2009-2010
GUIDE TO REPORTS
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Introduction

This guide was developed to assist educators in understanding and using the Fall 2009-Spring 2010 MI-Access assessment results.

The purpose of MI-Access 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 selected for inclusion,

1. were designed with input from 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.

Understanding MI-Access results is important because when they are used in meaningful ways, they translate into better learning and improved student achievement.

The reports prepared for MI-Access include individual-level reports such as:

- Parent Reports
- Individual Student Reports
- Student Record Labels

The reports also include aggregate-level reports:

- Rosters
- Summary Reports
- Demographic Reports
- Item Analysis Reports
- Comprehensive Reports

The aggregate reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate aggregate results are provided for the following three assessment types:

1. Functional Independence (FI)
2. Supported Independence (SI)
3. Participation (P)

As required by federal law, the assessments reflect Michigan’s Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCES), and/or Benchmarks in these content areas; however, they have been extended—or reduced in depth, breadth, and complexity—so they are appropriate for the student populations being assessed. The Extended GLCEs (EGLCEs), Extended HSCEs (EHSCEs), and Extended Benchmarks (EBs) on which the MI-Access assessments are based can be downloaded from the MI-Access Web page at (www.mi.gov/mi-access).
**INTRODUCTION**

**MI-Access Report List**

Individual with Disabilities Education Act (IDEA) 1997 and the 2004 reauthorization of IDEA require states to report alternate assessment data in the same frequency and manner as general assessment data. Therefore, MI-Access results are reported similarly to MEAP and MME results.

Using the assessment data provided by districts, the MI-Access contractor produces a variety of reports and provides them in hard copy form and/or online. (See Table below.)

Hard copies of district, school, and class reports are provided in the results folders, all of which are arranged the same way with a generic Table of Contents printed on the front that lists the full range of reports that could be contained in the folder; then, a more detailed Table of Contents appears inside the folder that lists the reports that were actually generated using data specific to each district, school, and class. The folders contain one copy of each report listed in the detailed Table of Contents. The results folders are shipped by the MI-Access contractor to either the District Superintendent or to the District MI-Access Coordinator, depending on the option chosen by the district. That person is responsible for:

1. keeping the district’s results, and
2. disseminating the School and Class Results Folders to School MI-Access Coordinators.

<table>
<thead>
<tr>
<th>MI-Access Reports</th>
<th>State Results Online</th>
<th>District Results Folder</th>
<th>School Results Folder</th>
<th>Class Results Folder</th>
<th>Online Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary Reports</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Demographic Reports</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Item Analysis Reports</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosters</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Student Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Student Record Labels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Comprehensive Reports (Functional Independence only)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISD Comprehensive Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Printing Options (Green Option)

Districts have two printing options:

1. The full print option, or
2. The “green” option (Default).

The green option provides schools with printed reports for individual student reports, parent reports, and student record labels only. The printing option is selected at the district level; or if no option is selected by your district representative, the green option will be selected automatically.

Content Areas Assessed

The MI-Access assessments are administered each school year in two different assessment cycles: The assessments for grades 3 - 8 are administered in the fall and the grade 11 assessments are administered in the spring. They also cover the following content areas: English language arts (P/SI), Accessing Print (FI grades 3-8 and 11), Expressing Ideas (FI grades 4, 7 and 11), mathematics, and science (grades 5, 8 and 11). See table below for specific information on grade and administration cycle.

While it is important to note that P/SI assessments have a combined total ELA scores comprised of Accessing Information and Expressing Ideas for all grades, the FI assessments do not have a combined ELA score.

<table>
<thead>
<tr>
<th>Grades and Content Areas Assessed with MI-Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>ELA (P/SI)</td>
</tr>
<tr>
<td>Accessing Print (FI)</td>
</tr>
<tr>
<td>Expressing Ideas (FI)</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
</tbody>
</table>

P/SI = Participation and Supported Independence
FI = Functional Independence
Participation and Supported Independence

Scoring

During the assessment, each student taking a Participation or Supported Independence assessment is observed by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). The two assessment administrators simultaneously and independently score the student using a standardized scoring rubric that:

- is based on the student responding correctly, and
- takes into consideration the amount of assistance needed to engage the student in the item.

The P/SI scoring rubrics are shown in the table below.

The PAA and SAA scores are added together to calculate a score for each item. Then, all of the item scores are added together to determine the student’s total earned points for the assessment. (It should be noted that condition codes—As, Bs, and Cs—count as zero points.) In addition to earned points, students are assigned a performance level, which adds meaning to the total earned points students receive.

