge for the grade they are enrolled.
- Have sufficient cognitive ability to transfer or generalize learning when taught strategies to do so.
- Have sufficient capacity to achieve grade-level standards, but not to the same level of rigor and/or during the same timeframe.
- Need additional learning opportunities, (e.g., repetition of concepts, strategies to stay on task, skills, and accommodations) in order to achieve grade level standards.
- Difficulty with complex language when learning skills and concepts (e.g., syntax, multi-step instructions).
- May read below grade level.

Assessment Options—MEAP, MEAP-Access, or MI-Access Functional Independence (FI)

The IEP Team has the flexibility to have a student participate in MEAP, MEAP-Access or FI. The IEP Team is responsible for making this decision for each content area assessed at a given grade. For example, a grade 4 student could take MEAP reading, MEAP-Access writing, and FI mathematics.

NOTE: MI-Access FI Accessing Print and Expressing Ideas (reading and writing) cannot be split with other assessments.

Consequences

There are some potential consequences for participating in alternate assessments, such as MEAP-Access, of which IEP Teams should be aware, including the following:

- If a student participates in MEAP-Access, it is assumed that he or she is receiving grade-level instruction based on Michigan's GLCEs, but is not expected to reach the same grade-level achievement or proficiency as their non-disabled peers in the time frame covered by the IEP.
- A divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan's GLCEs/HSCEs/Benchmarks as needed to meet all of the requirements of the Michigan Merit Curriculum.
- According to federal regulations, states may include only 2% of proficient MEAP-Access scores (of the total test population) in AYP proficiency calculations. This, however, does not limit the number of students that may take MEAP-Access.

Individual Student Decision Checklists by Content Area

Directions: Each of the following questions must be answered for each content area. If the answer to any of the questions is "No" the student is not eligible to participate in the MEAP-Access assessments.

#	Criteria	Mathematics		Reading		Writing	
		Yes	No	Yes	No	Yes	No
1.	Does the student have IEP goals based on grade-level content standards, not extended standards, for the grade in which the student is enrolled?						
2.	Does the student have access to, and instruction in, grade-level content from highly-qualified teachers?						
3.	Is there objective evidence demonstrating that the student's disability precludes the student from achieving the grade-level standards at the same level of proficiency as the student's peers?						
4.	Is the student's lack of progress based on multiple objective and valid measures of the student's academic achievement over time?						
5.	Is the IEP Team reasonably certain that the student will not achieve grade-level standards, at the same level of proficiency as their peers, within the year covered by the IEP?						

Comments:

Elementary Level Sample MEAP-Access Items

Grade 3 MEAP-Access Reading Sample Items

00 The author says that Eric sprinkled the plant.

What does sprinkled mean?

A filled with water

B watered lightly

C watered every day

---

00 What makes this story nonfiction?

A It was written by a living author.

B It shares facts about a real subject.

C It has a whale as a main character.

---

00 What is the **most important** lesson of this story?

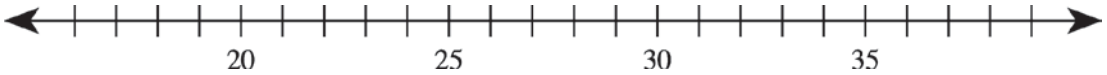
A All creatures need food, water, and a home.

B Pets make wonderful friends for human beings.

C Sometimes it is best to let animals go free.

Grade 3 MEAP-Access Mathematics Sample Items

00 How far is 37 from 25?



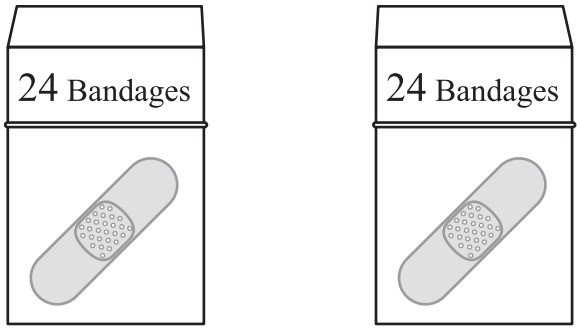
A 8

B 11

C 12

---

00 Mrs. Evers bought 2 boxes with 24 bandages each. How many bandages did she buy in **all**?



A 40

B 45

C 48

---

00 Hayley has 198 pencils and Rosa has 301 pencils. How many do they have altogether, to the **nearest** hundred?

A 300

B 400

C 500

Grade 4 MEAP-Access Reading Sample Items

00 What lesson **might** you learn from this story?

A Some problems are too difficult to solve.

B Teamwork makes solving problems easier.

C Adults are better problem-solvers than children.

---

00 The author put the words *forward*, *right*, and *left* in italics to let the reader know

A the commands that Cuddles understands.

B that these are easy words for Dan to read.

C the special words that Cuddles disobeys.

---

00 Which idea from the article best shows that Dan thinks Cuddle's training is very important?

A "She makes sure I'm safe."

B "I've loved horses all my life."

C "She's brought a lot of happiness to my life."

Grade 4 MEAP-Access Writing Sample Item

00 Describe a sport or game you like and why you like it. It might be a sport or game you like to play or one you like to watch.

CHECKLIST

DIRECTIONS: Use this checklist after you have complete your response to revise and edit your writing.

_____ Did I stay focused on the topic and the task?

_____ Did I develop my idea with details and examples?

_____ Did I use logical order so my writing makes sense?

_____ Did I use a variety of words, phrases, and sentences?

_____ Did I spell, capitalize, and punctuate correctly?

Grade 4 MEAP-Access Mathematics Sample Items

00 The addresses of the houses on Lake Street follow a skip counting pattern, as shown below

What is the address of the house with the question mark?

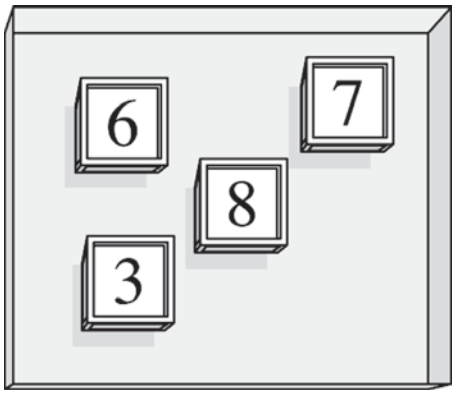
A 301 Lake Street

B 302 Lake Street

C 304 Lake Street

---

00 What is the **least** number you could make using all the numbers on these blocks?



A three thousand, six hundred seventy-eight

B three thousand, eight hundred seventy-six

C six thousand, eight hundred seventy-three

Grade 5 MEAP-Access Reading Sample Items

00 What makes this selection a poem?

A It combines adventures with superhuman powers.

B It combines animals with human characteristics.

C It creates images through words and rhythm.

---

00 This selection is nonfiction because it

A shows pictures of alligators.

B provides facts about alligators.

C is written from an alligator's point of view.

---

00 In this selection, semi-aquatic means to

A be in water about half of the time.

B breathe under the water.

C be under the water at all times.

Grade 5 MEAP-Access Mathematics Sample Items

00 What value of *a* makes the number sentence true?

$$100 \div a = 20$$

A 4

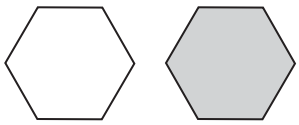
B 5

C 80

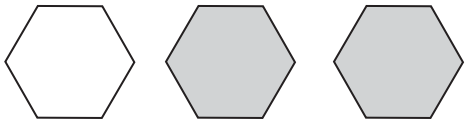
---

00 Which of the following shows **exactly** $\frac{2}{5}$ of the group shaded?

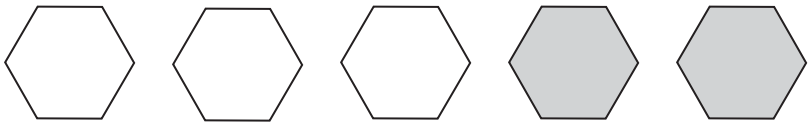
A



B



C



Middle School Level Sample MEAP-Access Items

Grade 6 MEAP-Access Reading Sample Items

00 The author writes, "But just three years ago, living out that dream seemed impossible."

What does the prefix im- mean?

A again

B not yet

C very

---

00 What is an **important** lesson of this selection?

A Hard work always pays off.

B It is better to win than to play fair.

C All people deserve respect.

---

00 How does the author of this selection feel about his father?

A confused

B angry

C proud

Grade 6 MEAP-Access Mathematics Sample Items

00 Ellen played on the school basketball team. During their first 19 games, she scored 385 points in total. On average, how many points did she score per game?

A 18

B 20

C 25

---

00 Dawn found the height of a bean plant to be $\frac{1}{2}$ inch tall. Carl measured the same plant and found it to be $\frac{2}{4}$ inches tall. Which of the following measurements is the same as Dawn's and Carl's measurements?

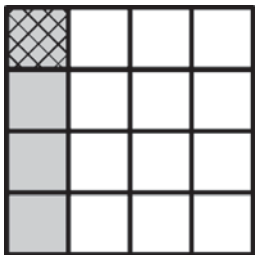
A $\frac{2}{8}$ inches

B $\frac{3}{8}$ inches

C $\frac{4}{8}$ inches

Grade 6 MEAP-Access Mathematics Sample Items (continued)

00 Which multiplication sentence goes with this diagram?



A $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

B $\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$

C $\frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$

Grade 7 MEAP-Access Reading Sample Items

00 Which of the following **best** describes this selection's format?

A Persuasive: the topic is logically and evenly developed.

B Interviewlike: it follows the natural development of a few questions.

C Chronological: it tells real-life, nonfictional events in the order they happened.

---

00 Allen Jay's story demonstrates the

A beauty and worth of sacrifice.

B ease of challenging the law.

C contribution young people can make.

---

00 Based on the information in this selection, which of the following was essential to the Underground Railroad?

A a great deal of cash money on hand for emergencies

B a friendly, unspoken agreement with the local police

C a well-coordinated system for moving runaways along

Grade 7 MEAP-Access Writing Sample Item

Read the sentence below.

> I am so ecsited that we are going to the beach today!

00 What is the correct spelling of ecsited?

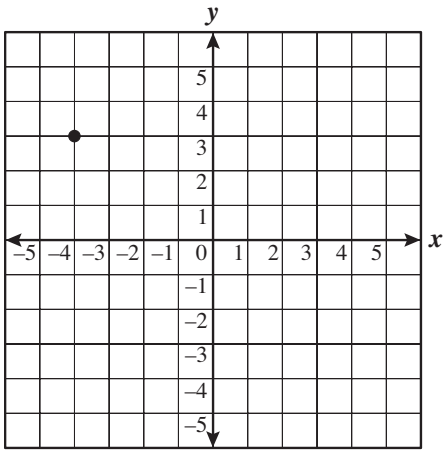
A ecsited

B excited

C eccited

Grade 7 MEAP-Access Mathematics Sample Items

00 What are the coordinates of the point shown on the graph below?



A (3, ⁻4)

B (⁻4, 3)

C (4, ⁻3)

---

00 On a number line, which number is the same distance from 0 as 11?

A ⁻11

B ⁻9

C 0

---

00 Which of the following is an integer?

A 0

B $\frac{1}{3}$

C 0.25

Grade 8 MEAP-Access Reading Sample Items

00 What is Eastwood's **main** conflict in the opening section?

A She is attempting to put out the fire in the Science Academy.

B She is working to save a collection of rare plant specimens.

C She fears her home may have been destroyed by an earthquake.

---

00 In paragraph 6, the author wrote, "He tried to pay attention to the cakes, but soon all the troubles filled his mind."

Which of these **best** describes how King Alfred felt?

A He was too busy thinking about his problems.

B He did not understand the instructions she had given him.

C He forgot what he was to do because he was tired.

---

00 In this story, King Alfred did not do what the woodcutter's wife asked of him. This was because

A he was too busy thinking about his problems.

B he did not understand the instructions she had given him.

C he forgot what he was to do because he was tired.

Grade 8 MEAP-Access Mathematics Sample Items

00 Jeremy has exactly $100 saved. Starting today, he will earn $8 a week for doing chores. Jeremy plans to save all of his money. Which equation **best** represents, y, the total amount of money he should have saved after x weeks?

A $y = 8x$

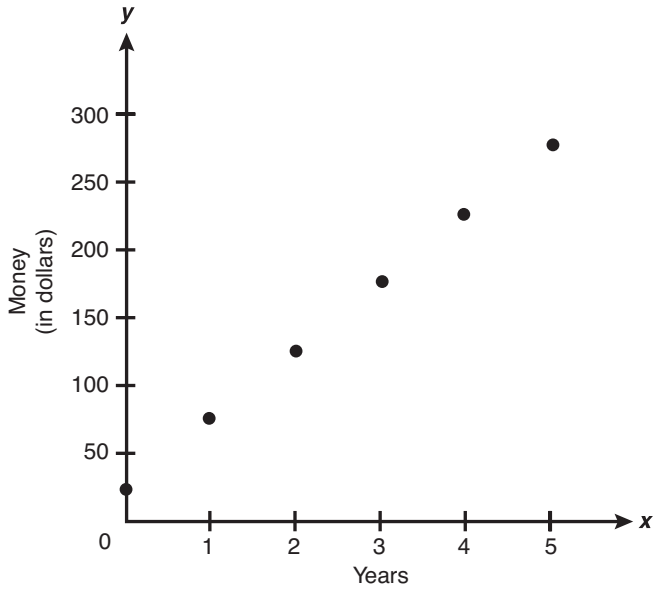
B $y = 8x + 100$

C $y = 100x + 8$

---

00 Starting the year he was born, Kevin's parents have put money into his bank account every year. Based on the graph below, which statement **best** describes the amounts of money Kevin's parents have put in the bank account?

Kevin's Bank Account



A $25 at birth and $25 each year

B $25 at birth and $50 each year

C $50 at birth and $50 each year

Chapter 7: MI-Access

MI-Access Design Features and Content

Program Description

MI-Access is one component of the Michigan Educational Assessment System (MEAS), which was adopted by the State Board of Education in November 2001. The MEAS is designed to provide opportunities for all students—including those with disabilities and limited English language proficiencies—to participate in appropriate and meaningful state assessments.

Within the MEAS, MI-Access is the state's standardized assessment program designed specifically for students with disabilities whose Individualized Education Program (IEP) Teams have determined that the MEAP, MEAP-Access, or the MME are not appropriate for them, even with assessment accommodations.

The purpose of MI-Access assessment is to provide teachers, parents, and other stakeholders with a point-in-time picture of what students with disabilities know and are able to do in certain content areas. To make the assessments more meaningful to students, all items (1) were written by classroom teachers, and (2) are applicable to real world situations—that is, they reflect the knowledge and skills students need to be successful in school and as adults.

Program Development

MI-Access was developed, in part, in response to the belief that all students deserve full access to achievement. For many years, the only statewide assessment available to students in Michigan was the MEAP, which, even with assessment accommodations, is not appropriate for all special education students. As a result, the Michigan Department of Education (MDE) began developing an alternate assessment program based on alternate achievement standards, the MI-Access. Given the enormity and importance of creating a new assessment program, the MDE decided to develop and implement MI-Access in several phases. The first phase included the development and implementation of the original MI-Access Participation and Supported Independence Assessments, which were administered to selected districts in 2001 and administered statewide in 2002. These two assessments underwent considerable revision during 2006 and early 2007, and the new versions became operational in spring 2007.

The second phase of development included the creation and implementation of the MI-Access Functional Independence Assessments, which were administered for the first time statewide in fall 2005.

Current MI-Access Assessments

MI-Access has three levels of assessments (Participation, Supported Independence, and Functional Independence), each of which is targeted to a distinct student population. This reflects the MDE's intent to develop a continuum of assessments that are appropriate for students with disabilities based on their cognitive functioning levels, curriculum, and instruction. More detailed information on the Functional Independence, Supported Independence, and Participation assessment is available at **www.michigan.gov/mi-access** and later in this section on MI-Access.

Item Formats and Assessment Links

It was determined that all students participating in MI-Access could benefit from assessments that (1) present items in the real-world contexts of daily living, employment, and community experience and (2) use different item formats—including selected response, and activity-based observation—to allow students to demonstrate their knowledge in a variety of ways. All MI-Access assessments, as required by federal law, are explicitly linked to the Extended Grade Level Content Expectations (EGLCEs) for grades 3 through 8 and the Extended High School Content Expectations (EHSCEs) for grade 11. The English language arts, mathematics, and science content expectations are reduced in depth, breadth, and complexity to make it appropriate for the students being assessed.

Annual Administration

The MI-Access assessments are administered each school year in two different assessment cycles: The grades 3 through 8 assessments are administered in the fall and the grade 11 assessments are administered in the spring. They cover three different content areas: English language arts (ELA), mathematics, and science.

ELA and mathematics are assessed in grades 3 through 8 and 11, and science is assessed in grades 5, 8, and 11. Table C-6 on page C-7 shows the grades each content area is assessed. Table H-1(below) shows which "grade" assessment students should take if they are ungraded in the state's Michigan Student Data System (MSDS).

Table H-1 MI-ACCESS ASSESSMENTS FOR UNGRADED STUDENTS

Ungraded Student Age*	Corresponding MI-Access Assessment
9	Grade 3
10	Grade 4
11	Grade 5
12	Grade 6
13	Grade 7
14	Grade 8
17	Grade 11

*Students must be these ages on or before December 1st of the school year in which the assessment is administered.

Length of Tests/Projected Times

All MI-Access assessments are untimed and student-paced. Arrangements must be made to allow all students sufficient time to complete these assessments.

For the Functional Independence assessment, additional time is necessary to distribute materials, read test directions to students at the beginning of the session, and collect test materials at the end of the session.

Identification of Students

MI-Access, Michigan's Alternate Assessment Program based on Alternate Achievement Standards (AA-AAS), is designed for students whose Individualized Education Program (IEP) Teams have determined that it is not appropriate for them to participate in the state's general education assessments, which include the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Examination (MME), or MEAP-Access, the state's alternate assessment based on modified achievement standards.

Students Assessed

At this time, MI-Access assessments are available for three student populations.

1. **Functional Independence** assessments are for students who have, or function as if they have[1], **mild** cognitive impairment. They also have a limited ability to generalize learning across contexts and their learning rates are significantly slower than those of their age-level peers. These students typically can assess their personal strengths and limitations, and access resources, strategies, supports, and linkages to help them maximize their independence. In adulthood these students will most likely be able to meet their own needs and live successfully in their communities without overt support from others.
2. **Supported Independence** assessments are for students who have, or function as if they have[1], **moderate** cognitive impairment. 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. These students are expected to require ongoing support in adulthood.
3. **Participation** assessments are for students who have, or function as if they have[1], **severe** cognitive impairment. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and thus makes determining their actual abilities and skills difficult. These students are expected to require extensive, ongoing support in adulthood.

IEP Determinations

The student's IEP Team—not individual teachers, principals, or others—determine which MI-Access assessment is most appropriate for the student based on his or her cognitive functioning level, curriculum, and instruction. When making that decision, however, IEP Teams must also take into account the following potential consequences of having the student participate in an alternate assessment based on alternate achievement standards.

- If a student participates in a MI-Access assessment, it is assumed that the student receives instruction based primarily on Michigan's Extended Grade Level Content Expectations (EGLCEs).

[1] The phrase "or those who function as if they have" such impairment 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.

- A divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan's Grade Level Content Expectations (GLCEs) as needed to meet all of the requirements of the Michigan Merit Curriculum.

In grades 3-8, students may take MI-Access Functional Independence in one or two content area(s) and MEAP-Access or the MEAP with or without accommodations in the others. For example, an IEP Team may determine that a fifth-grade student should take MI-Access Functional Independence in mathematics and science, but MEAP-Access in reading.