<table>
<thead>
<tr>
<th>P Score Point/Condition Code</th>
<th>SI Score Point/Condition Code</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>Responds correctly with no assessment administrator assistance</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Responds correctly after assessment administrator provides verbal/physical cues</td>
</tr>
<tr>
<td>1</td>
<td>Not allowed in SI</td>
<td>Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance</td>
</tr>
<tr>
<td>A</td>
<td>A</td>
<td>Incorrect response</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>Resists/Refuses</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>Assessment administrator provides hand-over-hand assistance and/or step-by-step directions</td>
</tr>
</tbody>
</table>
Performance Levels and Earned Points

There are three performance levels a student can achieve on the P/SI assessments:

1. Surpassed the Performance Standard,
2. Attained the Performance Standard, or
3. Emerging Toward the Performance Standard.

Performance Level Descriptors (PLDs) explain in detail what students need to do to achieve each of the three levels for ELA, mathematics, and science. They can be found on the MI-Access Web page (www.mi.gov/mi-access).

To determine the total number of earned points needed to Surpass, Attain, or Emerge Toward the Performance Standard, the OEAA involved educators and other stakeholders in an intensive standard-setting process. At the end of the standard-setting session cut scores were recommended for each grade and content-area assessment.

The recommended cut scores were presented to the Michigan State Board of Education (SBE). The SBE is the authority who approves the final cut scores and performance levels.

The number of earned points needed to achieve a particular performance level varies by type of assessment (Participation or Supported Independence), content area (ELA, mathematics, or science), and grade. The tables on page 8 and 9 show the number of points associated with scoring in each of the performance levels for ELA, mathematics, and science by grade.
### Performance Level and Earned Points for Participation

#### MI-Access Participation **English Language Arts** – Performance Levels and Earned Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surpassed the Performance Standard</td>
<td>46-60</td>
<td>46-60</td>
<td>47-60</td>
<td>43-60</td>
<td>44-60</td>
<td>46-60</td>
<td>44-60</td>
</tr>
<tr>
<td>Emerging Toward the Performance Standard</td>
<td>0-18</td>
<td>0-19</td>
<td>0-20</td>
<td>0-18</td>
<td>0-18</td>
<td>0-22</td>
<td>0-18</td>
</tr>
</tbody>
</table>

#### MI-Access Participation **Mathematics** – Performance Levels and Earned Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surpassed the Performance Standard</td>
<td>38-60</td>
<td>41-60</td>
<td>45-60</td>
<td>44-60</td>
<td>45-60</td>
<td>49-60</td>
<td>49-60</td>
</tr>
<tr>
<td>Emerging Toward the Performance Standard</td>
<td>0-16</td>
<td>0-19</td>
<td>0-23</td>
<td>0-22</td>
<td>0-24</td>
<td>0-27</td>
<td>0-27</td>
</tr>
</tbody>
</table>

#### MI-Access Participation **Science** – Performance Levels and Earned Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>5</th>
<th>8</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surpassed the Performance Standard</td>
<td>75-90</td>
<td>78-90</td>
<td>81-90</td>
</tr>
<tr>
<td>Attained the Performance Standard</td>
<td>24-74</td>
<td>25-77</td>
<td>49-80</td>
</tr>
<tr>
<td>Emerging Toward the Performance Standard</td>
<td>0-23</td>
<td>0-24</td>
<td>0-48</td>
</tr>
</tbody>
</table>
## Performance Level and Earned Points for Supported Independence

**MI-Access Supported Independence** *English Language Arts* – Performance Levels and Earned Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Surpassed the Performance Standard</th>
<th>Attained the Performance Standard</th>
<th>Emerging Toward the Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>43-60</td>
<td>24-42</td>
<td>0-23</td>
</tr>
<tr>
<td>4</td>
<td>47-60</td>
<td>30-46</td>
<td>0-29</td>
</tr>
<tr>
<td>5</td>
<td>49-60</td>
<td>33-48</td>
<td>0-32</td>
</tr>
<tr>
<td>6</td>
<td>41-60</td>
<td>23-40</td>
<td>0-22</td>
</tr>
<tr>
<td>7</td>
<td>45-60</td>
<td>27-44</td>
<td>0-26</td>
</tr>
<tr>
<td>8</td>
<td>47-80</td>
<td>29-46</td>
<td>0-28</td>
</tr>
<tr>
<td>11</td>
<td>47-60</td>
<td>29-46</td>
<td>0-28</td>
</tr>
</tbody>
</table>