In addition, it should be noted that at all tested grade levels, if an IEP Team determines that a student will take MI-Access Participation or Supported Independence, he or she must take the *same* assessment in *all* content areas.

Given the range of state assessments available, the student's IEP Team is responsible for determining which one (the MEAP with or without assessment accommodations; the MME with or without assessment accommodations; MEAP-Access; MI-Access Functional Independence, Supported Independence, or Participation) is most appropriate for the student to take.

MI-Access Assessment Accommodations

The MI-Access 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, race/ethnicity, or English language proficiency. In addition, universally designed assessments aim to reduce the need for assessment accommodations by removing access barriers associated with the assessments themselves.

Following are examples of some of the universal design principles that were used to develop the MI-Access assessments.

- The Functional Independence assessments allow assessment administrators 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 assessed. This decision was made to ensure that a student's knowledge of the content area was being assessed as opposed to his or her reading ability.

- Many of the items on the Participation and Supported Independence assessments use an activity-based observation format because the formats typically used on traditional paper-and-pencil tests were not considered appropriate for the student populations being assessed.

- The selected-response items on the Participation and Supported Independence assessments use picture 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.)

Despite every effort to ensure that the MI-Access assessments are accessible, it is understood that some students may still need accommodations in order to participate fully and meaningfully in assessment. As the next two sub-sections of this manual explain, however, the accommodations allowed vary somewhat by student population.

Assessment Accommodation Decisions

All decisions about which accommodations a student needs must (1) be made by the student's IEP Team, (2) be documented in the student's IEP by content area, and (3) 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 assessment accommodations are available during the assessment and tailoring them, as needed, to the assessment situation.

Assessment Accommodation Summary Table

The BAA has prepared an Assessment Accommodation Summary Table that (1) indicates the assessment accommodations that are standard and nonstandard. IEP Teams should use this table when discussing which accommodations may be needed for students taking the MI-Access assessments. The table is posted on the MI-Access Web page at **www.michigan.gov/mi-access**.

Accommodations Providers

Accommodations providers may be used, as needed, to help administer the MI-Access assessments. Accommodations providers are responsible for ensuring that students have access to those assessment accommodations (1) deemed appropriate by their IEP Teams, and (2) routinely used during classroom instruction. They should be familiar with each student's IEP as it relates to assessment, so they can make sure the appropriate accommodations are (1) prepared ahead of time, (2) available during the assessment, and (3) used correctly. Accommodations providers may also assist with such tasks as putting the assessment on a computer using specialized software programs, sitting with the student to make sure he or she is on the correct page, assisting with the operation of a CD player (if applicable), deleting the assessment booklet from the computer after assessment administration, and making sure that CDs are returned with the student's assessment booklet and answer document. 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 many students are being assessed at the same time, thereby necessitating additional supervision. Paraprofessionals, teacher aides, and others may serve as proctors, but only under the direct supervision of the assessment administrator.

Assessment Accommodations for Functional Independence

Unlike the Participation and Supported Independence assessments, the Functional Independence assessments (1) contain only traditional selected-response items (with word answer choices), (2) are administered by only one person, and (3) are NOT scored using a standardized scoring rubric

(except for responses to Expressing Ideas prompts). Therefore, assessment accommodations differ slightly for this student population. Following are descriptions of some of the standard assessment accommodations commonly used on the Functional Independence assessments.

Audio CDs

The Functional Independence assessment booklets will be available on audio CDs for use with students whose IEPs indicate that CDs are an appropriate assessment accommodation 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 assessment to small groups (defined as five or fewer students) as long as the students (1) mark their own answers in their assessment booklets, and (2) use headsets. Otherwise, CDs may be used only in one-on-one assessment situations.

Enlarged Print Versions

Enlarged print versions of the Functional Independence assessment booklets will be available for students with visual impairment whose IEPs indicate that enlarged print is an appropriate assessment accommodation and who routinely use it during instruction. All booklets will (1) be produced by the American Printing House (APH) for the Blind, (2) follow APH transcription and printing standards, and (3) use approximately 15-point font.

All enlarged print versions of the assessments will come packaged with a companion standard print assessment booklet, a Braille/Large Print ruler (when applicable), and a student answer document.

Braille Versions

Braille versions of the Functional Independence assessment booklets will be available for students with visual impairment whose IEPs indicate that Braille is an appropriate assessment accommodation and who routinely use it during instruction. All booklets will (1) be produced by APH, (2) follow APH transcription and printing standards, (3) use contracted Braille, and (4) where needed, use Nemeth numbers.

All Braille versions of the assessments will come packaged with a companion *Assessment Administrator Booklet for Braille*, which includes transcriber notes indicating how the items and/or directions have been adapted for Braille. Specific directions for administering the Braille versions of the assessments are in the *MI-Access Test Administrator Manual*. In addition, tables showing print and Braille page correspondences are posted on the MI-Access Web page (**www.michigan.gov/mi-access**) since the Braille booklets are formatted somewhat differently. Assessment administrators who are administering Braille versions of the assessments should review the instructions and tables prior to administration.

Group vs. One-on-One Administration

The Functional Independence assessments may be administered to groups of students if they are able to (1) read the item stems and answer choices themselves, and (2) respond by marking the answer choices in their assessment booklets (not answer documents). In all other instances (for

example, where readers are used, 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 in a one-on-one assessment situation.

Optional Materials

There may be instances with the mathematics and science assessments where assessment administrators choose to have actual materials on hand instead of relying on the pictures/graphics in the assessment booklets. Some examples of optional materials include coins, bills, clocks, base ten blocks, sand, and water. The use of optional materials is allowed provided they do not change the nature of the question or elicit a different response.

Readers

Readers may be used in one-on-one assessment situations for the Functional Independence assessments. When making decisions about the use of readers, however, keep in mind that the assessments were developed specifically to accommodate the reading levels of the Functional Independence student population. Thus, while students may typically be read to in the classroom when working with grade-level materials (i.e., those that are beyond their instructional reading level), they MAY NOT need to be read to during the assessment.

It is important to note that there are some assessment items where reading the item stem and/or answer choices aloud would give the answers away—such as reading the answer choices for word recognition items. Therefore, a Do Not Read Aloud Table has been included at the beginning of each student assessment booklet indicating the items, or parts of items, that should not be read to the student.

Recording Student Responses

For the Functional Independence assessments, students are directed to choose the best answer to each question and mark the answers in their assessment booklets. (The assessment administrator will transfer the answers later to their answer documents). If a student's disability prevents him or her from physically marking answers, the student may respond orally or direct the assessment administrator to record his or her answers in the assessment booklet. Please note, however, that oral and directed responses may be provided ONLY in one-on-one assessment situations.

Scribes

For the Expressing Ideas component of the Functional Independence assessment, students are directed to write 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" where indicated at the bottom of the document. Similarly, if a student with visual impairment Brailles his or her response, the assessment administrator must transcribe it onto the student answer document following the same procedures. Please see the *MI-Access Test Administrator Manual* for more details.

Time

None of the Functional Independence assessments are timed; therefore, 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, to an individual, in one session, or in multiple sessions.

Word Processors

Word processors may be used for the Expressing Ideas component of the Functional Independence assessment by students who cannot write their responses. However, because this part of the assessment takes into account writing conventions, all spelling, dictionary, thesaurus, and grammatical software must be deactivated. If the software is not deactivated, word processing will be considered a nonstandard assessment accommodation. Word-processed responses do NOT need to be transcribed onto the student answer document by the assessment administrator. Instead, each word-processed page may simply be inserted into the student's *Functional Independence Student Answer Document for Accessing Print and Expressing Ideas* and returned as directed. Please see the test administration manual for MI-Access for more details.

Calculators

Students may use calculators on the Functional Independence mathematics assessments if they are routinely used in the classroom during instruction. Please note, however, that no items were written to be calculator dependent.

Assessment Accommodations for Participation and Supported Independence

Because many of the items on the Participation and Supported Independence assessments use an activity-based observation format and are administered during everyday classroom activities and routines, 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 accommodations he or she would typically use in the classroom. Nonetheless, assessment administrators do have the option of using accommodations should they be needed.

Group vs. One-on-One Administration

There are some Participation and Supported Independence 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 Primary Assessment Administrator (PAA) and the Shadow Assessment Administrator (SAA) to focus their full attention on the student being assessed.

With selected-response items, although there may be some students who are capable of reading them and marking their own answers in their assessment booklets, the use of picture cards and required presentation styles mean that these items MUST be administered in a one-on-one situation. Thus, group administration is not allowed for the Participation and Supported Independence assessments.

Modifying Items for Students with Physical Limitations

Assessment administrators are allowed to 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, like doing jumping jacks or sit-ups, can be modified so that 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.

Readers

The only time readers may be needed for the Participation and Supported Independence assessments is on selected-response items. For these items, a reader is considered a standard assessment accommodation, which 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 student's assessment booklet. (Do Not Read Aloud Tables have been included at the front of each assessment booklet, indicating which item stems and/or answer choices may not be read aloud.)

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, with regard to 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.) 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 demonstrate knowledge. Following are some examples of other types of adjustments that could be made without affecting a student's score on the Participation and Supported Independence assessments.

Timing/Scheduling

The PAA may, among other things,

- 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; and/or
- monitor the student for fatigue (stop as needed).

Setting

The PAA may, among other things,

- administer the assessment in a setting that is familiar to the student; and/or
- choose a distraction-free space, when appropriate.

Presentation

The PAA may, among other things,

- 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; and/or
- set up a system (or systems) for students using computer scanning, augmentative communication, or low-tech picture and/or word communication so that he or she can scan through or point to pictures, words, numbers, objects, and so forth while administering the assessment.

Response

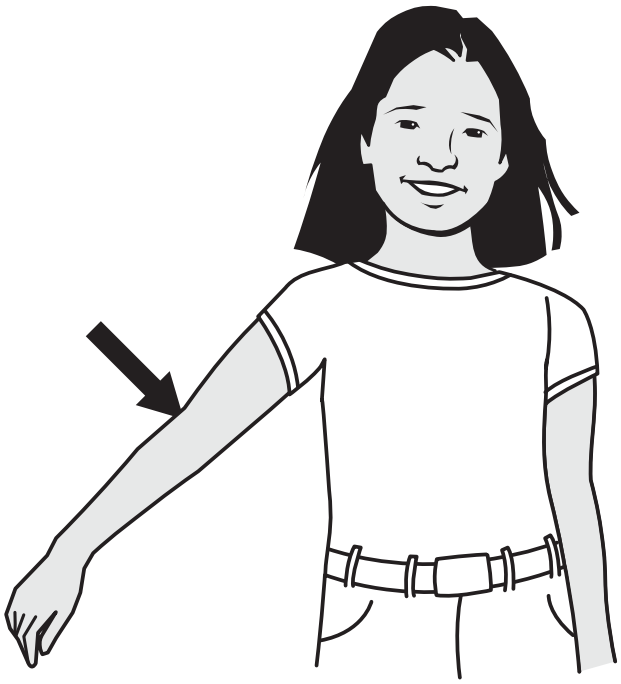
The PAA may, among other things,

- set up materials (e.g., pictures, objects, etc.) 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 low-tech 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, and so forth to indicate a choice or preference;
- watch for signals of communicative intent from the student (which may be demonstrated by 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; and/or
- provide appropriate computer access, including computers with switching systems, voice output, voice activation, accessible keyboards, touch windows, screen enlargement programs, and so forth.

Functional Independence – Part 1 Sample Items

ACCESSING PRINT—WORD RECOGNITION

Functional Independence Part 1 (Grade 3) Item



00 This is an _____.

A air

B arm

C ate

Functional Independence Part 1 (Grades 4-5) Item

00 Jake plays on a baseball _____. Today they won their first game.

A time

B tame

C team

Functional Independence Part 1 (Grade 6-8) Item

00 After dinner, Joe clears the dishes from the table. Then, his brother _____ the dishes.

A wakes

B waits

C washes

Functional Independence Part 1 (Grade 11) Item

00 Stephanie wanted to _____ her fear of heights. She went to the top of the rock-climbing wall.

A conquer

B conscious

C connect

Functional Independence – Part 2 Sample Items

ACCESSING PRINT—TEXT COMPREHENSION

Functional Independence Part 2 (Grade 4) Item

Cooking for Mom

Today Tom is going to make breakfast for his mother. It is her birthday, and he wants to do something special for her. He decides to make her scrambled eggs, toast with jelly, orange juice, and bacon. Tom's dad has agreed to help.

Tom enjoys cooking. Last week, Tom bought a cookbook for kids at the bookstore so he could learn to make more recipes. He decides to use his new cookbook to make Mom's special breakfast.

He opens the cookbook and finds a recipe for scrambled eggs on page 65. Then, he and his father read the recipe and make sure they have all the ingredients.

SCRAMBLED EGGS

Ingredients

2 large eggs
1/4 cup milk
1 teaspoon butter
a pinch of salt
a pinch of pepper

Tools

frying pan
bowl
fork

Directions

Crack the eggs in a small bowl. Add the milk. Add the salt and pepper. Use a fork to mix all of the ingredients in the bowl. Mix until everything turns a nice yellow color.

Turn the stove on to medium heat. Put a small frying pan on the stove.

Melt the butter in the frying pan. Add the mixed ingredients to the pan. Use a fork to scramble the ingredients while they are cooking. Cook until the eggs are fluffy.

Turn the stove off.

Functional Independence Part 2 (Grade 4 continued) Items

Tom's father prepares the bacon and helps prepare the scrambled eggs. Tom toasts some white bread and finds the grape jelly. Then he pours some orange juice in a glass.

Tom and his father put the meal on a serving tray with a red flower and a card that says "Happy Birthday." They quietly enter Mom's bedroom. She is just waking up. Mom rubs her eyes and sits up in bed. She looks at the tray that Tom is holding and says, "Wow! What's all this?"

"Happy Birthday!" shout Tom and his father.

"We made a special breakfast for your birthday. I used a recipe for scrambled eggs from my new cookbook," Tom said. "I hope you like it."

Tom sets the tray on his mother's lap. She takes a bite of the eggs and says, "These eggs are really terrific! You're a great cook, Tom."

"Thanks, Mom," replied Tom. "I hope you have a great birthday!"

---

00 Which part of the recipe lists the foods they'll need to make the eggs?

A **Directions**

B **Ingredients**

C **Tools**

---

00 In this recipe, how many eggs are needed to make scrambled eggs?

A one

B two

C three

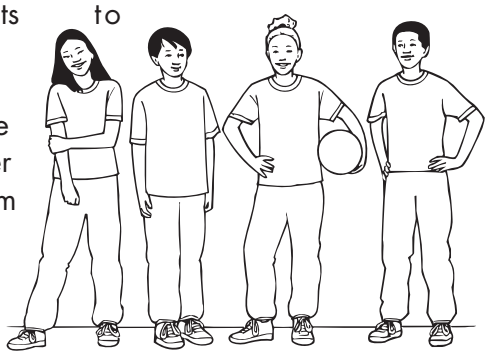
Functional Independence Part 2 (Grade 7) Item

Let's Play Volleyball!

Today is September 15. Mrs. Smith reminds the class that there are only a few more days to sign up for Washington Middle School's volleyball club. Later that morning, Lewis and Ruby are walking to their next class together and see this flyer posted outside the school office.

SIGN UP FOR THE WASHING MIDDLE SCHOOL VOLLEYBALL CLUB!

Playing volleyball is a great way to stay in shape and to make new friends. There are no try-outs for the club. Everyone who wants to play will be able to join.



SIGNING UP: Students can join the volleyball club the week of September 14-18. Students can sign up in the gym after school between 3:00 and 3:30 P.M.

PERMISSION SLIPS: Permission slips are available in the school office. They are due to Coach Foley by September 18. Students must have a signed permission slip from a parent or guardian.

PLAYING TIMES: The volleyball club will meet on Tuesdays and Thursdays. The first club meeting will be September 22. Club members will play volleyball from 4:00-6:00 P.M.

Don't forget to bring sweatpants, a T-shirt, and gym shoes to each meeting. Students can use the locker rooms to change.

Lewis and Ruby think the volleyball club sounds like fun. They pick up permission slips from the school office and then go to their next class.

00 Where do Ruby and Lewis see the sign?

A outside the school office

B in Mrs. Smith's classroom

C in Washington Middle School's gym

Functional Independence Part 2 (Grade 11) **Items**

Solving a Family Problem

"Mom, please don't make me babysit Rita today! It's Saturday and I want to have fun with my friends," said Kanye. He wanted to go to the movies with Randy and Carmen to see *Robot Destroyer II*.

"Kanye," his mother said. "I asked you yesterday not to make any plans for this afternoon. I explained to you that I had an urgent appointment with Mr. Daly today at twelve o'clock." Kanye's mother was about to leave for work. She owns a computer-repair business, and Mr. Daly is a new client. He was having serious problems with his home computer. Usually Kanye's mother does not work on Saturday's, but this was an emergency.

Kanye was upset. "I know you asked me to watch Rita, but Randy and Carmen asked me to go see *Robot Destroyer II*, and I already told them I could go. It's not fair. I've been waiting weeks to see this movie and now I have to tell my friends I can't go. Can't Mr. Daly wait until Monday to get his computer fixed?" Kanye asked his mother.

Just then Kanye looked over at Rita who was sitting on the couch. She had been listening to her brother and mother argue. She looked sad. Rita thought Kanye was angry with her.

Kanye's mother said, "I'm sorry, Kanye, but I can't tell Mr. Daly to wait. I made a commitment to fix his computer. He's depending on me to help him, just like I'm depending on you now. You promised to watch your sister for me, and now I need you to follow through on what you said. I know it seems unfair to you, but you have a responsibility. Your Rita's big brother, and she and I both need you to babysit."

Kanye thought about what his mother said. He wasn't happy that he couldn't go to the movies, but he understood that he couldn't break his word to his mother. He could always see *Robot Destroyer II* tomorrow afternoon. Besides, babysitting Rita wasn't so bad. They could play video games together until his mother returned from work in a few hours.

"Okay, Mom. You're right. I'll stay home with Rita." He put his arm around his little sister and she smiled a big toothy grin. "Have a nice day at work," Kanye said to his mother.

"All right, dear," Mother said to Kanye. "You two stay out of trouble while I'm gone. I'll be home soon, then we can order some pizza for dinner tonight."

Functional Independence Part 2 (Grade 11 Continued) **Items**

00 What does the word urgent mean in this story?

A responsible

B friendly

C important

---

00 How is Kanye **probably** feeling when he says, "It's not fair" to his mother?

A tired

B upset

C pleased

Functional Independence – Part 3 Sample Items

EXPRESSING IDEAS

Functional Independence Part 3 (Grade 4) Items

Prompt: Tell about what you would like to be when you grow up. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: 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?

Functional Independence Part 3 (Grade 7) Items

Prompt: Tell about a place you like to visit. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: 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?

Functional Independence Part 3 (Grade 11) Items

Prompt: If you could be anyone else in the world for one day, whom would you like to be? Tell why you would like to be this person. Be sure to include specific details and examples in your response.

CHECKLIST

DIRECTIONS: 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?

Functional Independence Mathematics Sample Items

Functional Independence Mathematics (Grade 3) Item

00 Which number comes **first** in the pattern?

_____, 10, 15, 20

A 5

B 1

C 0

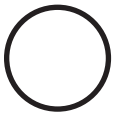
Functional Independence Mathematics (Grade 4) Items

Use the pattern below to answer the question.

00 Which shape comes **next** in the pattern?

A

B

C 

Functional Independence Mathematics (Grade 5) Item

Use the coins below to answer the question.

00 How much money is shown?

A 12¢

B 17¢

C 22¢

Functional Independence Mathematics (Grade 6) Item

00 Which tool can be used to find the height of a doorway?

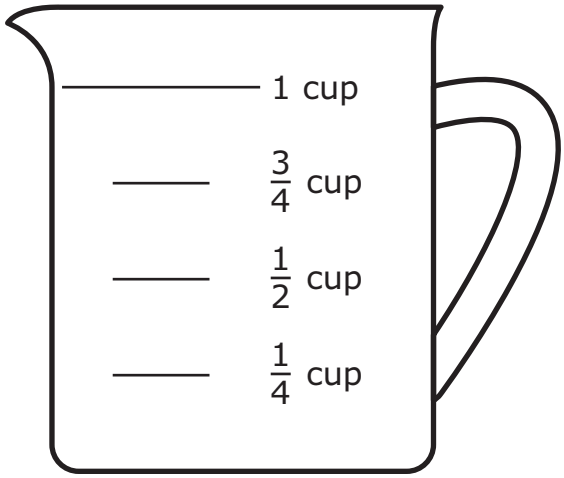
A ruler

B calendar

C thermometer

Functional Independence Mathematics (Grade 7) Item

Use the picture below to answer the question.



Measuring cup

00 Which should be measured using the tool above?

A height of a window

B amount of milk in a recipe

C temperature outside

Functional Independence Mathematics (Grade 8) Item

Compare the numbers **137** and **750**.

137 is _____ 750.

00 What words go in the blank?

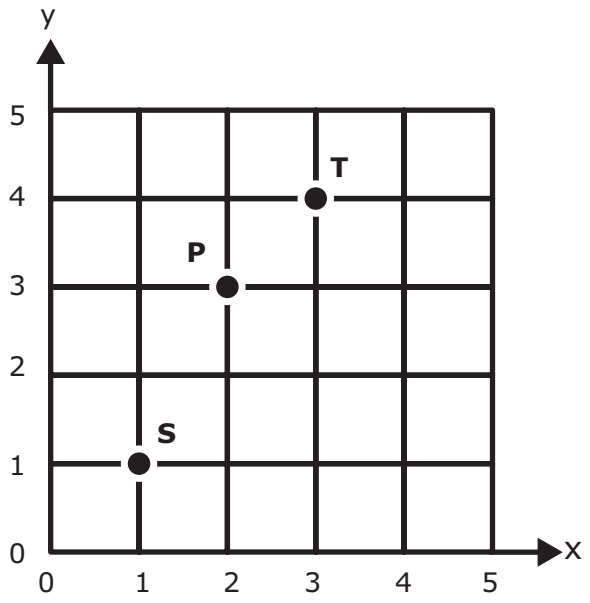
A **greater** than

B **less** than

C **equal** to

Functional Independence Mathematics (Grade 11) Items

Use the grid below to answer the question.



00 Which point is located at (3, 4)?

A point P

B point S

C point T

Functional Independence Mathematics (Grade 11continued) Items

00 At a clothing store, 40 out of 100 sweaters are on sale.

What percentage of the sweaters are on sale?

A 0.4%

B 4%

C 40%

---

00 Kim swims every 6 days.

She swam on May 3, May 9, and May 15.

On what date does she swim **next**?

A May 16th

B May 20th

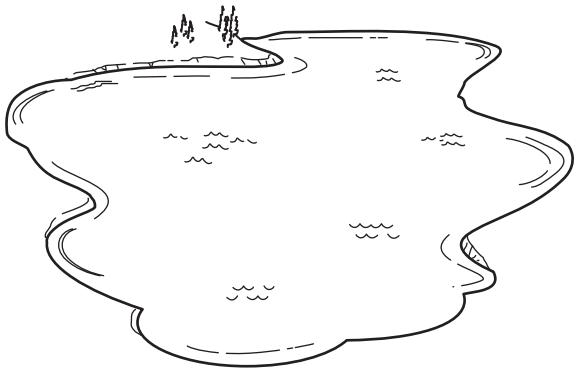
C May 21st

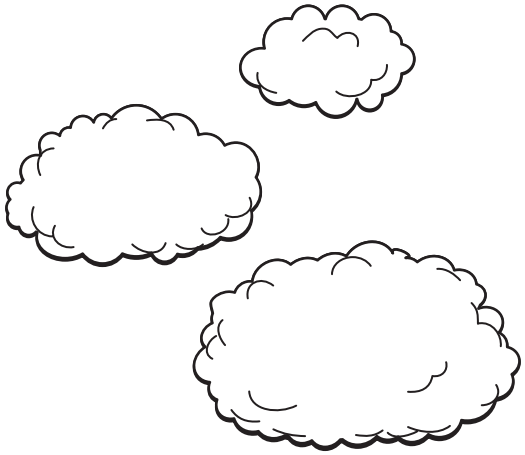
Functional Independence Science Sample Items

Functional Independence Science (Grade 5) Items

00 Which shows a solid surface?

A **frozen puddle**

B  **lake**

C  **clouds**

Functional Independence Science (Grade 5 Continued) Items

00 Joe is going outside on a hot day.

Which type of clothing should he wear to keep cool?

A cotton shorts

B wool coat

C denim pants

Functional Independence Science (Grade 8) Items

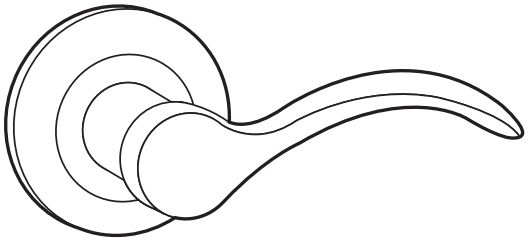
00 What is one reason animals can become extinct?

A All animals reproduce.

B People over-hunt animals.

C Baby animals eat one another.

Use the picture below to answer the question.



00 What type of simple machine is the handle of this door?

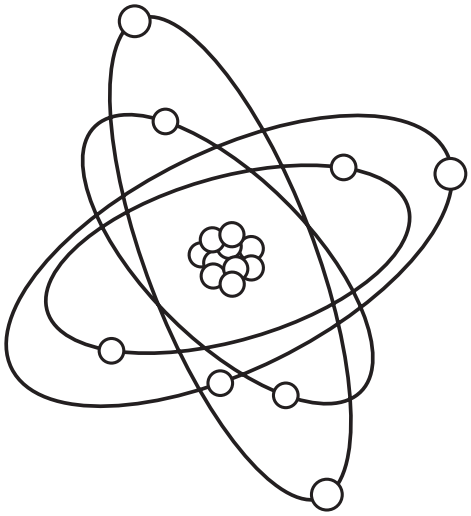
A an inclined plane

B a pulley

C a lever

MI-Access Functional Independence Science (Grade 11) Items

00 This is a drawing of an oxygen atom.



oxygen atom

What is the central part of the atom called?

A nucleus

B proton

C shell

---

00 A dolphin creates sound waves that reflect off objects.

The dolphin detects the reflected sound waves.

Why do dolphins do this?

A It helps the dolphin swim faster.

B It helps the dolphin to locate the nearest ocean.

C It helps the dolphin find prey.

Functional Independence Science (Grade 11 Continued) Items

00 Why does it take longer to stop a car on an icy road when the temperature is above 32 degrees Fahrenheit?

A The ice has started to melt into water.

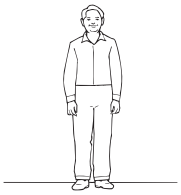
B The tires of the car are a lot smoother.

C The driver is too cold to step on the brakes.

MI-Access Supported Independence ELA Sample Items

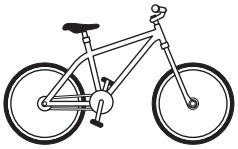
Supported Independence ELA Elementary School Level Items

00 Which word begins with the /**b**/ sound?



man

cat



bike

SCORING FOCUS: Demonstrating fluency by naming letters or associating letters with their sounds

Item 00

ACTIVITY: The student will correctly demonstrate understanding of 1 written or pictorial rule that contains functional words related to dismissal procedures, such as exiting the classroom, lining up for the bus, or conduct in the hallways. This activity will take place during preparation time for dismissal.

SCORING FOCUS: Recognizing frequently encountered and personally meaningful words

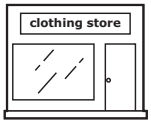
Supported Independence ELA Middle School Level Items

00 It was Sunday in January and the snow had been falling all day. Michael was very excited. He really liked the snow. He spent the whole day outside with his friends and he was very tired that night. The next morning, he found out that school had been cancelled because of all the snow! He would be able to spend another day outside with his friends.

In this story, Michael did not have to go to:

the park

school



the store

SCORING FOCUS: Identifying story elements in narrative text

Item 00

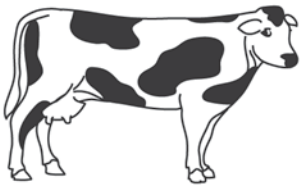
ACTIVITY: The student will correctly identify 2 factual elements (when given a selection of 2 factual and 2 fictional elements) from a narrative story during a leisure reading activity.

SCORING FOCUS: Understanding what makes a story fact or fiction

Supported Independence ELA High School Level Items

00 Which word rhymes with "**sock**"?

cookie



cow

clock

SCORING FOCUS: Using poetic language

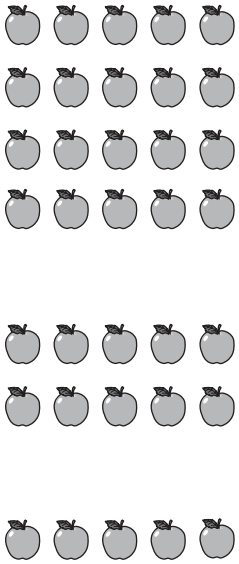
Item 00

ACTIVITY: The student will correctly identify/select the month of the year in written format (when shown a list or flash cards with all twelve months of the year) during an instructional routine.

SCORING FOCUS: Recognizing frequently encountered/personally meaningful words and explaining their meaning when appropriate

Supported Independence Mathematics Elementary School Level Items

00 Which one shows 10?



SCORING FOCUS: Counting up to 20 using whole numbers

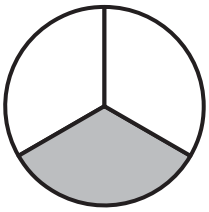
Item 00

ACTIVITY: The student will correctly answer questions about relative time by demonstrating understanding of the terms **yesterday** and **tomorrow**. For example, the assessment administrator could ask the student, "What did we have for lunch **yesterday**?" and "What will you be doing in art class **tomorrow**?"

SCORING FOCUS: Knowing and using common words for relative time

Supported Independence Mathematics Middle School Level Items

Use the graph below to answer the question.



00 What fraction does this show?

$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

SCORING FOCUS: Recognizing and/or naming commonly used fractions

Item 00

ACTIVITY: The student will correctly select the appropriate number of 3 ingredients necessary to complete a familiar food preparation activity. For example, the student could be shown bread, cheese slices, and lunch meat and then asked, "Show me how much we need to make 2 sandwiches."

SCORING FOCUS: Selecting appropriate numbers in order to solve problems

Supported Independence Mathematics High School Level Items

00 We need 1 and $\frac{3}{4}$ cups of water to make lemonade.

Which one shows 1 and $\frac{3}{4}$ cups?

SCORING FOCUS: Measuring volume using a cup, quarter cup, and/or half cup

Item 00

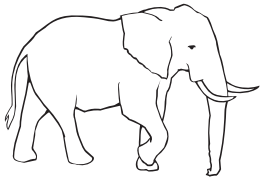
ACTIVITY: The student will correctly sequence the days of the week during a familiar calendar or scheduling activity. For example, the student could be given a set of 7 cards, each with one day of the week written upon it, and directed to, "Put these in order, from the beginning of the week to the end."

SCORING FOCUS: Sequencing days of the week or months of the year.

MI-Access Supported Independence Science Sample Items

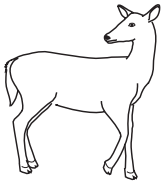
Supported Independence Science Elementary School Level Items

00 Which animal has feathers?



elephant

robin



deer

SCORING FOCUS: Identifying sounds and/or characteristics of animals

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00 Which shows the body part that moves while blinking?

foot

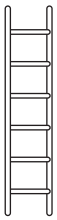
ear

eye

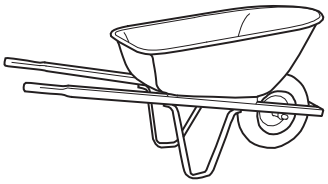
SCORING FOCUS: Recognizing movement of objects, including the body

Supported Independence Science Middle School Level Items

00 Which one lets a person use **less** force to move things?



ladder



wheelbarrow

shoe

SCORING FOCUS: Identifying simple machines used to change effort

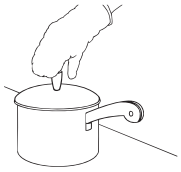
Supported Independence Science Middle School Level Items (Continued)

00 The water in the pot is very hot.

Which is the **safest** thing to do?

get very close

touch hot lid



use oven mitt

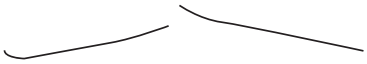
SCORING FOCUS: Identifying safety precautions with liquid and solid forms of water

Supported Independence Science High School Level Items

00 Which guitar string is making sound?

moving

still



broken

SCORING FOCUS: Identifying vibration as the source of sound

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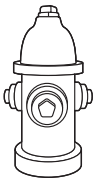
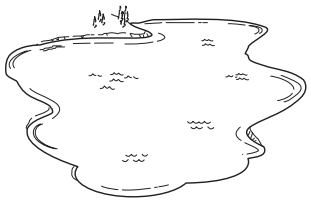
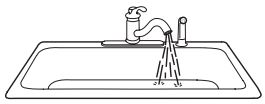
00 Which shows a source of water used for public safety?



hydrant



lake



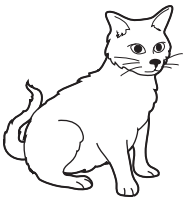
sink

SCORING FOCUS: Identifying and/or describing sources of safe vs. unsafe drinking water

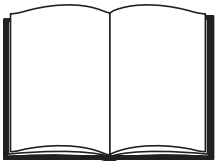
MI-Access Participation ELA Sample Items

Participation ELA Elementary School Level Items

00 Which word shows something **most likely** found at school?



cat



book

SCORING FOCUS: Identifying words related to familiar environments.

Item 00

ACTIVITY: The student will correctly follow 2-step verbal or pictorial directions, such as gathering/putting away supplies or finding the desired place in a book, during an instructional activity.

SCORING FOCUS: Following 1- and 2-step directions

Participation ELA Middle School Level Items

00 Which word rhymes with "**house**"?

mouse

mirror

SCORING FOCUS: Using poetic language

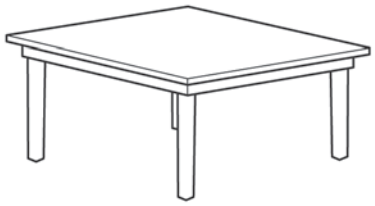
Item 00

ACTIVITY: The student will identify 2 words paired with pictures (from a set of 2 related and 2 unrelated words with pictures) associated with an instructional routine, such as book, pencil, or computer, during the preparation time for a class lesson.

SCORING FOCUS: Identifying words related to familiar environments and contexts

Participation ELA High School Level Items

00 Which word shows something you would **most likely** find in a school?



table

mountain

SCORING FOCUS: Identifying words related to familiar environments, tasks, or contexts

Item 00

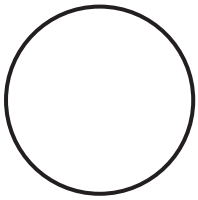
ACTIVITY: The student will focus on a 5-minute interactive discussion/ conversation by making 3 contributions through means such as words, gestures, or facial expressions, during a leisure time activity.

SCORING FOCUS: Focusing on and engaging in conversations in a variety of settings

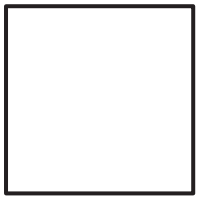
MI-Access Participation Mathematics Sample Items

Participation Mathematics Elementary School Level Items

00 Which one is round?



circle



square

SCORING FOCUS: Differentiating between round and square or sphere and cube

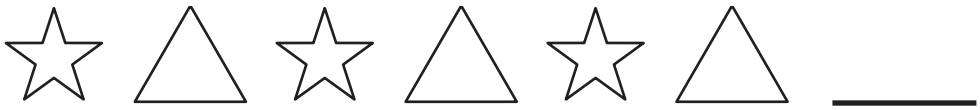
Item 00

ACTIVITY: The student will correctly indicate the difference between **whole** and **part** when engaged in a familiar food preparation activity. For example, the student could be shown a whole apple and half of an apple and then be asked, "Which one is **whole**?"

SCORING FOCUS: Differentiating between a **whole** object and **part** of an object

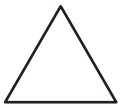
Participation Mathematics Middle School Level Items

Use this pattern to answer the question.



00 Which one comes next?

star

 **triangle**

SCORING FOCUS: Extending patterns involving objects or symbols

Item 00

ACTIVITY: The student will correctly associate value with the number 1, by following directions to select or indicate only 1 from a set of 3 like objects used in a familiar cleaning routine. For example, the student could be shown a row of 3 paper towels and then told, "Take one paper towel," and the student indicates that only 1 paper towel should be taken.

SCORING FOCUS: Associating value with the number 1

Participation Mathematics High School Level Items

Use this pattern to answer the question.

00 Which one comes **next**?

SCORING FOCUS: Extending patterns involving objects or symbols

Item 00

ACTIVITY: The student will correctly indicate which group of items contains more following a familiar sorting activity involving 2 types of objects of similar size, such as nuts and bolts or beads of 2 different colors. Following the sorting, the larger group should have 3 times as many objects as the smaller group. For example, the student could sort a mixture of 15 bolts and 5 nuts, and then be asked, "Which group has **more**?"

SCORING FOCUS: Determining which set of objects has **more**

MI-Access Participation Science Sample Items

Participation Science Elementary School Level Items

Use this picture to answer the question.

cold snowy day

00 What can the boy do on this day?

go sledding

go swimming

SCORING FOCUS: Identifying appropriate activities related to weather conditions

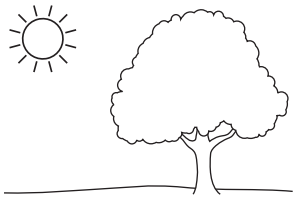
Item 00

ACTIVITY: The student will correctly indicate, during a familiar leisure activity, which of two objects is being pushed when the assessment administrator presents two objects and pushes one of them. For example, the assessment administrator presents a model car and a book, pushes the car, and asks the student, "Which one is being pushed?"

SCORING FOCUS: Recognizing movement of objects, including the body

Participation Science Middle School Level Items

Use this picture to answer the question.



hot sunny day

00 Which one would a person wear on a hot sunny day?

coat

swimsuit

SCORING FOCUS: Identifying appropriate clothing and/or activities related to weather conditions

Item 00

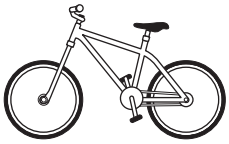
ACTIVITY: The student will correctly indicate which of two objects is moving faster, during a familiar leisure activity, when the assessment administrator presents two objects and moves one of them faster. For example, the assessment administrator presents a model car and a chalkboard eraser pushed across the floor with equal force and asks the student, "Which one is moving faster?"

SCORING FOCUS: Recognizing direction and/or speed of objects in motion

Participation Science High School Level Items

00 Which one can go faster?

car



bicycle

SCORING FOCUS: Recognizing directions and/or speed of objects in motion

Item 00

ACTIVITY: The student will correctly indicate or demonstrate how to recycle plastic during a familiar activity, such as cleaning up after a meal or snack when given directions (e.g., "Show me where we put plastic water bottles to be recycled").