**MI-Access Supported Independence** *Mathematics* – Performance Levels and Earned Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Surpassed the Performance Standard</th>
<th>Attained the Performance Standard</th>
<th>Emerging Toward the Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>41-60</td>
<td>19-40</td>
<td>0-18</td>
</tr>
<tr>
<td>4</td>
<td>44-60</td>
<td>23-43</td>
<td>0-22</td>
</tr>
<tr>
<td>5</td>
<td>48-60</td>
<td>25-47</td>
<td>0-24</td>
</tr>
<tr>
<td>6</td>
<td>37-60</td>
<td>16-36</td>
<td>0-15</td>
</tr>
<tr>
<td>7</td>
<td>42-60</td>
<td>19-41</td>
<td>0-18</td>
</tr>
<tr>
<td>8</td>
<td>41-60</td>
<td>19-40</td>
<td>0-18</td>
</tr>
<tr>
<td>11</td>
<td>46-60</td>
<td>21-45</td>
<td>0-20</td>
</tr>
</tbody>
</table>

**MI-Access Supported Independence** *Science* – Performance Levels and Earned Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Surpassed the Performance Standard</th>
<th>Attained the Performance Standard</th>
<th>Emerging Toward the Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>62-68</td>
<td>38-61</td>
<td>0-37</td>
</tr>
<tr>
<td>8</td>
<td>58-68</td>
<td>39-57</td>
<td>0-38</td>
</tr>
<tr>
<td>11</td>
<td>61-68</td>
<td>34-60</td>
<td>0-33</td>
</tr>
</tbody>
</table>
MI-Access P/SI Sample Reports and Descriptions

Individual Student Reports for English Language Arts

An Individual Student Report is provided for every student who takes part in the MI-Access P/SI English Language Arts (ELA) Assessments. The report includes the following information.

Section A shows the name of the report, the assessment type (P/SI), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student’s barcode label and the Michigan Student Database System (MSDS).

Section C shows the teacher name, the school name, and the school code. It also shows the student’s performance summary, including his/her earned points out of the total points possible, and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D provides the student’s total score for the Accessing Information component of the assessment, as well as his/her scores for word study and comprehension.

Section E shows the student’s score for the Expressing Ideas component of the assessment.

Section F shows the student’s total score for ELA (Accessing Information plus Expressing Ideas).

Section G is the student’s individual item analysis for released assessment items. The analysis, for each item, includes the released item number; the EGLCE or EHSCE assessed; the score point (or condition code) the student received from the Primary Assessment Administrator; the score point (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; the activity during which the student was observed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section H includes a key and information on some of the acronyms used on the report.

The back page of the report includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.
INDIVIDUAL STUDENT REPORT
Participation - English Language Arts
Grade 6
Fall 2009

Student Name: BALLEW, LUCA B.
Date of Birth: 1/20/1995
State UIC: 923453040
Gender: M
Ethnicity: Asian or Pacific Islander
English Language Learner: N
Formerly LEP: N
SpecEd: Y

STUDENT PERFORMANCE SUMMARY
Earned/Points Possible: 48/60
Performance Level: Surpassed the Performance Standard

STUDENT PERFORMANCE SUMMARY
SpecEd: Y
English Language Learner: N

Student Performance by Assessment Component

<table>
<thead>
<tr>
<th>ACCESSING INFORMATION (AI)</th>
<th>EXPRESSING IDEAS (EI)</th>
<th>TOTAL (AI + EI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Study</td>
<td>Comprehension</td>
<td>AI Total</td>
</tr>
<tr>
<td>Earned/Points Possible</td>
<td>12/18</td>
<td>18/18</td>
</tr>
</tbody>
</table>

Released Item Analysis

<table>
<thead>
<tr>
<th>Released Item No.</th>
<th>Released Item No.</th>
<th>Released Item No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>R2</td>
<td>R3</td>
</tr>
<tr>
<td>PAA: 3</td>
<td>SAA: 3</td>
<td>Earned/Points Possible: 6/6</td>
</tr>
</tbody>
</table>

Scoring Focus: Using poetic language

R1: Which word rhymes with "house"?

mouse

mirror

Scoring Focus: Answering story element questions

R2: Jenny really wanted to go to the beach, but it was raining. She decided to stay home and read a book. Later she called her friend Ann.

In this story, what did Jenny want to do?

go to the beach

rake the leaves

Scoring Focus: Communicating accurately

ACTIVITY: The student will accurately communicate which 2 items are necessary for an outdoor activity, such as a hat, jacket, or sunglasses (from a set of 2 necessary and 2 unnecessary items) during preparation for an outdoor activity.

Key:
Score = 1, 2, 3; Condition Code = A, B, C; Multiple marks = M; Omitted = Blank
Individual Student Reports for Mathematics

An Individual Student Report is provided for every student who takes part in the MI-Access P/SI Mathematics Assessments. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student’s barcode label and the Michigan Student Database System (MSDS).

Section C shows the teacher name, the school name, and the school code. It also shows the student’s performance summary, including his/her earned points out of the total points possible and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D shows the student’s score for questions that relate to (1) Data and Probability, (2) Geometry, (3) Measurement, (4) Numbers and Operations, and (5) Algebra for students in grades 6 through 8 and 11 taking the Supported Independence assessment.

Section E shows the student’s total score for mathematics.

Section F is the student’s individual item analysis for released assessment items. The analysis, for each item, includes the released item number; the EGLCE or EHSCE assessed; the score point (or condition code) the student received from the Primary Assessment Administrator; the score point (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; the activity during which the student was observed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section G includes a key and information on some of the acronyms used on the report.

The back page of the report includes, the performance levels students can achieve.
PARTICIPATION AND SUPPORTED INDEPENDENCE

INDIVIDUAL STUDENT REPORT
Supported Independence - Mathematics
Grade 4
Fall 2009

Student Name: AMGUANO, JARED
State ID: 923453390
District Code: 623453390
Teacher Name: Joanna Smith
School Name: MI-Access Secondary School
School Code: 99999

STUDENT PERFORMANCE SUMMARY
Scored/Points Possible: 54/60
Performance Level: Met Standard

Data and Probability
Scored/Points Possible: 4/4
16/16
6/4
20/20
54/60

Grade 4 Mathematics - Revised 9-11-09

Released Item Analysis

Numbers and Operations
Measurement
Geometry
Data and Probability

Released Item No. 47
B2CEG I.1:EL-4.LAB.N.1
Released Item No. 58
B2CEG I.2:EL-4.LAB.N.1
Released Item No. 64
B2CEG I.3:EL-4.LAB.N.1

Released Item No. 44
B2CEG I.1:EL-4.LAB.N.1
Released Item No. 55
B2CEG I.2:EL-4.LAB.N.1
Released Item No. 60
B2CEG I.3:EL-4.LAB.N.1

Released Item No. 48
B2CEG I.1:EL-4.LAB.N.1
Released Item No. 56
B2CEG I.2:EL-4.LAB.N.1
Released Item No. 61
B2CEG I.3:EL-4.LAB.N.1

Activity: The teacher will continue with:
A thorough discussion of clothing needed to complete a cleaning routine, such as wearing
the appropriate clothing to protect our hands.
This activity involves selecting the correct cleaning items for a larger task that includes 3
unrelated items:

1. Wax
2. Knife
3. Spoon

Scoring Focus:
Counting up to 20 using whole numbers
Identifying which of two objects is longer
Matching objects to their outlines
Identifying what data are needed to solve a problem

PA = Primary Assessment Administrator
SA = Secondary Assessment Administrator
Note: Due to space limitations, information may be omitted.

Score: 4, 5 Condition Code: A, B, C Multiple masters: M; Certified: Blank

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Individual Student Reports for Science

An Individual Student Report is provided for every student who takes part in the MI-Access P/SI Science Assessments. The report includes the following information.

**Section A** shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code, and provides basic demographic information about the student, which was obtained from the student’s barcode label and the Michigan Student Database System (MSDS).

**Section C** shows the teacher name, the school name, and the school code. It also shows the student’s performance summary, including his/her earned points out of the total points possible and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

**Section D** shows the student’s score for questions that relate to (1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science Knowledge, (4) Using Physical Science Knowledge, and (5) Using Earth Science Knowledge.

**Section E** shows the student’s total score for science.

**Section F** is the student’s individual item analysis for released assessment items. The analysis includes the released item and item number; the EB assessed; the score point (or condition code) the student received from the Primary Assessment Administrator; the score point (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; and the scoring focus, which links the item directly to the EB being measured and describes what assessment administrators were looking for while administering the item.

**Section G** includes a key and information on some of the acronyms used on the report.

The back page of the report includes the performance levels students can achieve, and a description of how students are scored.
# INDIVIDUAL STUDENT REPORT

## Participation - Science

**Grade 5**

**Fall 2009**

**Student Name:** JOSLIN, RAMIRO M.

**Date of Birth:** 1/20/1996

**Gender:** M

**Ethnicity:** American Indian or Alaskan Native

**English Language Learner:** Y

**Formerly LEP:** N

**SpecEd:** Y

**State UIC:** 923453030

**Student ID:** 922453030

**Performance Level:** Attained the Performance Standard

**Earned/Points Possible:** 60/90

### STUDENT PERFORMANCE SUMMARY

**Grade 5**

**Student Name:** JOSLIN, RAMIRO M.

**Date of Birth:** 1/20/1996

**Gender:** M

**Ethnicity:** American Indian or Alaskan Native

**English Language Learner:** Y

**Formerly LEP:** N

**SpecEd:** Y

**State UIC:** 923453030

**Student ID:** 922453030

**Performance Level:** Attained the Performance Standard

**Earned/Points Possible:** 60/90

### Student Performance by Assessment Strand

<table>
<thead>
<tr>
<th>Assessment Strand</th>
<th>CONSTRUCTING</th>
<th>REFLECTING</th>
<th>LIFE SCIENCE</th>
<th>PHYSICAL SCIENCE</th>
<th>EARTH SCIENCE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earned/Points Possible</strong></td>
<td>6/6</td>
<td>6/6</td>
<td>30/30</td>
<td>18/30</td>
<td>0/18</td>
<td>60/90</td>
</tr>
</tbody>
</table>