SCORING FOCUS: Identifying and/or demonstrating everyday routines related to conservation

Chapter 8: NAEP

The National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is commonly referred to as "the Nation's Report Card" and is administered in every state. The intent of the NAEP is to ascertain what students across the nation know and are able to do in various subject areas. Unlike many standardized assessments, NAEP results are not reported by individual students or schools, but instead, are reported by aggregated (e.g., fourth graders) and disaggregated (e.g., fourth grade females) groups of students. Federal law also requires complete confidentiality for all test takers and their families, as well as for the specific schools participating in the assessment. The results are based on representative samples of students from across the country or from across a specific state (e.g., a representative sample of Michigan students) and show group performance in selected academic areas. Additional information about the NAEP, including parent guides to the NAEP and the NAEP assessment schedule, can be found on the Michigan Department of Education's NAEP Web site at **www.michigan.gov/naep** as well as the National Center for Education Statistics (NCES) NAEP Web site at **www.nationsreporcard.gov**.

State participation in the NAEP is required by NCLB in order to facilitate the comparison of achievement across the country on the same assessment. Additionally, schools in Michigan that are selected for NAEP participation are required to participate by the State School Code (380.1280b); failure to do so jeopardizes a school's accreditation status. Therefore, educators who are making decisions about the assessments in which their students will participate need to consider the NAEP as well as the state-level assessments in the Michigan Educational Assessment System (MEAS). The following excerpt from the NAEP Frequently Asked Questions (FAQs) from the NCES Web site (**http://nces.ed.gov**) assists decision-makers to better understand the NAEP testing for students with disabilities and limited-English proficient students:

> **How are students with disabilities and English language learners included in the NAEP assessments?**
> The NAEP program has always endeavored to assess all students selected as a part of its sampling process. In all NAEP schools, accommodations will be provided as necessary for students with disabilities (SD) and/or English language learners (ELL).
>
> Inclusion in NAEP of an SD or ELL student is encouraged if that student (a) participated in the regular state academic assessment in the subject being tested, and (b) if that student can participate in NAEP with the accommodations NAEP allows. Even if the student did not participate in the regular state assessment, or if he/she needs accommodations NAEP does not allow, school staff are asked whether that student could participate in NAEP with the **allowable accommodations**. (Examples of accommodations not allowed in NAEP are giving the reading assessment in a language other than English, or reading the reading passages aloud to the student. Also, extending testing over several days is not allowed for NAEP because NAEP administrators are in each school only one day.)

In Michigan, it is expected that all students with disabilities that take MEAP or MEAP-Access in the subject area being assessed, with or without accommodations, will take the NAEP assessments in those subject area(s). (Parents always have the option of opting their student out of the NAEP assessment.) NAEP provides accommodations for students with disabilities, and schools may use the state accommodations as a guide for selecting NAEP accommodations. The *Assessment Accommodation Summary Table* (available at **www.michigan.gov/baa**) includes NAEP accommodations, including designations of whether the accommodation is permitted, may be available (check with NAEP school coordinator), not available, or not permitted. Many of the accommodations available for MEAP are also permitted for NAEP, although there are some differences. Please check the *Assessment Accommodation Summary Table* for specific information on each accommodation.

The State Model IEP Form developed by the Office of Special Education and Early Intervention Services (OSE-EIS) is available on the OSE-EIS Web site at **www.michigan.gov/ose-eis**. Included in the Model IEP Form is a NAEP section, which guides the IEP Team through NAEP participation and accommodation decisions. For many students, NAEP participation (if selected to participate, and with parental permission) and accommodation decisions will be made during the IEP development. However, if the participation and accommodation decisions are not made during the IEP development, and the student is selected as part of the sample from a school for NAEP participation, the IEP Team is not obligated to reconvene the IEP Team and record the decisions in the IEP. It is suggested that the teacher who has the student on his/her case load discuss NAEP participation and accommodations with the NAEP school coordinator prior to parental notification regarding participation in NAEP testing. It is not a requirement to reconvene the IEP Team for this purpose.

Chapter 9: Assessment Accommodations

Part of helping students do their best in our classrooms is determining if accommodations are needed to access the content to be learned. Some accommodations are universal and are available to all students; others are specific to students with identified instructional needs. For example, students who are Limited English Proficient (or English Language Learners) may receive a portion of their instruction in their native language, such as Spanish or Arabic. For students with disabilities, instructional accommodations are identified for each student as part of an Individualized Education Program, commonly referred to as an IEP, or as part of a 504 Plan.

This chapter is designed to assist educators in schools and districts in determining appropriate assessment accommodations that are based on the instructional accommodations that students use on a regular basis to access classroom content.

What are assessment accommodations?

In the State of Michigan, all students are to participate in the assessment programs approved by the State Board of Education. For some students, accommodations routinely used during instruction may be considered for use during the administration of the state assessment.

In general, the determination for the use of standard or nonstandard assessment accommodations must be documented in the student's school records. For students with disabilities, this documentation must be in the student's Individualized Education Program (IEP). The documentation must be specific for each subject area test administered. For general education students who have a Section 504 Plan, the accommodations must be documented in the student's plan. English language learners (ELLs) may be given accommodations for state tests if the accommodations are customarily used during normal classroom activities and testing and are documented in the student's records (e.g., ELL Plan).

Assessment accommodations are used to change the way students access a test without changing the content being assessed. In other words, accommodations equalize entry to the test without giving the student an unfair advantage, or altering or watering down the subject manner. For example, on the MEAP assessment, a student with visual impairment can use a Braille assessment booklet instead of a standard print assessment booklet. This is considered an accommodation because it changes the way the student accesses the test without changing what is being measured.

Assessment accommodations typically fall into four categories:

1. Presentation accommodations change the way the test is presented. The mathematics test could be read aloud to a student, instead of the student reading from the test booklet.

2. Response accommodations change how students give their answers. For example, a student with a physical disability could point to the answers instead of circling them in the test booklet or bubbling them in on the answer document.

3. Timing or scheduling accommodations change the duration of the test or the way time is organized. For example, the student might take a break after each section of the test, instead of taking it straight through, cover-to-cover.

4. Setting accommodations change where the test is administered. A student could take the test individually, instead of taking it with classmates in the classroom.

The use of accommodations is allowed on statewide assessments because, without them, some students may not be able to demonstrate what they know and are able to do. That is why Braille versions of the tests are allowed as an accommodation: they enable students with visual impairment to demonstrate knowledge on the test in the same way they demonstrate knowledge in the classroom.

Accommodations that are used on a systematic basis as instructional assistance for a content area may also be used for testing. The *Assessment Accommodation Summary Table* provides a list of all accommodations that are available for statewide assessments except MME. The MME has its own accommodations summary table, the *MME Assessment Accommodations Summary Table*. The accommodation summary tables can be found at **www.michigan.gov/baa** under each of the assessments. As a reference tool, the summary tables can be used to help determine if an accommodation is:

1) appropriate for the student;

2) available for the test to be administered;

3) considered standard or nonstandard for a test;

4) permitted for a college-reportable score (MME table);

5) eligible for the National Career Readiness Certificate, or NCRC (MME table); and

6) permitted or not permitted (NAEP).

Also, an interactive accommodations table has been built as part of an online professional learning system, which is available at Michigan Virtual University at **mi.learnport.org**.

What are universal and locally-determined accommodations?

Some accommodations can be used by any student who needs minor support with testing practices and/or procedures in order to best demonstrate knowledge and skills. MEAP, MEAP-Access, MI-Access, ELPA, and NAEP refer to them as universal accommodations. MME refers to them as local decisions.

These universal and locally-determined accommodations can be used on state-level tests because they do not change the construct being measured and may be of use to certain students without significantly changing the mode of access. Michigan has identified and noted these on the accommodation summary tables. However, universal and locally-determined accommodations **can** differ, so be sure to check the summary table that corresponds to the assessment you're interested in.

For example, one universal accommodation states that an assessment administrator can provide any student with a visual, auditory, or physical cue to help them start or finish a task; however,

this same accommodation is **not** noted as a local decision for MME. Check the accommodation summary tables for more information. Universal accommodations are indicated with a symbol that looks like a "U" enclosed in a circle; for MME, look for the words "local decision" under the "May Request" column.

Are there general rules about when and what types of accommodations can be used?

There are six general rules that must be followed in determining what types of assessments can be used on a test:

1. An accommodation should be used on an assessment only if it is routinely used as part of the student's instructional program. In other words, to the greatest extent possible, accommodations used on the assessment should match accommodations used in the classroom.
2. The accommodation must be documented in the student's IEP, Section 504 Plan, or ELL instructional plan. That means accommodations need to be discussed by a team of people who know the student well and understand the student's educational goals.
3. The student must be proficient in using the accommodation. That means that the student has had plenty of time to learn how to work with the accommodation in the classroom before trying to use it on the test.
4. Accommodations must be evaluated and determined to be beneficial for the student's learning during instruction before carrying them over into the assessment process.
5. Decisions about using accommodations must be based on the individual student. For example, all students with visual impairment may not need Braille assessment booklets. In some cases, enlarged print booklets are more appropriate. The test could be read aloud for some content areas, such as mathematics. It all depends on the student's individual needs.
6. A student's classroom accommodations should be reviewed periodically to make sure they're still effective and necessary. Over time, as the student grows and changes, the decisions about accommodations may change, too.

Who decides and documents accommodations decisions?

The answer to this question depends on the student's unique circumstances.

- **Students with IEPs** For a student with an IEP, accommodation decisions will be made by the IEP Team and documented in the Individualized Education Program by content area and assessment.
- **Students with a 504 Plan** If a student has a Section 504 Plan, the team is required to periodically review the services and will make accommodations decisions that are then recorded in the written 504 plan.
- **English language learners** For English language learners, accommodation decisions are made in consultation with the classroom teacher and other members of their instructional team. These decisions are to be documented in the student's records and be used as an assessment planning tool.

- **Rapid onset of a medical emergency** On rare occasions, a student may have a rapid onset of a medical emergency, such as a broken arm. In that case, the school principal or the guidance counselor—along with the student's classroom teacher—may be called upon to make accommodations decisions. If so, any decisions need to be documented in the student's records, and the manual for the specific assessment should be consulted on the procedures for providing the accommodation(s)

How does the decision-making process work?

Teams that make decisions about accommodations can start by asking and answering four basic questions:

1. Which state assessment will the student participate in?
2. What types of accommodations is the student currently using in the classroom that will also apply to the assessment?
3. Does the student need accommodations particular to any specific content areas?
4. Are the accommodations being considered "standard" for the statewide assessment the student is taking? And, if not, what are the consequences of using nonstandard accommodations?

What is the difference between standard and nonstandard accommodations?

Knowing the purpose of a test and what it is intended to measure is helpful in determining whether an accommodation is standard or nonstandard.

Standard accommodations do not change the construct of what the test is measuring. The test results are considered valid and the score can be reported as part of the school's accountability data. Nonstandard accommodations do change what the test is measuring. The test results are considered invalid and the score cannot be reported as part of the school's accountability data. Currently, this student will not count as being assessed when calculating participation rates and will be counted as "Not Proficient" when calculating school data for accountability and accreditation purposes.

Standard accommodation example	A student typically uses a reader during science instruction. The IEP Team decides the student should also use one during the MI-Access Functional Independence Science Assessment. In this particular case, a reader is considered a standard accommodation because the MI-Access test assesses a student's understanding of science concepts, not the ability to read science questions on the test. This accommodation is noted as a standard (S) accommodation in the accommodation summary table.
Nonstandard accommodation example	A student is taking the MEAP reading assessment, which measures how well a student can read through decoding. The IEP Team decides the student needs a reader to access this assessment, but on the reading test it is considered a nonstandard accommodation because it alters what is being measured. This is because reading aloud changes the reading or decoding test to a listening comprehension test. As a result, this student's score for the reading test will be considered invalid for federal and state accountability purposes. This accommodation is noted as nonstandard (NS) in the accommodation summary table.

With the help of Michigan educators, the BAA has put together assessment accommodation summary tables to help you make that determination. One table is specific to accommodations used on the MEAP, MEAP-Access, MI-Access, the ELPA, and the National Assessment for Educational Progress (NAEP). The other table is specific to the MME and includes information on accommodations for the ACT and WorkKeys. Each table lists all of the accommodations that could be used on assessments, and indicates which ones are standard or nonstandard for each assessment. The accommodation tables are available at **www.michigan.gov/baa** under each of the assessments.

Assessment Accommodation Consequences — No Child Left Behind

It is important to know whether an assessment accommodation is standard or nonstandard since it can affect whether a school or district meets the requirements of the No Child Left Behind (NCLB) participation rates and Adequate Yearly Progress (AYP). At the school, district, and subgroup (race/ethnicity, economically disadvantaged, English language learners, and students with disabilities) levels, a minimum of 95% of the students enrolled in the grades being assessed must participate in the state's reading and mathematics tests in order to make AYP.

A standard assessment accommodation is one that does not change the construct of what the test is measuring. The score received by a student using a standard assessment accommodation counts when calculating NCLB participation rates. A nonstandard assessment accommodation does change what the test is measuring and results in an invalid score. For example, the MEAP reading test is intended to measure how well a student can read through decoding. Therefore, if the reading passages and items are read aloud to a student, it becomes a listening test and not a reading test. Another example is the use of a calculator on any portion of the MEAP mathematics tests where calculators are not permitted. If a calculator is used on those portions of the test, it becomes a nonstandard assessment accommodation because it changes what the mathematics test is measuring. As a result, a student using a nonstandard assessment accommodation will not count as being assessed when calculating NCLB participation rates and is counted as "Not Proficient" when calculating AYP.

A school cannot make AYP if it does not have a minimum participation rate of 95% for the entire school and each subgroup. Therefore, it is highly recommended that districts check to see how many IEPs indicate that nonstandard assessment accommodations are appropriate. In light of the significant consequences of using nonstandard assessment accommodations, the IEP Team may find it prudent to review the use of nonstandard accommodations. Remember, this is an IEP Team decision! If there needs to be a change in what is stated in the IEP, the IEP can be amended using the *IEP Addendum Model Form* found with the *IEP Model Form*. These documents can be found at **www.michigan.gov/ose-eis** on the Special Education Administrative Forms and Procedures page.

Where can I locate more information on accommodations?

The accommodations section within each assessment chapter describes how accommodations work, in general, on each of the state-level assessments. You can use this information—along with the assessment accommodation summary tables and test administration manuals—to familiarize yourself with allowable accommodations.

Chapter 10: Selecting an Appropriate Statewide Assessment

Determining which statewide assessments a student should take and which accommodations may be needed is a process that can begin as early as the time of the student's enrollment. The Bureau of Assessment and Accountability (BAA) has prepared two documents that are meant to assist decision-makers by providing a systematic approach to selecting an appropriate statewide assessment.

These two documents, the Flowchart for Selecting Appropriate Statewide Assessments and the Decision-Making Worksheet for Statewide Assessments, are meant to be used as tools for making decisions.

In addition to these two documents, there are two key concepts that decision makers must always consider throughout the assessment selection process: the instruction the student receives and the accommodations the student regularly utilizes. Understanding these two concepts, and keeping them in mind throughout the selection process, will ensure that the appropriate selection has been made.

Grade-Level Content Versus Extended Grade-Level Content

A student may receive instruction with either grade-level content (GLCEs/HSCEs) or extended grade-level content standards (EGLCEs/EHSCEs).

Instruction with Grade-Level Content

- Most students with IEPs are instructed with grade-level content, currently referred to as Grade Level Content Expectations, or GLCEs, for grades K through 8; or with High School Content Expectations, or HSCEs, for grades 9 through 12. IEP Teams can use the Decision-Making Worksheet for Statewide Assessments to help determine which assessment the student will take as well as the selection of accommodations for each content area.
- In planning for assessments, IEP Teams may also use the flowchart and decision-making worksheet to help determine whether a student is eligible to take MEAP-Access, which is available for mathematics, reading, and writing. MEAP-Access is an alternate assessment with modified achievement standards that is designed for students with IEPs who are instructed with grade-level content but who are struggling to reach the same proficiency as their non-disabled peers in the time frame covered by the IEP.
- Students with 504 Plans are instructed with grade-level content and take general assessments. Educators can use the decision making worksheet for selection of assessment accommodations the student routinely uses in the classroom for the content area tested. These decisions should then be recorded in the student's 504 Plan.

Instruction with Extended Grade-Level Content Standards

- Some students with IEPs are instructed with extended grade-level content standards, either EGLCEs or EHSCEs. These students will take the one of three MI-Access alternate assessments, depending on what extended content standards are being used for instruction.

The three MI-Access assessments are Functional Independence, Supported Independence, and Participation.

- IEP Teams can use the *Decision-Making Worksheet for Statewide Assessments* to record the assessment to be taken for each content area and accommodations to be provided. IEP Teams should be aware, however, that some assessments require the student to use that type of assessment on multiple or all content areas assessed.

By understanding the differences between the type of content used for the student's instruction, decision makers will be able to answer questions in the flowchart with ease and complete the decision-making worksheet.

Accommodations Utilized

Knowing the student's current accommodations is something that decision-makers must know and understand to properly and correctly determine appropriate statewide assessments. Before a determination can be made, these individuals must consider the accommodations the student currently utilizes. Depending on the type, duration, and amount of accommodation a student utilizes may change which assessment is most appropriate.

Using the Flowchart

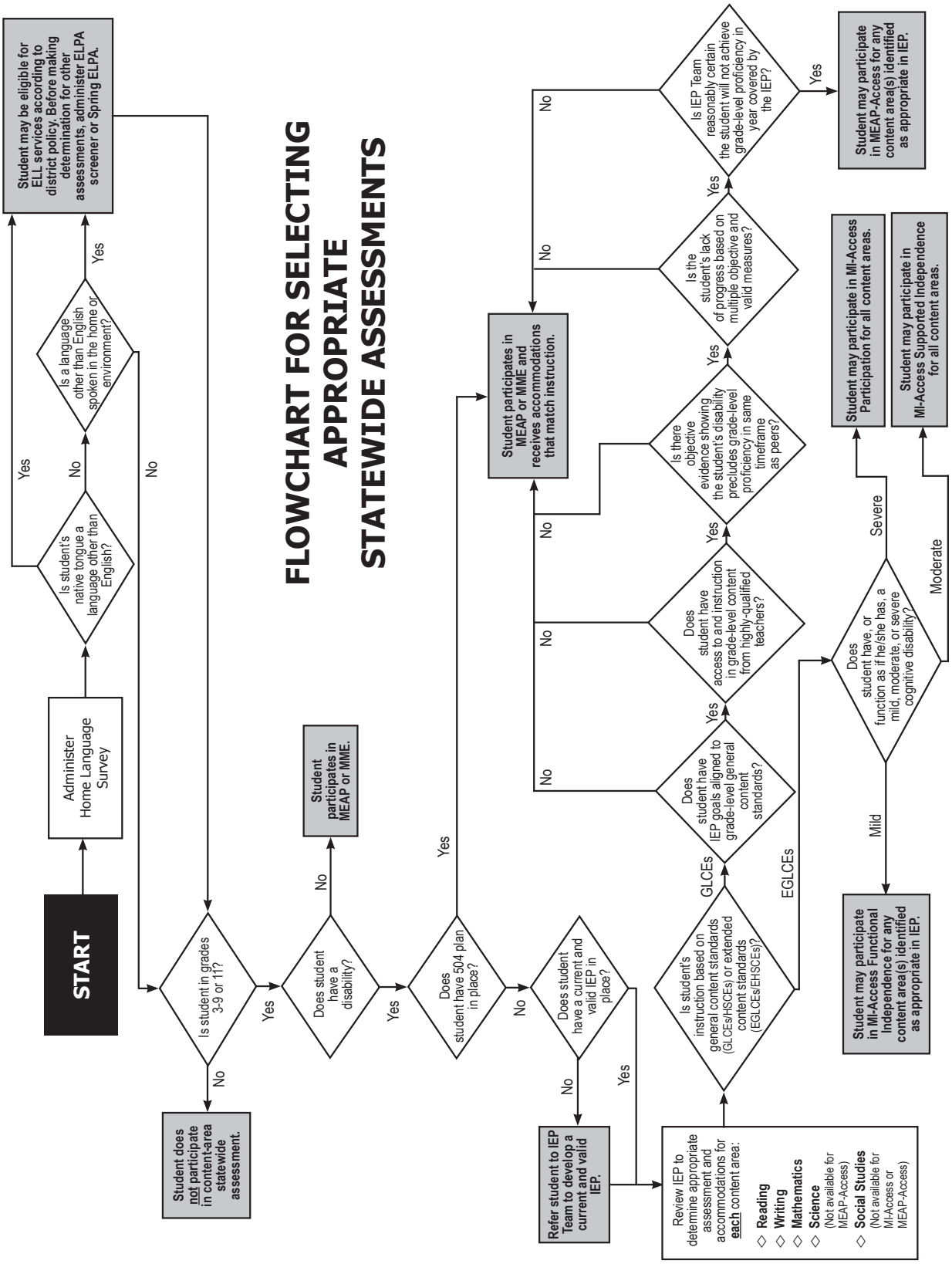
The flowchart asks a series of questions to guide a team's decision-making process regarding statewide assessments. While the flowchart helps a team arrive at an appropriate assessment decision, it can be helpful to understand the questions themselves, the rationale behind them, and the potential implications of the team's answers.

Is the student eligible for ELL services?

When a student enrolls in a Michigan school, he or she must be administered the Home Language Survey, which asks two questions: (1) is the student's native tongue a language other than English, and (2) is a language other than English spoken in the student's home or environment?

If the answer to either question is yes, the student must be given the ELPA Initial Screening, which is an assessment tool used to help determine whether students are eligible for ELL services, not to assess their year-to-year English proficiency progress. (Year-to-year English proficiency progress is instead measured using the spring ELPA.) When the results of the ELPA Initial Screening are paired with other district-decided variables and criteria (e.g. other assessments, grades, observations, information provided by parent(s)/guardian(s) or former school(s) etc.) a district can then make eligibility and appropriate instructional placement decisions. NCLB also requires parental notification regarding the student's English Language Proficiency assessment results (screening and full assessment) and information on the ELL services the student will receive. (See Chapter 3 for more information about the ELPA.) Once the student's eligibility has been determined, instructional teams may continue with the statewide assessment decision-making process.

If the answer to both questions is "no," then the student will not participate in the ELPA. Proceed to the next question.


FLOWCHART FOR SELECTING APPROPRIATE STATEWIDE ASSESSMENTS
START
Administer Home Language Survey
Is student's native tongue a language other than English?
Yes
No
Is a language other than English spoken in the home or environment?
Yes
No
Student may be eligible for ELL services according to district policy. Before making determination for other assessments, administer ELPA screener or Spring ELPA.
Is student in grades 3-9 or 11?
No
Student does not participate in content-area statewide assessment.
Yes
Does student have a disability?
No
Student participates in MEAP or MME.
Yes
Does student have 504 plan in place?
Yes
Student participates in MEAP or MME and receives accommodations that match instruction.
No
Does student have a current and valid IEP in place?
No
Refer student to IEP Team to develop a current and valid IEP.
Yes
Review IEP to determine appropriate assessment and accommodations for each content area:
◇ Reading
◇ Writing
◇ Mathematics
◇ Science (Not available for MEAP-Access)
◇ Social Studies (Not available for MI-Access or MEAP-Access)
Is student's instruction based on general content standards (GLCEs/HSCEs) or extended content standards (EGLCEs/EHSCEs)?
GLCEs
EGLCEs
Does student have IEP goals aligned to grade-level general content standards?
Yes
No
Does student have access to and instruction in grade-level content from highly-qualified teachers?
Yes
No
Is there objective evidence showing the student's disability precludes grade-level proficiency in same timeframe as peers?
Yes
No
Is the student's lack of progress based on multiple objective and valid measures?
Yes
No
Is IEP Team reasonably certain the student will not achieve grade-level proficiency in year covered by the IEP?
Yes
No
Student may participate in MEAP-Access for any content area(s) identified as appropriate in IEP.
Does student have, or function as if he/she has, a mild, moderate, or severe cognitive disability?
Mild
Moderate
Severe
Student may participate in MI-Access Functional Independence for any content area(s) identified as appropriate in IEP.
Student may participate in MI-Access Participation for all content areas.
Student may participate in MI-Access Supported Independence for all content areas.

Is the student enrolled in a grade where statewide assessments are administered?

If the student is not enrolled in grades 3-9 or 11 (or will not be in grades 3-9 or 11 at the time of the next statewide assessment), then no statewide assessment decision needs to be made or documented at this time. If the answer is "yes," proceed to the next question.

Does the student have a disability?

If the answer is "no," students in grades 3-9 must take the Michigan Educational Assessment Program (MEAP) and students in grade 11 must take the Michigan Merit Examination (MME). (See Chapter 9 to learn about the universal (MEAP, MEAP-Access, MI-Access, ELPA, and NAEP) or local decision (MME) accommodations that are available to all students.

If the answer is "yes," the student may be eligible for either the state's general assessments or for one of the alternate assessments. Proceed to the next question.

Does the student have a Section 504 Plan?

If the answer to this question is "no," it is assumed that the student has (or is eligible to have) an IEP; therefore, proceed to the next question.

If the answer is "yes," then the student will participate in the MEAP or the MME. Team members should discuss whether the student will require accommodations for the general assessment to fully demonstrate what he or she knows and is able to do in relation to the state's content standards as measured by the Grade Level Content Expectations (GLCEs) or High School Content Expectations (HSCEs). Remember, any accommodations used must:

- reflect what the student routinely uses during instruction,
- be documented in his or her Section 504 Plan, and
- be determined separately for each content area assessed.

As part of this discussion, team members must understand the difference between standard and nonstandard assessment accommodations and the consequences of using the latter.

Does the student with a disability have a current and valid IEP in place?

If the answer to this question is "no," the student should be referred to an IEP Team that will determine appropriate instructional and assessment interventions and/or services.

If the answer to this question is "yes," then the team should review the student's current IEP to see what it says in relation to curriculum, instructional goals, and assessment by content area. Remember that in the Michigan Educational Assessment System (MEAS), students are assessed in:

- reading and mathematics in grades 3-8 and 11;
- writing in grades 4, 7, and 11;
- science in grades 5, 8, and 11; and
- social studies in grades 6, 9, and 11.

Is the student's instruction based on GLCEs/HSCEs?

If the answer to the question is "no," proceed to the next question.

If the answer to the question is "yes," then, for each content area where the student receives instruction based on GLCEs/HSCEs, he or she will participate in either the state's general assessment (the MEAP or the MME depending on the student's grade) or its Alternate Assessment based on Modified Achievement Standards (MEAP-Access).

To determine which assessment is most appropriate (the MEAP/MME or MEAP-Access), team members should ask the following questions:

a) Does the student have IEP goals aligned to general grade-level content standards?

- □ If so, he or she may be eligible for MEAP-Access. Proceed to (b) below.
- □ If not, he or she will participate in the MEAP or the MME, most likely with accommodations that reflect those used during instruction.

b) Does the student have access to and instruction in general grade-level content from highly qualified teachers?

- □ If so, he or she may be eligible for MEAP-Access. Proceed to (c) below.
- □ If not, he or she will participate in the MEAP or the MME, most likely with accommodations that reflect those used during instruction.

c) Is there objective evidence showing the student's disability precludes grade-level proficiency in the same time frame as his or her peers?

- □ If so, he or she may be eligible for MEAP-Access. Proceed to (d) below.
- □ If not, he or she will participate in the MEAP or the MME, most likely with accommodations that reflect those used during instruction.

d) Is the student's lack of progress based on multiple objectives and valid measures? (such as data from districtwide assessments, classroom assessments, end-of-course assessments, and formative assessments)

- □ If so, he or she may be eligible for MEAP-Access. Proceed to (e) below.
- □ If not, he or she will participate in the MEAP or the MME, most likely with accommodations that reflect those used during instruction.

e) Does the student's IEP Team reasonably certain that the student will not achieve grade-level proficiency in the year covered by the IEP?

- □ If so, the student may be eligible to participate in MEAP-Access. Teams should review the MEAP-Access eligibility criteria, on page G-6, to confirm the student's participation in that assessment.

- ☐ If not, the student will participate in the MEAP or the MME, most likely with accommodations that reflect those used during instruction.

If, after answering all these questions, the IEP Team determines that MEAP-Access is the most appropriate assessment for the student in any or all of the content areas assessed in the student's grade, the team should review the potential consequences, described below, of student participation in alternate assessment.

- If a student participates in MEAP-Access, it is assumed that he or she is receiving grade-level instruction based on Michigan's GLCEs, but is not expected to progress in the general education curriculum to the same grade-level proficiency on the content expectations as his or her non-disabled peers in the time frame covered by the IEP.
- A divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan's GLCEs/HSCEs/Benchmarks as needed to meet all of the requirements of the Michigan Merit Curriculum.

The purpose of reviewing the consequences is not to persuade the IEP Team to change its decision but to ensure that every member of the team—including the student and his or her parents—are fully aware of how the decision to participate in MEAP-Access may affect the student later on.

It is expected that there will be students with disabilities who take an alternate assessment based on modified academic achievement standards one year, make considerable progress during the school year, and then take the general grade-level assessment the following year. Therefore, an IEP Team must consider a student's progress annually based on multiple, objective measures of the student's achievement before determining that the student should be assessed based on modified academic achievement standards.

Remember, students with disabilities in grades 3-8 are allowed to take one assessment in one content area, and another assessment in another content area if necessary. For example, the IEP Team may decide that—based on the student's curriculum, instruction, and valid measures of performance—the student may take MEAP-Access in reading and writing, but the MEAP in mathematics and science. (This flexibility is allowed only for the MEAP, MEAP-Access, and MI-Access Functional Independence. If a student takes the MME, MI-Access Supported Independence, or MI-Access Participation, he or she must take that assessment for every content area.)

Next, IEP Team members need to discuss whether the student will require accommodations to access the assessment(s) selected in order for the student to fully demonstrate what he or she knows and is able to do in relation to the state's content standards as measured by the GLCEs/HSCEs. Remember, any accommodations used must:

- reflect what the student routinely uses during instruction,
- be documented in the student's IEP, and
- be determined separately for each content area assessed.

As part of this discussion, team members must understand the difference between standard and nonstandard assessment accommodations and the consequences of using the latter. Assessment accommodations are used to change the way students access a test without changing the content

being assessed. In other words, accommodations equalize entry to the test without giving the student an unfair advantage, or altering or watering down the subject manner. For example, on the MEAP assessment, a student with visual impairment can use a Braille assessment booklet instead of a standard print assessment booklet. This is considered a standard accommodation because it changes the way the student accesses the test without changing what is being measured. (For more information on accommodations, see Chapter 9 of this document and the assessment accommodation summary tables.)

Is the student's instruction based on EGLCEs/EHSCEs?

For each content area where the student receives instruction based on EGLCEs/EHSCEs, he or she may participate in the state's Alternate Assessments based on Alternate Achievement Standards (MI-Access Functional Independence, Supported Independence, or Participation).

It should be noted that students in grades 3-8 are allowed to take MI-Access Functional Independence assessments in one or more content areas and MEAP-Access or the MEAP in the others. However, if a student takes MI-Access Supported Independence or MI-Access Participation, he or she must take that assessment for every content area. In addition, the student must take the same assessment for both reading and writing.

Does the student have, or function as if he or she has, mild, moderate, or severe cognitive impairment?

There are three MI-Access assessments from which IEP Teams can choose, each of which is designed for a distinct student population.

1. The MI-Access Functional Independence assessments are for students who have, or function as if they have *mild* cognitive impairment. These students typically can assess their personal strengths and limitations, and can access resources, strategies, supports, and linkages to help them maximize their independence.
2. The MI-Access Supported Independence assessments are for students who have, or function as if they have, *moderate* cognitive impairment. 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.
3. The MI-Access Participation assessments are for students who have, or function as if they have, *severe* cognitive impairment. These students have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and thus make determining their actual abilities and skills difficult.

In this capacity, the phrase "or functions as if" refers to students who adaptively function in ways that may differ from their special education eligibility category(ies) and, as a result, should be given the assessment that best suits their "adaptive functioning" level and yields the most instructionally relevant information.

When making decisions about a student's cognitive functioning level and appropriate state

assessment, it may help the IEP Team to think about how their student will function as an adult. For example, team members may want to consider:

- where the student will live and with what supports,
- what daily activities the student will be involved in and with what supports,
- what community experiences the student will be involved in and with what supports,
- what post-secondary educational opportunities the student will have and with what supports, and
- what environment the student will be employed in and with what supports.

According to Disability Research Systems, Inc. (the organization that developed *Addressing Unique Educational Needs of Students with Disabilities* in the late 1990s to help set educational performance expectations for students with disabilities), there are four levels of independence students may achieve as adults: (1) Full Independence, (2) Functional Independence, (3) Supported Independence, and (4) Participation. Following is a description of each level of independence.

Full Independence students have physical, emotional, or learning disabilities, but function in the normal range of intelligence. They are (a) able to apply their knowledge to any task, problem, or activity they confront in life; (b) have the cognitive abilities necessary to be successful in traditional educational settings; and (c) are capable of becoming fully independent as adults. The primary educational emphasis for these students is on the state's content standards as measured by the GLCEs/HSCEs.

As an adult, a Full Independence student will be able to:

- find suitable living arrangements, complete rental or purchase agreements, and arrange for services (electricity, gas, etc.) independently;
- maintain a household, launder clothing, plan meals, and manage finances independently;
- vote, obtain a driver's license, join community clubs, and access recreational facilities independently;
- apply to and attend college or trade school, and/or pursue other educational opportunities independently; and
- independently complete a job application, participate in an interview, and be competitively employed.

Students who meet this description will take either the MEAP/MME or MEAP-Access with or without accommodations. It would not be appropriate for them to participate in MI-Access because their curriculum is based on GLCEs/HSCEs for the grade in which they are enrolled.

Functional Independence students are capable of meeting their own needs and living successfully in their communities with minimal support from others. With assistance, they are able to assess their personal strengths and limitations, and access resources, strategies, supports, and linkages that help them maximize their potential effectiveness. The primary educational emphasis for these students is on the state's content standards as measured by

EGLCEs/EHSCEs. Their instruction typically is grounded in concrete/authentic experiences that take place in the settings in which the student is expected to function.

As adults, most Functional Independence students will be able to:

- find suitable living arrangements, complete rental or purchase agreements, and arrange for services (electricity, gas, etc.) with minimal support;
- maintain a household, launder clothing, plan meals, and manage finances with minimal support;
- vote, obtain a driver's license, join community clubs, and access recreational facilities with minimal support;
- apply to and attend college or trade school, and/or pursue other educational opportunities with minimal support; and
- complete a job application, participate in an interview, and be competitively employed with minimal support.

Students who meet this description will most likely take the MI-Access Functional Independence assessments. It should be noted, however, that students in grades 3-8 are allowed to participate in Functional Independence for one or more content areas, and take the MEAP or MEAP-Access with or without accommodations for the other content areas. For example, a student may take Functional Independence for accessing print and expressing ideas, but the MEAP with accommodations for mathematics and science. (A grade 11 student, however, must take all of the MME or all of Functional Independence in all content areas.)

Supported Independence students require ongoing support in major life roles. The primary educational emphasis for these students is on the state's content standards as measured by EGLCEs/EHSCEs. Their instruction typically is direct, presented in context, and grounded in learned, easily repeated routines.

As adults, most Supported Independence students will be able to:

- find suitable living arrangements, complete rental or purchase agreements, and arrange for services (electricity, gas, etc.) with ongoing support or supervision;
- maintain a household, launder clothing, plan meals, and manage finances with ongoing support or supervision;
- vote, obtain a driver's license, join community clubs, and access recreational facilities with ongoing support or supervision;
- apply to and attend college or trade school, and/or pursue other educational opportunities with ongoing support or supervision; and
- be able to complete a job application, participate in an interview, and be competitively employed with ongoing support or supervision.

Students who meet this description will most likely take the MI-Access Supported Independence assessments.

Participation students require *extensive* ongoing support because the severity of their cognitive and physical impairments causes them to be dependent on others for most, if not all, of their daily living needs. The primary educational emphasis for these students is on the state's content standards as measured by EGLCEs/EHSCEs. Instruction works best for Participation students when it is integrated as much as possible into major life roles and age-appropriate tasks and activities.

As adults, Participation students will:

- live in a supervised supported environment;
- participate in routine tasks, such as brushing teeth and sorting laundry, but only with extensive ongoing support;
- participate in community activities, such as attending sporting events, going to the movies, and going out to eat, but only with extensive ongoing support;
- participate in post-secondary educational options for his or her own personal pleasure, but only with extensive ongoing support; and
- participate in some type of work activity, but only with extensive ongoing support (such as supported employment).

Students who meet this description will probably take the MI-Access Participation assessments.

Table K-1 (see page K-13) provides an overview of the levels of independence just discussed. If IEP Team members are unsure which level best describes their student, it is recommended that they opt for the higher level.

Then, with that concept in mind, as well as the student's curriculum and instruction, team members can begin to determine which assessment is most appropriate for the student. During the deliberation process, the team may want to again review the consequences of the student taking an Alternate Assessment or using an accommodation.

Decision-Making Practice

To help educators build confidence in their ability to make sound assessment decisions, a number of case studies have been included in Appendix C. If team members desire, they may practice making decisions for fictional students before making decisions for their own students. Keys have been provided so that educators can check the accuracy of their work.

Part B: STATEWIDE ASSESSMENT PARTICIPATION AND ACCOMMODATIONS

Based on the information answers above, check the statewide assessment the student will be participating in:

	ELA (Reading/Writing)		Mathematics	Science	Social Studies
MEAP (grades 3-9)					
MEAP-Access (grades 3-8)*				N/A	N/A
MI-Access Functional Independence (grades 3-8, 11)*					N/A
MI-Access Supported Independence (grades 3-8, 11)*					N/A
MI-Access Participation (grades 3-8, 11)*					N/A
MME (grade 11)					
ELPA (grades K-12)**			N/A	N/A	N/A

** The IEP Team has the flexibility within the assessment continuum to have a student participate in MEAP, MEAP-Access, and/or MI-Access Functional Independence for different content areas. If an IEP Team determines that a student will take MI-Access Participation or Supported Independence, he or she must take the same assessment in all content areas. MEAP-Access assessments are not available for science (grades 5 and 8) or social studies (grades 6 and 9) and MI-Access assessments are not available for social studies (grades 6, 9, and 11). IEP Teams will need to determine how students should be tested in these content areas and indicate the decision in the assessment section of the IEP.*

*** The ELPA assessment includes reading, writing, speaking, and listening.*

Based on the classroom instruction and assessment accommodations the student regularly receives, and the Assessment Accommodations Summary Table, which standard accommodations* will the student receive on the Statewide Assessments he/she is participating in for his/her grade level?