### Released Item Analysis

#### USING LIFE SCIENCE KNOWLEDGE

**Released Item No.:** R1

**EB:** L.CE.P.EB.III.1.m.1ADDe

**PAA:** 3

**SAA:** 3

**Earned/Possible Points:** 6/6

**Activity:** The student will correctly identify the sound of a telephone when shown a telephone and then present the sound of ringing and another sound, such as a drum beat or clapping.

**Scoring Focus:** Discriminate between living and non-living things

#### USING PHYSICAL SCIENCE KNOWLEDGE

**Released Item No.:** R2

**EB:** P.WV.P.EB.IV.4.c.1a

**PAA:** 3

**SAA:** 3

**Earned/Possible Points:** 6/6

**Activity:** The student will correctly indicate, by manipulating or observing, how to conserve water, during a familiar personal hygiene routine, by turning off the source. For example, the assessment administrator could complete a hand washing routine with the student, leave the water running, and ask, "Show me what we turn off to save water," or "What do we need to do to save water?"

**Scoring Focus:** Identifying characteristics of sound

#### USING EARTH SCIENCE KNOWLEDGE

**Released Item No.:** R3

**EB:** E.GE.P.EB.V.1.c.6a

**PAA:** 3

**SAA:** 3

**Earned/Possible Points:** 0/6

**Activity:** The student will correctly indicate, by manipulating or observing, how to conserve water, during a familiar personal hygiene routine, by turning off the source. For example, the assessment administrator could complete a hand washing routine with the student, leave the water running, and ask, "Show me what we turn off to save water," or "What do we need to do to save water?"

**Scoring Focus:** Identifying routines related to conservation of natural resources

---

**Key:**

- Score = 1, 2, 3
- Condition Code = A, B, C
- Multiple marks = M
- Omitted = Blank

**Note:** See reverse for additional information
**Rosters (Class, School, District)**

The MI-Access P/SI rosters for classes, schools, and districts are identical in format. For that reason, only Class Rosters—one for ELA, one for mathematics, and one for science—are included in this guide. The reports include the following information.

**Section A** shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code, the total number of students assessed, and the mean earned points.

**Section C** indicates the classroom teacher’s name, the school name, and the school code.

**Section D** lists alphabetically the students who took part in the assessment. It also shows each student’s state Unique Identification Code (UIC) and date of birth (DOB).

**Section E** shows the student’s performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

**Section F** shows the student’s scores by assessment component (for ELA) or by strand (for mathematics and science); the total points possible for that component or strand; the number of questions the student answered correctly for each EGLCE, EHSCE, or EB assessed; and the number of points possible (at the top of the column in parentheses) for each EGLCE, EHSCE, or EB assessed. In addition, it shows the scores or condition codes given by the Primary Assessment Administrator and the Shadow Assessment Administrator for each item.

**Section G** shows the student’s total earned points for the assessment. (The total earned points possible are shown in the column heading.)

**Section H** includes a key and information on some of the acronyms used on the report.

The back page of the reports includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.
### Performance Level Key:

- E - Emerging
- A - Attained

### Participation and Supported Independence

#### English Language Arts

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Expressing Ideas</th>
<th>Accessing Information</th>
<th>Comprehension</th>
<th>Fall 2009</th>
<th>( \text{Earned Points Total} )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(out of 36)</td>
<td>(out of 16)</td>
</tr>
</tbody>
</table>

#### Science

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Expressing Ideas</th>
<th>Accessing Information</th>
<th>Knowledge</th>
<th>Fall 2009</th>
<th>( \text{Earned Points Total} )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(out of 6)</td>
<td>(out of 30)</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Expressing Ideas</th>
<th>Accessing Information</th>
<th>Numbers and Operations</th>
<th>Fall 2009</th>
<th>( \text{Earned Points Total} )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(out of 90)</td>
<td>(out of 60)</td>
</tr>
</tbody>
</table>
Summary Reports  
(School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by year, grade, and content area. These reports are produced only when ten or more students in a particular grade take part in the same assessment.

Since summary reports for the school, district, and state are formatted the same way regardless of the content area, just one—a School Summary Report for English Language Arts—is included in this guide. The report includes the following information.

Section A includes the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code.

Section C shows the school name and code.

Section D shows the total number of students assessed, the mean earned points, and the number and percent of students assessed that Surpassed, Attained, or are Emerging Toward the Performance Standard.

Section E shows the number and percent of students that earned scores in particular score ranges. This graph is commonly referred to as a frequency distribution.

The back page of the report includes the performance levels students can achieve.
## Supported Independence - English Language Arts

### Grade 7

#### Fall 2009

**School Name:** Elmer A. Knopf Learning Center  
**School Code:** 06156

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students Assessed</th>
<th>Mean Earned Points</th>
<th>Emerging</th>
<th>Attained</th>
<th>Surpassed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>31</td>
<td>36</td>
<td>10</td>
<td>32.3</td>
<td>8</td>
</tr>
<tr>
<td>2008</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2007</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

### FALL 2009 FREQUENCY DISTRIBUTION

- **Emerging** 2 (6.5%)
- **Attained** 3 (9.7%)
- **Surpassed** 5 (16.1%)

**Note:** See reverse for additional information

*NA = Not Applicable  < 10 students assessed*
Demographic Reports (School, District, and State)

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from student barcode labels and the Michigan Student Database System (MSDS). Data are reported only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Demographic Report is included in this guide. The report includes the following information.

**Section A** shows the name of the report, the assessment type (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

**Section B** shows the name of the district and the district code.

**Section C** includes the groups by which demographic data are reported (gender, ethnicity, and additional reporting groups).

**Section D** shows the total number of students assessed and the mean earned points for each group by content area.

**Section E** shows the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard) by content area.

The back page of the report includes the performance levels students can achieve.
## DISTRICT DEMOGRAPHIC REPORT

**Participation Grade 5 Fall 2009**

### English Language Arts

<table>
<thead>
<tr>
<th>District</th>
<th>Students Assessed</th>
<th>Mean Earned Points</th>
<th>Emerging #</th>
<th>Emerging %</th>
<th>Attained #</th>
<th>Attained %</th>
<th>Surpassed #</th>
<th>Surpassed %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>183</td>
<td>30</td>
<td>63</td>
<td>34.4</td>
<td>78</td>
<td>42.6</td>
<td>42</td>
<td>23.0</td>
</tr>
<tr>
<td>Male</td>
<td>84</td>
<td>31</td>
<td>22</td>
<td>26.2</td>
<td>43</td>
<td>51.2</td>
<td>19</td>
<td>22.6</td>
</tr>
<tr>
<td>Female</td>
<td>99</td>
<td>29</td>
<td>41</td>
<td>41.4</td>
<td>35</td>
<td>35.4</td>
<td>23</td>
<td>23.2</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>33</td>
<td>5</td>
<td>19.2</td>
<td>6</td>
<td>15</td>
<td>57.7</td>
<td>6</td>
<td>23.1</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>30</td>
<td>23</td>
<td>15</td>
<td>50.0</td>
<td>12</td>
<td>40.0</td>
<td>3</td>
<td>10.0</td>
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<tr>
<td>Black, Not of Hispanic Origin</td>
<td>20</td>
<td>22</td>
<td>11</td>
<td>55.0</td>
<td>6</td>
<td>30.0</td>
<td>3</td>
<td>15.0</td>
</tr>
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<td>28</td>
<td>11</td>
<td>37.9</td>
<td>11</td>
<td>37.9</td>
<td>7</td>
<td>24.1</td>
</tr>
<tr>
<td>White, Not of Hispanic Origin</td>
<td>13</td>
<td>3</td>
<td>2.3</td>
<td>21.1</td>
<td>4</td>
<td>30.8</td>
<td>6</td>
<td>46.2</td>
</tr>
<tr>
<td>Multiracial</td>
<td>31</td>
<td>38</td>
<td>5</td>
<td>16.1</td>
<td>15</td>
<td>48.4</td>
<td>11</td>
<td>35.5</td>
</tr>
<tr>
<td>Other or Not Reported</td>
<td>34</td>
<td>29</td>
<td>13</td>
<td>38.2</td>
<td>15</td>
<td>44.1</td>
<td>6</td>
<td>17.6</td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>District</th>
<th>Students Assessed</th>
<th>Mean Earned Points</th>
<th>Emerging #</th>
<th>Emerging %</th>
<th>Attained #</th>
<th>Attained %</th>
<th>Surpassed #</th>
<th>Surpassed %</th>
</tr>
</thead>
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<tr>
<td>All Students</td>
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<td>Female</td>
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<td>41</td>
<td>41.4</td>
<td>35</td>
<td>35.4</td>
<td>23</td>
<td>23.2</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>American Indian/Alaskan Native</td>
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<td>5</td>
<td>19.2</td>
<td>6</td>
<td>15</td>
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<td>23</td>
<td>15</td>
<td>50.0</td>
<td>12</td>
<td>40.0</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Black, Not of Hispanic Origin</td>
<td>20</td>
<td>22</td>
<td>11</td>
<td>55.0</td>
<td>6</td>
<td>30.0</td>
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<td>15.0</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>28</td>
<td>11</td>
<td>37.9</td>
<td>11</td>
<td>37.9</td>
<td>7</td>
<td>24.1</td>
</tr>
<tr>
<td>White, Not of Hispanic Origin</td>
<td>13</td>
<td>3</td>
<td>2.3</td>
<td>21.1</td>
<td>4</td>
<td>30.8</td>
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<tr>
<td>Multiracial</td>
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<td>38</td>
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<td>16.1</td>
<td>15</td>
<td>48.4</td>
<td>11</td>
<td>35.5</td>
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<tr>
<td>Other or Not Reported</td>
<td>34</td>
<td>29</td>
<td>13</td>
<td>38.2</td>
<td>15</td>
<td>44.1</td>
<td>6</td>
<td>17.6</td>
</tr>
</tbody>
</table>