	ELA (Reading/Writing)		Mathematics	Science	Social Studies
MEAP (grades 3-9)					
MEAP-Access (grades 3-8)*				N/A	N/A
MI-Access Functional Independence (grades 3-8, 11)*					N/A
					N/A
					N/A
					N/A

Decision-Making Worksheet for Statewide Assessments

Student Name:_____ Grade Level: _____ Date: _____

✓Check all that currently apply: ❑ Individualized Education Plan (IEP) ❑ 504 Plan ❑ English Language Learner (ELL)

Part A: CLASSROOM INSTRUCTION

Instructional Content Standards (✓Check one box per content area.)

	ELA (Reading/Writing)	Mathematics	Science	Social Studies
General Content Standards (GLCE/HSCE)				
Extended Content Standards (EGLCE/EHSCE)/Extended Benchmarks				N/A

If the student is receiving instruction based on **general content standards AND has an IEP***:

- Does the student have IEP goals aligned to general grade level content standards? ❑ Yes ❑ No
- Does the student have access to and instruction in general grade level content from highly qualified teachers? ❑ Yes ❑ No
- Is there objective evidence showing the student's disability precludes grade-level proficiency in the same time frame as peers? ❑ Yes ❑ No
- Is the student's lack of progress based on multiple objective and valid measures? ❑ Yes ❑ No
- Is the IEP Team reasonably certain the student will not achieve grade-level proficiency in the year covered by the IEP? ❑ Yes ❑ No

**If all answers to the above five questions are "yes," the student is eligible for MEAP-Access. These five questions must be asked for each content area assessed to determine MEAP-Access eligibility for that content area assessment.*

If the student is receiving instruction based on **extended content standards AND has an IEP****:

- Does the student have, or function as if he/she has, a mild, moderate, or severe cognitive disability? ❑ Mild ❑ Moderate ❑ Severe

***Students who are receiving instruction based on extended content standards/benchmarks and have, or function as if they have, a mild, moderate, or severe cognitive impairment, are eligible for MI-Access.*

Accommodations Regularly Provided in Classroom Instruction and Assessment in the Content Areas as Identified in the IEP:

Reading	
Writing	
Mathematics	
Science	
Social Studies	

The *Decision-Making Worksheet for Statewide Assessments* was developed to assist educators in discussing assessments and accommodations and noting their answers by content area before filling in decisions as part of the student's records. The decision-making worksheet can be found in Appendix B of this guide.

Additional Resources

If decision-makers want more information about the statewide assessment of all students—over and above the information presented in this document—there are a number of resources they may access.

1. **Assessment-Specific Web Pages**: The Michigan Department of Education (MDE) has Web pages dedicated to each assessment included in the Michigan Educational Assessment System (MEAS), as well as the National Assessment for Educational Progress (NAEP). The web addresses are as follows:

   www.michigan.gov/meap **www.michigan.gov/mi-access**

   www.michigan.gov/mme **www.michigan.gov/elpa**

   www.michigan.gov/meap-access **www.michigan.gov/naep**

2. **Assessment Manuals:** Manuals explaining the design of and administration procedures for each component of the MEAS are provided to district and school coordinators as well as assessment administrators during every assessment cycle. Electronic versions of these manuals (and Guides to Reports) can be found on the appropriate assessment-specific Web pages.

3. **Online Learning Programs:** The BAA has developed an online learning program that explains how the MI-Access Participation and Supported Independence assessments are designed, discusses the student populations for whom the assessments are intended, and provides instructions on how to administer the selected-response and activity-based observation items using a standardized scoring rubric. That online learning program is available on the MI-Access Web page at **www.michigan.gov/mi-access**.

4. **Accommodations:** Michigan's Integrated Technology Supports (MITS) provides information services, support materials, technical assistance, and training to local and intermediate school districts in Michigan to increase their capacity to address the needs of students with disabilities for assistive technology. Information on MITS and its services can be found at **www.cenmi.org/mits**.

Conclusion

This chapter provides IEP, Section 504, and ELL instructional teams with a detailed process to follow when selecting appropriate statewide assessments for their students. In addition, it presents supporting information and supplies several decision-making tools (the flowchart, the worksheet, the levels of independence table, and case studies) that, if utilized, will enable team members to select the assessment(s) that (1) best allows their students to demonstrate what they know and are able to do in relation to the state's content standards, and (2) yields results that are accurate and instructionally relevant.

Table K-1 Levels of Independence and Other Information Relevant to Making Statewide Assessment Decisions

Level of Independence	Student Characteristics	Anticipated Life Roles	Curriculum	Instruction	Likely State Assessment
Full Independence	Have physical, emotional, or learning disabilities. Have the cognitive ability to transfer or generalize learning across performance contexts. Have the capacity to apply knowledge and skills to the tasks, problems, or activities encountered in life.	Are expected to achieve full independence in adulthood.	Based on the *Michigan Curriculum Framework's* content standards and GLCEs/HSCEs	May require accommodations, assistive devices, adaptive strategies, and/or technology to assure student success in the general curriculum. Must address knowledge and skills needed to effectively use the above.	MEAP or MEAP-Access with or without accommodations. Content areas: Reading, writing, mathematics, and science. (NOTE: MEAP-Access assessments are not available for science or social studies.)
Functional Independence	Have, or function as if they have, mild cognitive impairments that impact their ability to transfer and generalize learning across performance contexts. Learning rate is significantly slower than age-level peers (roughly one-half to three-quarters the rate). Restricted knowledge base. Tend not to be very aware of environmental cues or details. Do not learn incidentally.	Are expected to achieve a functional level of independence in adulthood.	Based on the *Michigan Curriculum Framework's* content standards and Extended GLCEs/HSCEs/Benchmarks.	Direct instruction and repetition with practical, authentic, and concrete experiences reflecting real-world contexts. After mastery, should continue to present concepts/skills through gradually varying contexts and instructional situations to maximize knowledge/skill transfer. Includes frequent reminders to be alert to environmental cues. Highlights salient information and reduces distracting and irrelevant stimuli.	MI-Access Functional Independence. Content areas: Accessing print, expressing ideas, mathematics, and science. (NOTE: MI-Access assessments are not available for social studies. IEP teams must designate in the IEP how the student will be assessed in this content area.)
Supported Independence	Have, or function as if they have, moderate cognitive impairments that seriously impact their ability to generalize or transfer learning.	Are expected to achieve supported independence in adulthood. Will require some supervision throughout lives, but can learn skills to maximize independence.	Based on the *Michigan Curriculum Framework's* content standards and Extended GLCEs/HSCEs/Benchmarks.	Direct instruction, in context, and targeted towards basic academics and specific, essential independent living skills. Focus is on completing activities and maximizing personal effectiveness.	MI-Access Supported Independence. Content areas: English language arts, mathematics, and science. (NOTE: MI-Access assessments are not available for social studies. IEP teams must designate in the IEP how the student will be assessed in this content area.)
Participation	Have, or function as if they have, severe or profound cognitive impairments that preclude their ability to (or our skills to ascertain their abilities to) generalize learning.	Are expected to participate in major adult living roles. Will require extensive, ongoing support in all areas of functioning throughout life. Will be dependent on others for most, if not all, daily living needs.	Based on the *Michigan Curriculum Framework's* content standards and Extended GLCEs/HSCEs/Benchmarks.	Requires collaboration among teachers, parents, and therapists to determine the "maximum extent possible concept" for each student. Encourages consistent instructional focus among educators. Requires that home, school, and community work together to integrate each student as much as possible into major life roles. Includes use of assistive devices and accommodations.	MI-Access Participation. Content areas: English language arts, mathematics, and science. (NOTE: MI-Access assessments are not available for social studies. IEP teams must designate in the IEP how the student will be assessed in this content area.)

Chapter 11: Law & Policy

Over the past several decades, laws and policies have been written to recognize that students in our classrooms access instruction and assessment in different ways. A number of laws have been enacted, at least in part, to ensure that all students—including English language learners and students with disabilities—have equal access to high-quality content, instruction, and assessment. A number of these laws and policies recognize the individual student's rights for an equal opportunity to achieve to high standards and to demonstrate their achievement in a standardized, or common way along with their peers.

This chapter provides a brief overview of key legislation and policies that have guided current recommendations regarding student assessment. These laws have changed as we've become more aware of the diverse needs of students. Some of these laws were written with a reauthorization clause, allowing for the law to be amended on a regular basis. An example is the No Child Left Behind Act of 2001, which amended the Elementary and Secondary Education Act (ESEA) of 1965 and is due for another reauthorization. Current policies and laws in the State of Michigan include the June 2010 adoption of the Common Core State Standards (CCSS) for mathematics and English language arts and approval to become a governing state with the SMARTER Balanced Assessment Consortium (SBAC), which has recently received federal funding to develop online assessments to measure the CCSS by 2014-15 for 31 member states. Additionally, the State of Michigan is a governing state as part of the Dynamic Learning Maps Alternate Assessment System Consortium, which aligns with the CCSS.

In an effort to help educators, staff, and parents understand major shifts and changes in education during the last half century, the following law and policy summaries have been collected and presented in order of their implementation.

The Civil Rights Act of 1964

The 1964 Civil Rights Act is the landmark legislation prohibiting discrimination in several areas including housing, employment, and education. The sections of the Act relating to education are Title IV, which prohibits discrimination on the basis of race, color, sex, religion, or national origin by public elementary and secondary schools and by public institutions of higher learning; Title VI, which prohibits discrimination by recipients of federal funds on the basis of race and national origin, and Title IX, which permits the United States to intervene in pending suits alleging discrimination.

Elementary and Secondary Education Act (ESEA) of 1965

There are several critical elements in ESEA that hold schools accountable for educational results of all students. One of the basic reform principles of ESEA is stronger accountability for educational achievement results for all students. In the 1965 law this accountability was described as evaluation with a nationally known assessment.

Public Act 198 of 1971

Public Act 198 of 1971 was commonly referred to as Michigan's Mandatory Special Education Act. Beginning with the 1975-76 school year, the Act required school districts to provide special

education programs and services for all students with disabilities from birth through 25 years of age. Prior to this Act, some students with severe mental or multiple impairments were cared for and educated by the Department of Mental Health.

Title IX of the Education Amendments of 1972—Renamed the Patsy T. Mink Equal Opportunity in Education Act in 2002

Title IX states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Section 504 of the 1973 Rehabilitation Act

Section 504 provides individuals with disabilities certain rights and protects individuals with disabilities against discrimination from federally funded programs and activities. Section 504 states that:

> No otherwise qualified individual with a disability in the United States…shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency…

The definition of a student with disabilities is much broader under 504 than it is under IDEA. In school settings, 504 legislation guarantees and protects students with disabilities that may not otherwise have an IEP but are still considered individuals with disabilities. Accommodations are often an important part of 504 Plans, which specify which accommodation(s) are recommended to assist students in accessing instructional content and assessment in an appropriate manner.

The Equal Education Opportunities Act of 1974

The Equal Education Opportunities Act (EEOA) prohibits specific discriminatory conduct, including segregating students on the basis of race, color, or national origin, and discrimination against faculty and staff. Furthermore, the EEOA requires school districts to take action to overcome barriers to students' equal participation.

1974 Amendments to the Bilingual Education Act

In 1974, the Supreme Court heard the case of Lau v. Nichols, a class-action suit brought on behalf of Chinese students in the San Francisco schools. The students claimed that they were not receiving special help in school due to their inability to speak English, help that they argued they were entitled to under Title VI of the Civil Rights Act of 1964 because of its ban on educational discrimination on the basis of national origin. In 1974 the U.S. Supreme Court ruled in favor of the students, thus expanding the rights of limited English proficient students around the nation. The Court decided that these students were not receiving equal educational opportunity because they did not understand the language of instruction and the schools were not doing anything to assist them. The Court noted that "imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic [English] skills is to make a mockery of public education."

Education of the Handicapped Act (EHA)
This law, passed by Congress in 1975, resulted in a federal entitlement to a free appropriate public education for all eligible handicapped students between the ages of 3 and 21. This law is now known as the Individuals with Disabilities Education Act.

Administrative Rules for Special Education
These rules for Special Education in Michigan were first promulgated in 1973. Since that time, these rules have continually been updated.

Americans with Disabilities Act (ADA) of 1990
The Americans with Disabilities Act of 1990 prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

The ADA's protection applies primarily, but not exclusively, to individuals with disabilities. Other individuals who are protected in certain circumstances include 1) those, such as parents, who have an association with an individual known to have a disability, and 2) those who are coerced or subjected to retaliation for assisting people with disabilities in asserting their rights under the ADA.

Title II of the ADA provides that no individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity. The Office for Civil Rights (OCR) has primary responsibility for investigating Title II complaints. Title III of the ADA prohibits discrimination on the basis of disability in public accommodations, such as schools, operated by private entities. The Department of Justice has primary responsibility for enforcing Title II as it relates to education.

The Department of Justice designates the Office for Civil Rights (OCR) of the Department of Education for enforcement of Title II in public education (primary, secondary, and post-secondary). Complaints of Title II violations in public education must be filed with the OCR within 180 days of the date of discrimination.

Reauthorization of ESEA—The Improving America's Schools Act of 1994
The Improving America's Schools Act of 1994 reauthorized ESEA with a focus on changing the way we deliver education, encouraging comprehensive systemic school reform, upgrading instructional and professional development to align with high standards, strengthening accountability, and promoting the coordination of resources to improve education for *all* children.

Individuals with Disabilities Education Act (IDEA) of 1997

The Individuals with Disabilities Education Act (IDEA) specifically governs services provided to students with disabilities. Accountability at the individual level is provided through individualized education programs (IEPs) developed on the basis of each child's unique needs. IDEA was the major reauthorization of EHA in 1997 and again in 2004.

The IDEA is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities.

Infants and toddlers with disabilities (birth to 2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3 – 21) receive special education and related services under IDEA Part B.

Reauthorization of ESEA–No Child Left Behind (NCLB) of 2001

The No Child Left Behind Act of 2001 amends the original ESEA of 1965. Among other things, it stipulates that all students are to be included in statewide assessment systems and that these assessment systems are to be high quality, yearly, and developed to measure rigorous state content standards.

NCLB also requires that these assessments provide for the reasonable adaptations and accommodations for students with disabilities (as defined under Section 602 [3] of the Individuals with Disabilities Education Act) that are necessary to measure the academic achievement of such students relative to state academic content and State student academic achievement standards.

Another reform principle of NCLB is stronger accountability for educational achievement results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aim to increase accountability by providing important information with regard to:

- **Participation:** School success at including all students in standards-based education and assessment
- **Student Progress:** Individual student progress in achieving proficiency with academic achievement standards
- **Targeted Areas of Improvement:** What needs to be improved for specific groups of students based on reporting results by demographics and/or identified needs

There are several elements in the current reauthorization of ESEA that are more specific in holding schools accountable for educational results of all students, such as academic content standards (what students should learn) and academic achievement standards (how well students should learn the content), which form the basis of state accountability systems. State assessments are designed to measure the extent to which schools and districts have been successful in helping students achieve reading/language arts, mathematics, and science standards.

School, district, and state accountability are based on measuring success in educating all of their students, including English language learners (ELLs) and students with disabilities (students with 504 Plans and IEPs), and in determining what needs to be improved for specific groups of students.

Depending on the individual needs of students to instructionally access content standards, a number of accommodations, and—for students with IEPs—alternate assessments may be recommended for assessment.

The accountability system under NCLB is defined in terms of adequate yearly progress (AYP), a way to measure the improvement in achieving standards for all students and designated subgroups each year. Schools, districts, and states are held accountable for improvements on an annual basis and ultimately must make educational changes if AYP is not achieved.

Title III—Language Instruction for Limited English Proficient and Immigrant Students
Title III of the No Child Left Behind (NCLB) Act of 2001 requires state education agencies to develop progress and attainment benchmarks for school districts, called Annual Measurable Achievement Objectives (AMAOs), for English language learners (ELLs). AMAOs must be based on annual assessments of English proficiency in the domains of listening, speaking, reading, and writing. Title III also mandates that educators help ensure that children who are limited English proficient attain English proficiency, develop high levels of academic achievement in English, and meet the same challenging State academic content and achievement standards that all children are expected to meet.

State education agencies must:

- award subgrants to improve the education of limited English proficient children;
- approve subgrantees' evaluation measures;
- develop annual measurable achievement objectives for limited English proficient children;
- hold subgrantees accountable for meeting annual measurable achievement objectives and for making adequate yearly progress;
- require subgrantees failing to make appropriate adequate yearly progress to develop an improvement plan and require sanctions if subgrantees fail to meet the annual measurable achievement objectives for four consecutive years; and
- report to the U.S. Department of Education on program activities, and on the effectiveness of the program in improving the education provided to children who are limited English proficient.

Reauthorization of IDEA in 2004
IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state and districtwide assessments. Specific requirements include:

> All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective

individualized education programs. [Sec. 612 (a) (16) (A)]. The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes–(I) a statement of the child's present levels of academic achievement and functional performance, including– (aa) how the child's disability affects the child's involvement and progress in general education curriculum;... (cc) for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short term objectives; a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612 (a)(16)(A); and (bb) if the IEP Team determines that the child shall take an alternate assessment on a particular State or districtwide assessment of student achievement, a statement of why– (AA) the child cannot participate in the regular assessment; and (BB) the particular assessment selected is appropriate for the child; [Sec. 614 (d) (1) (A) (V) and VI)]. However, such students will not count as participating for state accountability purposes (AYP).

State Board of Education Adopts Common Core State Standards

In June 2010 the State Board of Education voted to adopt the Common Core State Standards (CCSS), a set of rigorous, college- and career-ready K-12 curriculum standards that states across the nation are considering adopting to bring consistency in education across the states. "The adoption of these standards will for the first time provide states with clear and consistent educational goals and represent a logical next step in our state's efforts to embrace high learning," said State Superintendent of Public Instruction Mike Flanagan.

The aim of the standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein. The CCSS focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them.

Michigan teachers will begin to provide instruction related to the standards by the fall of 2012, and the new assessment system (based on the CCSS) will begin in the 2014-15 school year.

SMARTER Balanced Assessment Consortium

As part of adopting the Common Core State Standards, Michigan has joined the SMARTER Balanced Assessment Consortium (SBAC), which is a collection of 31 states that have been working collaboratively since December 2009. The purpose of this organization is to develop a student assessment system aligned to the Common Core State Standards. The SBAC will create computer adaptive, online exams using open-source technology wherever possible. The online system will provide accurate assessment information to teachers and others on the progress of all students, including those with disabilities and English language learners.