### Additional Reporting Groups

- **Economically Disadvantaged:** Yes
  - 94 students assessed
  - Emerging: 31, 33, 30
  - Attained: 31, 33, 30
  - Surpassed: 31, 33, 30

- **Economically Disadvantaged:** No
  - 89 students assessed
  - Emerging: 41, 46.1
  - Attained: 30, 33.7
  - Surpassed: 18, 20.2

- **English Language Learners:** Yes
  - 88 students assessed
  - Emerging: 36, 40.9
  - Attained: 32, 36.4
  - Surpassed: 20, 22.7

- **English Language Learners:** No
  - 95 students assessed
  - Emerging: 36, 37.9
  - Attained: 31, 32.6
  - Surpassed: 28, 29.5

- **Formerly Limited English Proficient**
  - 95 students assessed
  - Emerging: 35, 36.8
  - Attained: 32, 33.7
  - Surpassed: 28, 29.5

- **Migrant**
  - 95 students assessed
  - Emerging: 35, 36.8
  - Attained: 32, 33.7
  - Surpassed: 28, 29.5

- **Homeless**
  - 95 students assessed
  - Emerging: 35, 36.8
  - Attained: 32, 33.7
  - Surpassed: 28, 29.5

---

*< 10 students assessed
† Results for these students are invalid and not reported.
• Those students are not included in "All Students."
Item Analysis Reports for English Language Arts (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The reports can be used along with released item booklets (available at www.mi.gov/mi-access) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. In addition, it can be used to show the extent to which Primary Assessment Administrators (PAAs) and Shadow Assessment Administrators (SAAs) give students the same scores or condition codes (often referred to as inter-rater agreement or inter-rater reliability). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the ELA school, district, and state reports is similar, only the District Item Analysis Report for ELA is included in this guide. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the released item(s) for which data are being presented by assessment component. Then, for each item, it shows the released item number; the code for the EGLCE or EHSCE assessed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section D shows the number and percent of students who received each score point or condition code from PAAs and SAAs for each released item. It also shows the number and percent of students for whom scores were omitted on the student’s answer document or for whom there were multiple marks. It is important to note that the data presented along the gray diagonal show agreement between PAA and SAA scores. For example, the shaded gray box in the upper-left-hand corner shows the number and percent of students who received 3s (for Participation) or 2s (for Supported Independence) from both the PAA and the SAA.

Section E provides additional information about the report.

The back page of the report includes a description of how students are scored, and the relevant scoring rubric.
### District Item Analysis Report

**Participation - English Language Arts**

**Grade 3**

**Fall 2009**

*Released Items Only*

---

**Participation and Supported Independence**

**District Name:** Demo District  
**District Code:** 99996

Number of Students Assessed: 49

---

**Accessing Information: Word Study**

**Released Item Number:** R1  
**EGLCE:** R.WS.e4.P.EG04a

**Scoring Focus:** Identifying words from familiar environments

<table>
<thead>
<tr>
<th>Primary Assessment Administrator</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Omit</th>
<th>Multi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>1</td>
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<td>2</td>
<td></td>
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</tr>
</tbody>
</table>

**Shadow Assessment Administrator**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Omit</th>
<th>Multi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
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</tbody>
</table>