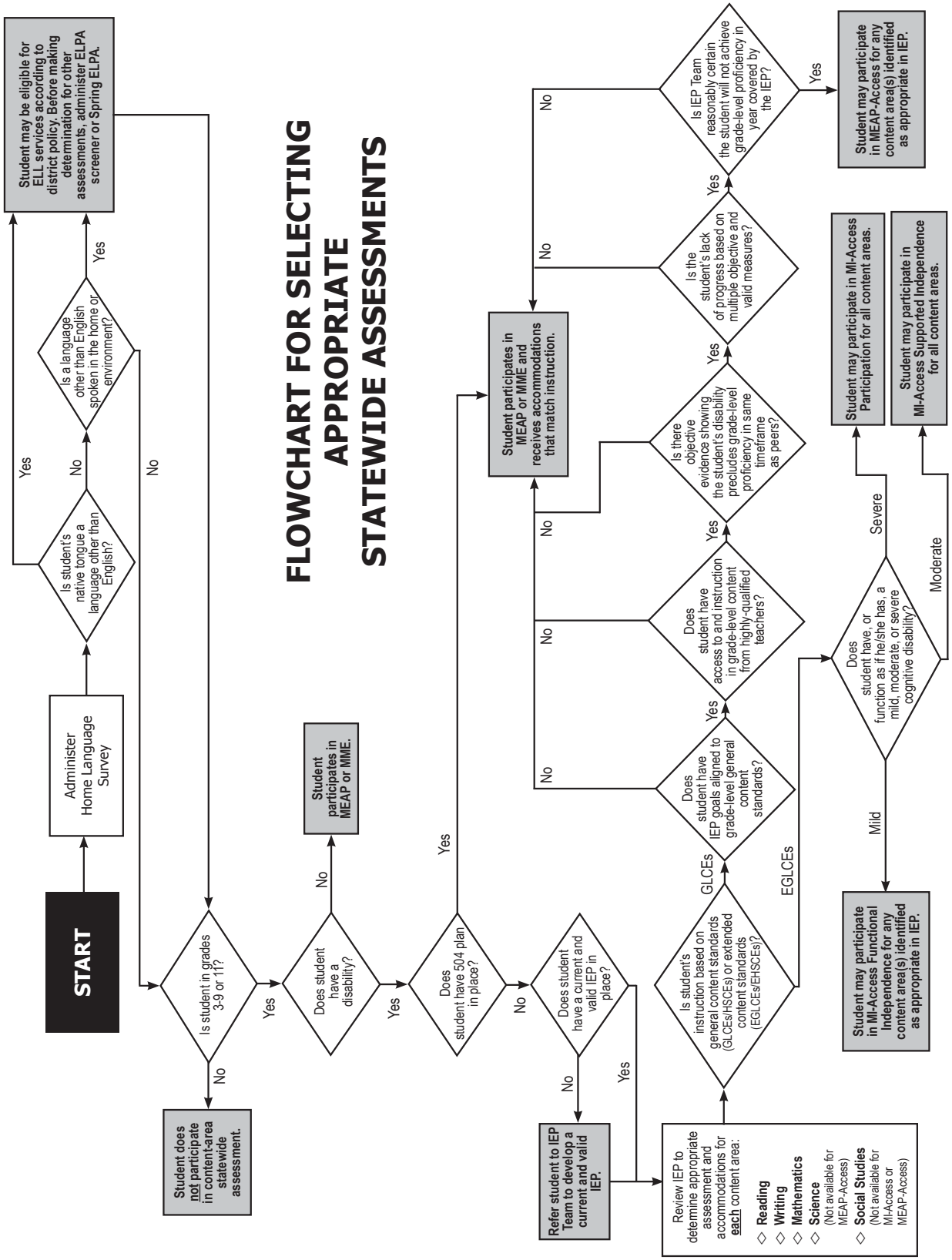
Dynamic Leaning Maps Alternate Assessment System Consortium

The Dynamic Learning Maps Alternate Assessment System Consortium, which includes IA, KS, MI, MS, MO, NJ, NC, OK, UT, WV, and WI, seeks to create an assessment system to support teachers in improving the learning of students with the most significant cognitive disabilities (SCD). Outcomes include developing alternate academic achievement standards aligned with the Common Core State Standards for college and career readiness and developing high-quality, valid, and reliable alternate assessments, using universal design principles and current research based on evidence-centered design and learning maps, that form a coherent system with assessments developed by Race to the Top assessment competition grantees. The proposed system will measure achievement and growth of students with SCD and report on student participation and performance on Alternate Assessment-Alternate Achievement Standards (AA-AAS). The consortium will also develop clear, appropriate guidelines for IEP Teams to use in determining which students should be assessed using an AA-AAS as well as develop and implement training on those guidelines for IEP Teams. Finally, the consortium will create and implement professional development for teachers in instruction and assessment of challenging academic content to show progression of student learning.

APPENDIX A: Flowchart for Selecting Appropriate Statewide Assessments

Flowchart for Selecting Appropriate Statewide Assessments

The Bureau of Assessment and Accountability (BAA) has prepared the *Flowchart for Selecting Appropriate Statewide Assessments* (on the following page) to help teams arrive at assessment decisions. It should be used in conjunction with Chapter 10: Selecting An Appropriate Statewide Assessment, which explains each question on the flowchart in greater detail, provides guidance about the implications of a team's answers, and can be used in conjunction with the *Decision-Making Worksheet for Statewide Assessments* to record assessment and accommodations decisions (which can be found in Appendix B).


FLOWCHART FOR SELECTING APPROPRIATE STATEWIDE ASSESSMENTS
START
Administer Home Language Survey
Is student's native tongue a language other than English?
Yes
No
Is a language other than English spoken in the home or environment?
Yes
No
Student may be eligible for ELL services according to district policy. Before making determination for other assessments, administer ELPA screener or Spring ELPA.
Is student in grades 3-9 or 11?
No
Student does not participate in content-area statewide assessment.
Yes
Does student have a disability?
No
Student participates in MEAP or MME.
Yes
Does student have 504 plan in place?
Yes
Student participates in MEAP or MME and receives accommodations that match instruction.
No
Does student have a current and valid IEP in place?
No
Refer student to IEP Team to develop a current and valid IEP.
Yes
Review IEP to determine appropriate assessment and accommodations for each content area:
◇ Reading
◇ Writing
◇ Mathematics
◇ Science (Not available for MEAP-Access)
◇ Social Studies (Not available for MI-Access or MEAP-Access)
Is student's instruction based on general content standards (GLCEs/HSCEs) or extended content standards (EGLCEs/EHSCEs)?
GLCEs
EGLCEs
Does student have IEP goals aligned to grade-level general content standards?
No
Yes
Does student have access to and instruction in grade-level content from highly-qualified teachers?
No
Yes
Is there objective evidence showing the student's disability precludes grade-level proficiency in same timeframe as peers?
No
Yes
Is the student's lack of progress based on multiple objective and valid measures?
No
Yes
Is IEP Team reasonably certain the student will not achieve grade-level proficiency in year covered by the IEP?
No
Yes
Student may participate in MEAP-Access for any content area(s) identified as appropriate in IEP.
Does student have, or function as if he/she has, a mild, moderate, or severe cognitive disability?
Mild
Student may participate in MI-Access Functional Independence for any content area(s) identified as appropriate in IEP.
Moderate
Student may participate in MI-Access Supported Independence for all content areas.
Severe
Student may participate in MI-Access Participation for all content areas.

APPENDIX B: Decision Making Worksheet for Statewide Assessments

Decision-Making Worksheet for Statewide Assessments

The Bureau of Assessment and Accountability (BAA) has prepared the *Decision-Making Worksheet for Statewide Assessments* (on the following two pages) to facilitate team discussions and give members a place to record their assessment and accommodations decisions. Of course, the decisions ultimately must be transferred to the student's IEP, Section 504 Plan, or student records as required by state and federal laws and policies, but the worksheet provides a way for team members to navigate the decision-making process and record their initial conclusions. The worksheet should be used in conjunction with Chapter 10: Selecting An Appropriate Statewide Assessment and the *Flowchart for Selecting Appropriate Statewide Assessments* (in Appendix A).

Decision-Making Worksheet for Statewide Assessments

Student Name:_____ Grade Level: _____ Date: _____

✔ Check all that currently apply: ❑ Individualized Education Plan (IEP) ❑ 504 Plan ❑ English Language Learner (ELL)

Part A: CLASSROOM INSTRUCTION

Instructional Content Standards (✔ Check one box per content area.)

	ELA (Reading/Writing)	Mathematics	Science	Social Studies
General Content Standards (GLCE/HSCE)				
Extended Content Standards (EGLCE/EHSCE)/Extended Benchmarks				N/A

If the student is receiving instruction based on **general content standards AND has an IEP***:

- Does the student have IEP goals aligned to general grade level content standards? ❑ Yes ❑ No
- Does the student have access to and instruction in general grade level content from highly qualified teachers? ❑ Yes ❑ No
- Is there objective evidence showing the student's disability precludes grade-level proficiency in the same time frame as peers? ❑ Yes ❑ No
- Is the student's lack of progress based on multiple objective and valid measures? ❑ Yes ❑ No
- Is the IEP Team reasonably certain the student will not achieve grade-level proficiency in the year covered by the IEP? ❑ Yes ❑ No

**If all answers to the above five questions are "yes," the student is eligible for MEAP-Access. These five questions must be asked for each content area assessed to determine MEAP-Access eligibility for that content area assessment.*

If the student is receiving instruction based on **extended content standards AND has an IEP****:

- Does the student have, or function as if he/she has, a mild, moderate, or severe cognitive disability? ❑ Mild ❑ Moderate ❑ Severe

***Students who are receiving instruction based on extended content standards/benchmarks and have, or function as if they have, a mild, moderate, or severe cognitive impairment, are eligible for MI-Access.*

Accommodations Regularly Provided in Classroom Instruction and Assessment in the Content Areas as Identified in the IEP:

Reading	
Writing	
Mathematics	
Science	
Social Studies	

Part B: STATEWIDE ASSESSMENT PARTICIPATION AND ACCOMMODATIONS

Based on the information answers above, check the statewide assessment the student will be participating in:

	ELA (Reading/Writing)		Mathematics	Science	Social Studies
MEAP (grades 3-9)					
MEAP-Access (grades 3-8)*				N/A	N/A
MI-Access Functional Independence (grades 3-8, 11)*					N/A
MI-Access Supported Independence (grades 3-8, 11)*					N/A
MI-Access Participation (grades 3-8, 11)*					N/A
MME (grade 11)					
ELPA (grades K-12)**			N/A	N/A	N/A

** The IEP Team has the flexibility within the assessment continuum to have a student participate in MEAP, MEAP-Access, and/or MI-Access Functional Independence for different content areas. If an IEP Team determines that a student will take MI-Access Participation or Supported Independence, he or she must take the same assessment in all content areas. MEAP-Access assessments are not available for science (grades 5 and 8) or social studies (grades 6 and 9) and MI-Access assessments are not available for social studies (grades 6, 9, and 11). IEP Teams will need to determine how students should be tested in these content areas and indicate the decision in the assessment section of the IEP.*

*** The ELPA assessment includes reading, writing, speaking, and listening.*

Based on the classroom instruction and assessment accommodations the student regularly receives, and the Assessment Accommodations Summary Table, which standard accommodations* will the student receive on the Statewide Assessments he/she is participating in for his/her grade level?

	ELA (Reading/Writing)		Mathematics	Science	Social Studies
MEAP (grades 3-9)					
MEAP-Access (grades 3-8)*				N/A	N/A
MI-Access Functional Independence (grades 3-8, 11)*					N/A
MI-Access Supported Independence (grades 3-8, 11)*					N/A
MI-Access Participation (grades 3-8, 11)*					N/A
MME (grade 11)					
ELPA (grades K-12)**			N/A	N/A	N/A

**A student using a nonstandard accommodation will not count as being assessed and is counted as not proficient when calculating AYP.*

***The ELPA assessment includes reading, writing, speaking, and listening. Accommodations identified should have the domain(s) specified for which they are needed and permitted.*

APPENDIX C: Case Studies

Case Studies

This Appendix includes a number of case studies that IEP, Section 504 Plan, and ELL instructional team members may use to practice selecting assessments for students with disabilities or students with unique circumstances that may affect their ability to participate fully and meaningfully in the state's general education assessments without assessment accommodations. To make the best use of the case studies, read each case study all the way through to learn about the students' academic characteristics and performance on past assessments; then, using Chapter 10: Selecting An Appropriate Statewide Assessment, the Flowchart for Selecting Appropriate Statewide Assessments (in Appendix A), and the Decision-Making Worksheet for Statewide Assessments *(in Appendix B), identify which statewide assessment the team believes* is best for the student and will yield the most instructionally relevant results. *After the team has arrived at its decision, check the key at the end of this Appendix to determine whether it is in agreement with the case study developers.*

Case Study — Sample 1

Devondra

- A 13-year-old middle school student who lives with her grandmother (both parents are deceased).
- Is in 8th grade and receives ELA, mathematics, and science instruction based primarily on Extended GLCEs. Instruction in all other subject areas takes place in an inclusive setting.
- Has been identified since fourth grade as having a Specific Learning Disability in mathematics and reading.
- Volunteers after school at a nearby elementary school.
- Has ability to perform simple math functions (addition and subtraction), but uses a calculator for multiplication and division.
- Understands the function of money, but does not always approach financial decisions in a realistic or practical manner.
- Plans to go to a large, local university but does not know what her course of study will be, where or how she will live, or how she will finance her schooling.
- Has several friends but rarely interacts with them outside of school.
- Loves science and can identify some major features of the earth's surface (like mountains, lakes, and streams) using a map.

Standardized Assessment (Standard Score = SS)

Woodcock-Johnson III Tests of Achievement
Broad Reading: SS 72

- Letter Word Identification: SS 78
- Reading Fluency: SS 68
- Passage Comprehension: SS 66

Broad Math: SS 65

- Calculation: SS 62
- Math Fluency: SS 67
- Applied Problems: SS 64

Statewide Assessments

- MEAP – Reading 3rd, 4th, 5th, and 6th grade (Not Proficient)
- MI-Access Functional Independence Accessing Print 7th grade (Attained)
- MEAP – Mathematics 3rd, 4th, 5th, 6th, and 7th grade (Not Proficient)

Classroom Assessments

Devondra is making steady progress toward achieving the EGLCEs. Her grades in the resource room are quite good, usually As and Bs. However, due to her Specific Learning Disability and the fact that reading is difficult for her, her performance in other subject areas is inconsistent at best, with grades ranging from the occasional B to mostly Cs and Ds.

Case Study — Sample 2

Phil

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

Standardized Assessments (Standard Score = SS):

The Key Math Test was administered in grade 3

- Basic Concepts: SS 74
- Operations: SS 85
- Application: SS 62

Statewide Assessments:

- Grade 3 MEAP scores in Reading fell within the Proficient level; MEAP mathematics, was in the Not Proficient category.

Classroom Assessments:

- His report cards since he entered school show that he is meeting GLCEs in all areas except mathematics.

Case Study — Sample 3

James

- A nine-year-old student enrolled in a center-based program.
- Is expected to require some supervision throughout his lifetime.
- Undresses himself and assists in putting clothes on.
- Needs supervision to ensure safety.
- Requires prompts to carry out activities and assignments.
- Is very inquisitive about the world around him, often asking questions about how things work, why things are the way they are, when something will happen, who will be involved, and so forth.

Present Level of Functioning

- Uses a basic visual schedule to manage his time.
- Instruction is based primarily on Extended GLCEs.
- Is able to follow simple one- to two-step directions using picture or verbal cues.
- Is able to use a calculator to do single-digit addition and subtraction.
- Makes needs know to familiar adults by taking them to what he wants, initiating an activity, and/or using picture communication.
- Can count up to 20 using whole numbers (i.e., can do 20 repetitions of an exercise or count out twenty items) and match similar quantities.
- Reading ability is limited to familiar sight words, usually paired with pictures. For example, recognizes 5-10 functional words paired with pictures (such as stop, exit, and woman); 5-10 personally meaningful words paired with pictures (such as first name, colors, and shapes); and 5-10 words paired with pictures that are associated with familiar tasks (such as classroom jobs and hobbies).

Case Study — Sample 4

Tim

- A 17-year-old student enrolled in a secondary-level special education classroom.
- Is paraplegic, lives at home with his parents, and requires assistance with personal care.
- He typically will not interact with peers, but likes the attention of caregivers and familiar adults.
- Likes to work with items that have switches and buttons.
- Is working on (1) increasing the number of icons he can recognize, and (2) independently operating and selecting an icon without cueing.
- Is expected to require extensive, ongoing support throughout his life.

Present Level of Functioning

- Navigates between levels on communication board to access more icons.
- Needs physical assistance with dressing and sometimes does not recognize the need for clothing.
- Can point to such things as flowers, trees, and grass when outside the classroom.
- Feeds himself finger foods and scoops prepared foods.
- A mostly nonverbal communicator, although he makes a few utterances.
- Uses an assistive device to facilitate communication.
- Can drink from a glass, but is working on opening containers and filling a glass.
- Independently navigates his wheelchair in familiar environments for which he has been conditioned.
- His cognitive abilities are limited and difficult to assess.

Case Study — Sample 5

Brian

- An eight-year-old male enrolled in 3rd grade.
- Has a primary disability of Cognitive Impairment.
- IEP was developed at the end of 2nd grade.
- His IEP goals are based on GLCEs related to decoding and Extended GLCEs for comprehension.
- Recently tested out of speech and language services.
- Currently receives instruction in the general education classroom with special education support.
- Needs directions and tests read and explained to accommodate his low comprehension skills.
- Tends to be disorganized and is not able to sequence steps like his classmates.
- Small group instruction is needed for completion of assignments and test due to distractibility and comprehension level.
- His mathematics facts are not memorized, he needs a calculator, and assistance is required on multi-step problems.
- Brian is capable of asking for assistance but often does not because he thinks he understands the tasks.

Standardized Assessments (Standard Score = SS):

Kaufman Test of Educational Achievement II (KTEA-II):

- Mathematics Concepts and Applications: SS 80
- Reading Comprehension: SS 60
- Letter and Word Recognition: SS 70

Classroom Assessments:

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

Case Study — Sample 6

Marie

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

Statewide Assessments:

- Received a 2 (Proficient) in Reading on the MEAP in grades 3 and 4, and received a 3 (Partially Proficient) in Reading on the MEAP in grade 5.
- Received a 2 (Proficient) in Writing on the MEAP Writing in grade 4.
- Received a 3 (Partially Proficient) in mathematics on the MEAP in grades 3 and 4, and received a 2 (Proficient) in mathematics on the MEAP in grade 5.
- Received a 2 (Proficient) in Science on the MEAP in grade 5.

Classroom Assessments:

- Report cards for the last two years show she is not meeting year-end expectations on her standards-based report card for her ELA class.

Case Study — Sample 7

Sue

- A thirteen-year-old female in the 7th grade.
- Has a primary disability of Autism Spectrum Disorder (ASD).
- Identified as ASD at age 3.
- Performing at the top of the general education 7th grade mathematics class.
- Receives ELA instruction from the teacher of students with ASD in the special education classroom.
- Receives instruction based on Extended GLCEs for ELA.
- Reads at approximately the 3rd grade level with writing skills at the 2nd grade level.
- Refuses to write anything except to show her work on math problems.

Standardized Assessments (Standard Score = SS):

Wechsler Individual Achievement Test – Second Edition (WIAT-II)

- Numerical Operations: SS 110
- Mathematics Reasoning: SS 115
- Word Reading: SS 66
- Reading Comprehension: SS 68
- Written Expression: Refused to complete this subtest

Statewide Assessments:

- Has consistently attained Proficient on the MEAP throughout school career in mathematics.
- Since 5th grade, has received "Emerging Toward the Performance Standard" on the MI-Access Functional Independence Accessing Print Assessment.

Case Study — Sample 8

Tina

- A thirteen-year-old female enrolled in 8th grade.
- Received a diagnosis of Attention Deficit Hyperactivity Disorder from her pediatrician when she was 8 years old.
- Identified as Otherwise Health Impaired in grade 3.
- Very unorganized and frequently forgets to turn in assignments or loses them.
- Needs frequent cues and prompting to stay on task.
- Frequent re-teaching of concepts is needed in order to apply them to new learning.
- Receives instruction based on 8th grade GLCEs in resource room for ELA and mathematics. The instruction in the general education classroom for science and social studies is also based on the 8th grade GLCEs.
- Is social, but often has conflicts with fellow female classmates.

Standardized Assessments (Standard Score = SS):

Woodcock-Johnson III Tests of Achievement
Broad Reading: SS 70

- Letter Word Identification: SS 76
- Reading Fluency: SS 66
- Passage Comprehension: SS 68

Broad Math: SS 65

- Calculation: SS 69
- Math Fluency: SS 61
- Applied Problems: SS 71

Statewide Assessments:

- MEAP – Reading 3rd grade (Not Proficient), 4th grade (Partially Proficient), 5th and 6th grades (Not Proficient), 7th grade (Partially Proficient)
- MEAP – Math 3rd grade (Proficient), 4th-7th grades (Not Proficient)
- MEAP – Science 5th grade (Partially Proficient)

Classroom Assessments:

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

Case Study — Key

Case Study 1 – Devondra
MI-Access Functional Independence — Accessing Print
MI-Access Functional Independence — Mathematics
MI-Access Functional Independence — Science

Case Study 2 – Phil
MEAP — Reading and Writing
MEAP-Access — Mathematics

Case Study 3 – James
MI-Access Supported Independence — ELA
MI-Access Supported Independence — Mathematics
Science not assessed at Grade 3

Case Study 4 – Tim
MI-Access Participation — ELA
MI-Access Participation — Mathematics
MI-Access Participation — Science
Classroom assessments indicated in IEP — Social Studies

Case Study 5 – Brian
MI-Access Functional Independence — Accessing Print
Writing not assessed at Grade 3
MEAP — Mathematics

Case Study 6 – Marie
MEAP-Access — Reading
Writing not assessed at Grade 6
MEAP — Mathematics
MEAP — Social Studies

Case Study 7 – Sue
MI-Access Functional Independence — Accessing Print and Expressing Ideas
MEAP — Mathematics

Case Study 8 – Tina
MEAP-Access — Reading
Writing not assessed at Grade 8
MEAP-Access — Mathematics
MEAP — Science

Glossary

Academic Achievement Standards Explicit definitions of how students are expected to demonstrate attainment of the knowledge and skills covered in the content standards.

Academic Content Standards Statements of the knowledge and skills that schools are expected to teach and students are expected to learn.

Accommodation Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessment for students with disabilities. Educators and administrators design accommodations in order to compensate for or mitigate a disability the student may have, or to address a physical, mental, or emotional need a student exhibits. Accommodations administered both in regular instruction and during assessments are one way that educators ensure that students have access to education in a way that is equal to their peers. Accommodations are intended to reduce or eliminate the effects of a student's disability; they do not reduce the learning experience.

Adequate Yearly Progress (AYP) The measure used to hold schools and districts responsible for student achievement in Reading and mathematics. AYP is based on state assessments, including the English Language Proficiency Assessment (ELPA), the Michigan Educational Assessment Program (MEAP), the Michigan Merit Examination (MME), MEAP-Access, and MI-Access. It includes measurement of proficiency (as measured by state assessment), participation rates in state assessment, and attendance or graduation rates. Schools can meet AYP proficiency targets in two different ways: (1) by meeting the objective for the grade or subject area, or (2) showing sufficient improvement (otherwise known as "Safe Harbor"). For a public school or school district to make AYP, (1) the school as a whole and each measurable student subgroup must meet or exceed the state annual measurable objectives and have at least a 95% participation rate in the statewide assessments, and (2) the school must meet the state's requirement for other academic indicators. For more information on AYP, visit **www.michigan.gov/ayp**.

Alternate Achievement Standards Explicit definitions of how students are expected to demonstrate attainment of the knowledge and skills covered in the state's extended content standards.

Alternate Assessment An assessment used to measure the learning progress and performance of students with disabilities whose IEP Teams have determined it is not appropriate for them to participate in general education assessments (i.e., the MEAP or the MME). As allowed by federal law, these assessments may be based either on grade-level achievement standards or alternate achievement standards.

Americans with Disabilities Act (ADA) Wide-ranging legislation intended to make American society more accessible to people with disabilities. It extends protection against discrimination to all state and local government services (including public schools) whether or not they receive federal funds.

Annual Measurable Achievement Objectives (AMAO) Annual Measurable Achievement Objectives (AMAOs) are performance targets required by Title III of the Elementary and Secondary Education Act (ESEA) that describe what percentage of students must be proficient in reading, mathematics, and in the English language each year, as measured on statewide assessment.

Assessment A tool or instrument that measures what a student knows and can do. This measurement is often expressed as a score on a numerical rating scale, as well as a description of a performance level.

Assessment Accommodation Assessment accommodations change the way a student accesses an assessment without changing the actual standards the student is working toward or the content being assessed. The goal of an assessment accommodation is to minimize the impact of a student's disability on his or her performance on an assessment. Decisions regarding assessment accommodations are to be made on a case-by-case basis and are to be based on relative appropriateness to a disability and the impact it has on the student. Decisions about assessment accommodations should be made well in advance of the actual assessment.

Benchmarks While content standards describe what all students should know and be able to do in certain broad subject areas, benchmarks indicate what students should know and be able to do at various developmental levels (i.e., early elementary, later elementary, middle, and high school) within the content standards (Michigan Curriculum Framework, page 8).

Bureau of Assessment and Accountability (BAA) A bureau in the Michigan Department of Education that oversees all statewide educational assessment and accountability programs. The Bureau includes three offices: Office of Assessment Business Operations (OABO); Office of Psychometrics, Accountability, Research, and Evaluation (OPARE); Office of Standards and Assessments (OSA).

Content Area A course or discipline of study, including reading, mathematics, science, social studies, and writing. (Content areas can also include languages, art, music, theatre arts, and other disciplines not typically assessed on statewide assessments.)

Cut Score A specific point on a score scale, such that scores at or above that point are interpreted or acted upon differently from the scores below that point (Standards for Educational and Psychological Testing, 1999).

Disability The Individuals with Disabilities Education Act (IDEA) has defined a disability as "mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities."

Economically Disadvantaged A student from a low-income family who is eligible, according to income guidelines, for free and reduced-price meals. (This information is required for all districts that receive Title I funds; the U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)

English Language Learner (ELL) The Michigan definition is a student who has a primary or home language other than English who—because of limited proficiency in speaking, reading, writing, and understanding the English language—requires alternative programs or services to equally access the local educational agency's total academic curriculum. These students are sometimes referred to as students with limited English proficiency (LEP).

English Language Proficiency Assessment (ELPA) The ELPA is administered in the spring of each school year to all students enrolled in grades K though 12 who are eligible for limited English proficiency (LEP) services. The term English language learner, or ELL, has been adopted by the state to refer to students who are either learning English as a second language or participating in a bilingual program. The ELPA was developed primarily to improve the manner in which ELLs are assessed. It does that by supporting the state's goal of having one uniform measure to help Michigan educators determine how much progress students are making with learning English skills from one year to the next.

ELPA Initial Screening The ELPA Initial Screening is a tool designed to determine a student's eligibility for limited English proficiency (LEP) services at the time of enrollment. It is shorter in length than the Spring ELPA and is scored at the time of administration. Like the Spring ELPA, the ELPA Initial Screening assesses four domains: Listening, Reading, Writing, and Speaking.

Ethnicity The following classifications and definitions are based on the U.S. Office of Management and Budget's directives on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal programs." The classifications are used only for the purpose of reporting.

- American Indian or Alaskan Native: A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition.
- Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian sub-continent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
- Black, not of Hispanic Origin: A person having origins in any of the black racial groups of Africa.
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- White, not of Hispanic Origin: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- Multiracial: A person of mixed racial and/or ethnic origins.

Extended Benchmark (EB) Benchmarks indicate what students should know and be able to do at various developmental levels (i.e., early elementary, later elementary, middle, and high school) within the content standard. Extended Benchmarks are those that have been "extended" (or reduced

in depth, breadth, and complexity) to more appropriately reflect what the student population taking an alternate assessment based on alternate achievement standards should know and be able to do given their cognitive functioning level, curriculum, and instruction.

Extended Content Standard Content standards that have been extended to reflect the appropriate depth, breadth, and complexity for students with the most significant cognitive disabilities.

Extended Grade-Level Content Expectations (EGLCEs) GLCEs indicate what elementary and middle school students should know and be able to do in specific grades within the content standards. Extended GLCEs are those that have been "extended" (or reduced in depth, breadth, and complexity) to more appropriately reflect what the student population taking an alternate assessment based on alternate achievement standards should know and be able to do given their cognitive functioning level, curriculum, and instruction.

Extended High School Content Expectation (EHSCEs) HSCEs indicate what high school students should know and be able to do in high school within the content standards. Extended HSCEs are those that have been "extended" (or reduced in depth, breadth, and complexity) to more appropriately reflect what the student population taking an alternate assessment based on alternate achievement standards should know and be able to do given their cognitive functioning level, curriculum, and instruction.

Formerly Limited English Proficient (FLEP) A student who was, but no longer is, designated LEP (or ELL) by a school or school district or who is no longer receiving support services to acquire English language proficiency. As required by federal law, this designation must be used to track student achievement for two years after the LEP designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121)

Free Appropriate Public Education (FAPE) Free appropriate public education means special education services that (a) are provided at public expense, under public supervision and direction, and without charge; (b) meet the standards of the SEA, including the requirements of this part; (c) include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) are provided in conformity with an Individualized Education Program (IEP) that meets the requirements of the regulations implementing Individuals with Disabilities Act.

Grade-Level Content Expectations (GLCEs) GLCEs indicate what elementary and middle school students should know and be able to do in specific grades within the content standards.

Hand-Over-Hand Assistance The type of assistance provided when a MI-Access Participation or Supported Independence student requires an assessment administrator to physically take his/her hand and guide him/her through an assessment item for instructional purposes. It may be used alone or along with step-by-step instructions. Only the Primary Assessment Administrator may decide if and when this type of assistance is necessary.

High School Content Expectations (HSCEs) HSCEs indicate what high school students should know and be able to do within the content standards.

Home Language Survey (HLS) Under Title VI of the Elementary and Secondary Education Act (ESEA), a Home Language Survey (HLS) must be administered by the LEA at the time a student enrolls. It asks two key questions that help school staff determine whether or not a student is eligible for assessment of his or her English proficiency.

Homeless A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

Home Schooled The "Home Schooled" bubble exists on state-level assessment answer documents for students who are home schooled and take the state assessment in their local school district. Public school districts are required to administer state-level assessments to home-schooled students who wish to be assessed.

IDEA 1997 The federal Individuals with Disabilities Education Act, which describes and regulates educational opportunities for individuals with disabilities. It also requires that students with disabilities be included in statewide assessments.

IDEA 2004 The reauthorization of IDEA 1997.

Individualized Education Program (IEP) A written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with the Individuals with Disabilities Education Act regulations.

Individualized Education Program (IEP) Team A group of individuals that is responsible for developing, reviewing, or revising an IEP for a child with a disability in compliance with IDEA regulations

Instructional Accommodation A modification or adjustment to the delivery of lessons, remediation, grading, or classroom placement. Like assessment accommodations, instructional accommodations minimize the impact of a student's disability on his or her performance in class. In addition, instructional accommodations do not lessen the academic rigor present in the student's class or coursework; rather, they seek to remove barriers the student might otherwise have in accessing the content presented during instruction.

Limited English Proficient (LEP) The terms "limited English proficient" or "English Language Learner," when used with respect to an individual, means someone who

- is aged 3 through 21;
- is enrolled or preparing to enroll in an elementary school or secondary school;
- (i) was not born in the United States or whose native language is a language other than English; (ii) (I) is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) comes from an environment where a language other than English has had a

significant impact on the individual's level of English language proficiency; or (iii) is migratory, whose native language is a language other than English, and comes from an environment where a language other than English is dominant; and

- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Local Educational Agency (LEA) According to 20 USCS § 7801 (26)(A), the term "local education agency" (LEA) means "a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools." This could refer to a school district, a public school academy functioning as its own district, or an intermediate school district (ISD) that administers its own curriculum center or school for students with special needs.

MEAP-Access One of five components of the MEAS, it is the state's Alternate Assessment based on Modified Achievement Standards (AA-MAS). It is used to assess students with Individualized Education Programs (IEPs) in grades 3-8 in the content areas of reading, writing, and mathematics.

MI-Access One of five components of the MEAS, MI-Access is intended for students for whom the MEAP, the MME, or MEAP-Access with or without assessment accommodations are not appropriate as determined by a student's Individualized Education Program (IEP) Team. It is an Alternate Assessment based on Alternate Achievement Standards (AA-AAS).

MI-Access Functional Independence Assessments The MI-Access Accessing print (reading), Expressing Ideas (writing), mathematics, and science assessments for students who have, or function as if they have, mild cognitive impairment.

MI-Access Participation Assessments The MI-Access English language arts, mathematics, and science assessments for students who have, or function as if they have, severe cognitive impairment.

MI-Access Supported Independence Assessments The MI-Access English language arts, mathematics, and science assessments for students who have, or function as if they have, moderate cognitive impairment.

Michigan Curriculum Framework A resource for helping Michigan's public and private schools design, implement, and assess their core content-area curricula. Three components are the content standards, benchmarks, and grade level content expectations, which represent rigorous expectations for student performance and describe the knowledge and abilities needed to be successful in today's society (Michigan Curriculum Framework, page 6).

Michigan Department of Education Under the direction of the Superintendent of Public Instruction, this agency carries out the policies of the State Board of Education and implements federal and state legislative initiatives.

Michigan Educational Assessment Program (MEAP) One of five components of the MEAS, it is the state's general education assessment for students in grades 3 through 9 and is used statewide to assess student performance in specific content areas. The MEAP's content is aligned to the Model Content Standards of the Michigan Curriculum Framework.

Michigan Educational Assessment System (MEAS) The State Board of Education-approved assessment system in Michigan, which is comprised of five assessment programs, including the ELPA, the MEAP, the MME, MEAP-Access, and MI-Access.

Michigan Merit Examination (MME) One of five components of the MEAS. It is the state's general education assessment for students in grade 11 (or eligible students in grade 12) and is used statewide to assess student performance in specific content areas. The MME's content is aligned to the Model Content Standards of the Michigan Curriculum Framework.

Michigan Student Data System (MSDS) Data submitted by school districts, including discrete information about individual students, such as age, gender, ethnicity, and program participation. The data collected via the MSDS is used to meet the reporting requirements of the federal No Child Left Behind Act of 2001, including the determination of Adequate Yearly Progress (AYP). Formerly called the Single Record Student Database.

Migratory Status A student who has moved with a parent or guardian or on his or her own within the past 36 months from one school district to another for the purpose of securing temporary or seasonal work in agriculture or fishing.

Modeling A type of assistance provided to a Participation student where an assessment administrator demonstrates the correct completion of the assessment item in a manner that permits the student to observe what he/she is being asked to do. It may be provided only when a student does not engage in an assessment item after being provided verbal and/or physical cues.

Modified Achievement Standards An expectation of performance that is challenging for eligible students, but may be less difficult than a grade-level achievement standard. Modified achievement standards must be aligned with a state's academic content standards for the grade in which a student is enrolled. Thus, only the achievement standards are modified, not the content standards on which those modified achievement standards are based.

National Assessment of Educational Progress A national assessment—often referred to as "the Nation's Report Card"—designed to ascertain what America's students in specific grades know and can do in specific subject areas.

No Child Left Behind Act of 2001 An act that reauthorizes the Elementary and Secondary Education Act, including Title programs I-IX. It is designed, in part, to (1) increase the accountability of states, districts, and schools; (2) expand choices for parents and students, particularly those attending low performing schools; (3) provide greater flexibility for states and local educational agencies in the use of federal dollars; and (4) increase emphasis on reading, especially for young children. In addition, it requires states to implement a single accountability system for all public schools and all students, and increases the number of times students—including those with disabilities and limited English proficiency—must be assessed.

Nonstandard Accommodation A nonstandard accommodation changes the construct being measured by an assessment or assessment item and, thus, results in an invalid test score. This includes any accommodation not deemed "standard" in the Assessment Accommodation Summary Tables approved by the State Board of Education.

Office of Assessment Business Operations (OABO) A division of the Bureau of Assessment and Accountability under which all finance, composition, and professional development functions are consolidated.

Office of Educational Assessment and Accountability (OEAA) Former name for an office in the Michigan Department of Education that oversees all statewide educational assessment and accountability programs. The office is now known as the Bureau of Assessment and Accountability.

Office of Psychometrics, Accountability Research, and Evaluation (OPARE) A division of the Bureau of Assessment and Accountability under which all psychometric, accountability, research and data management functions are consolidated.

Office of Standards and Assessments (OSA) A division of the Bureau of Assessment and Accountability under which all standards and assessment functions are consolidated.

"Or those who function as if they have such impairment" A phrase that refers to students who may, by diagnostic category, be identified as having a certain disability, but who adaptively function within another level of impairment. These students are considered as "those who function as if they have such impairment," and, therefore, should be given the state-level assessment that best suits their adaptive functioning level of independence.

Present Levels of Academic Achievement and Functional Performance (PLAAFP) A statement of the child's present levels of academic achievement and functional performance, including (i) how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or (ii) for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

Primary Assessment Administrator (PAA) A certified professional staff member—such as a teacher, school psychologist, related service provider, or teacher consultant—who observes and

scores a student taking the MI-Access Participation or Supported Independence assessments. During assessment administration, the PAA introduces items to the student and makes all decisions regarding when and what types of assistance to provide.

Proficient Sometimes expressed by a numerical "cut score" on statewide assessment, a student who is proficient in a content area demonstrates knowledge of that content area appropriate to grade-level expectations. Those expectations may vary based on the student's grade level and instructional setting. See Grade-Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), English Language Proficiency (ELP) Standards, Extended Grade-Level Content Expectations (EGLCEs), Extended High School Content Expectations (EHSCEs), and Extended Benchmarks (EBs).

Progress Annual gains made by the student, as evidenced by the acquisition of what the student knows and can do, or by an increase in assessment scores or performance levels.

Scoring Rubric Descriptive scoring schemes that are developed by teachers or other evaluators to guide the analysis of the products or processes of students' efforts. Scoring rubrics are typically employed when judgment of quality is required and may be used to evaluate a broad range of subjects and activities (Practical Assessment, Research, & Evaluation, 2000).

Section 504 of the Rehabilitation Act of 1973 Legislation designed to protect the rights of individuals with disabilities engaged in programs that receive federal funds from the U.S. Education Department.

Shadow Assessment Administrator (SAA) A certified staff member or other school personnel—such as a highly qualified paraprofessional—who simultaneously and independently observes and provides a second score for a student taking the MI-Access Participation or Supported Independence assessments. During assessment administration, the SAA provides assistance to the student only if asked to do so by the Primary Assessment Administrator.

Special Education A student who is determined by an Individualized Education Program (IEP) Team or a hearing officer to have 1 or more of the impairments that necessitates special education or related services, who is not more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course of study, and who has not graduated from high school. (Reference Michigan Administrative Rule 340.1702, Rule 2)

Standard Accommodation An assessment provision given so that the effect of a disability is minimized and the student is provided an opportunity to demonstrate the degree of achievement he or she actually possesses. It does not change the construct being measured and, therefore, yields valid assessment scores.

Step-By-Step Instructions The type of assistance provided when a MI-Access Participation or Supported Independence student requires an assessment administrator to explain each step involved in completing an item. It may be used alone or along with hand-over-hand assistance. Only the Primary Assessment Administrator may decide if and when step-by-step instructions are necessary.

Students with Disabilities (SDs or SWDs) A student with a disability means a person who is determined by an Individualized Education Program Team or a hearing officer to have one or more of the impairments specified in this part that necessitates special education or related services, or both, who is nor more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course of study, and who has not graduated from high school. A student who reached the age of 26 years after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year.

Unique Identification Code A state-assigned code that allows the state to track student information without using a student's name.

United States Education Department (USED) The United States Education Department in Washington D.C., is the federal authority on policies, procedures, and practices followed by the nation's schools, public school academies, school districts, intermediary school districts (ISDs), and state-level governmental departments of education.

Verbal/Physical Cues Prompts, or cues, provided by an assessment administrator when a MI-Access Participation or Supported Independence student does not engage in an item, or begins then hesitates or stops. Verbal and/or physical cues include such things as prompting the student to continue, pointing to the area where an item takes place, or touching the student's arm to bring him/her back on task.

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