**Score Distribution**

- A: 49 (82.9%)
- B: 2 (4.1%)
- C: 1 (2.0%)
- Omit: 1 (2.0%)
- Multi: 0

---

**Accessing Information: Comprehension**

**Released Item Number:** R2  
**EGLCE:** R.NT.e4.P.EG03a

**Scoring Focus:** Answering story element questions

<table>
<thead>
<tr>
<th>Primary Assessment Administrator</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Omit</th>
<th>Multi</th>
</tr>
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<tr>
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</table>

**Shadow Assessment Administrator**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Omit</th>
<th>Multi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Score Distribution**

- A: 21 (42.9%)
- B: 4 (8.2%)
- C: 3 (6.1%)
- Omit: 1 (2.0%)
- Multi: 0

---

**Expressing Ideas**

**Released Item Number:** R3  
**EGLCE:** S.CN.e5.P.EG03a

**Scoring Focus:** Using an acceptable voice volume

<table>
<thead>
<tr>
<th>Primary Assessment Administrator</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Omit</th>
<th>Multi</th>
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<tbody>
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<td></td>
<td></td>
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</table>

**Shadow Assessment Administrator**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Omit</th>
<th>Multi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Score Distribution**

- A: 16 (32.6%)
- B: 8 (16.3%)
- C: 5 (10.2%)
- Omit: 1 (2.0%)
- Multi: 0

---

Note: The crosstab charts display the number and percent of students receiving each Primary Assessment Administrator (PAA) and Shadow Assessment Administrator (SAA) observation score for the released items. The data presented along the gray diagonal show agreement between the PAA and SAA scores. See reverse for additional information.
**Item Analysis Reports for Mathematics (School, District, and State)**

Item analysis reports provide detailed, aggregated performance data on items that are being released to the public. The reports can be used along with released item booklets (available at [www.mi.gov/mi-access](http://www.mi.gov/mi-access)) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. In addition, it can be used to show the extent to which Primary Assessment Administrators (PAAs) and Shadow Assessment Administrators (SAAs) give students the same scores or condition codes (often referred to as inter-rater agreement or inter-rater reliability). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the mathematics school, district, and state reports is similar, only the District Item Analysis Report for mathematics is included in this guide. The report includes the following information.

**Section A** shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name, the district code, and the total number of students assessed.

**Section C** provides the released item(s) for which data are being presented by assessment strand. Then, for each item, it shows the released item number; the code for the EGLCE or EHSCE assessed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

**Section D** shows the number and percent of students who received each score point or condition code from PAAs and SAAs for each released item. It also shows the number and percent of students for whom scores were omitted on the student’s answer document or for whom there were multiple marks. It is important to note that the data presented along the gray diagonal show agreement between PAA and SAA scores. For example, the shaded gray box in the upper-left-hand corner shows the number and percent of students who received 3s (for Participation) or 2s (for Supported Independence) from both the PAA and the SAA.

**Section E** provides additional information about the report.

The back page of the report includes a description of how students are scored, and the relevant scoring rubric.
### DISTRICT ITEM ANALYSIS REPORT

#### Supported Independence - Mathematics

**Grade 4 Fall 2009**

**Released Items Only**

**Number of Students Assessed:** 64

#### NUMBERS AND OPERATIONS

**Released Item Number:** R1  
**EGLCE:** N.ME.e4.SI.EG01b

**Scoring Focus:** Counting up to 20 using whole numbers

<table>
<thead>
<tr>
<th>Primary Assessment Administrator</th>
<th>2</th>
<th>1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Omit</th>
<th>Multi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>32</td>
<td>1</td>
<td>(50.0%)</td>
<td>1</td>
<td>(1.6%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td>(12.5%)</td>
<td>1</td>
<td>(1.6%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Shadow Assessment Administrator**

<table>
<thead>
<tr>
<th>A</th>
<th>1</th>
<th>(1.6%)</th>
<th>19</th>
<th>(29.7%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>1</td>
<td>(1.6%)</td>
<td>2</td>
<td>(3.1%)</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>(3.1%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### MEASUREMENT

**Released Item Number:** R2  
**EGLCE:** M.UN.e4.SI.EG01d

**Scoring Focus:** Identifying which of two objects is longer

<table>
<thead>
<tr>
<th>Primary Assessment Administrator</th>
<th>2</th>
<th>1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Omit</th>
<th>Multi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>48</td>
<td>3</td>
<td>(75.0%)</td>
<td>1</td>
<td>(1.6%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>(4.7%)</td>
<td>1</td>
<td>(1.6%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Shadow Assessment Administrator**

<table>
<thead>
<tr>
<th>A</th>
<th>1</th>
<th>(1.6%)</th>
<th>5</th>
<th>(7.8%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>1</td>
<td>(1.6%)</td>
<td>1</td>
<td>(1.6%)</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>(1.6%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### GEOMETRY

**Released Item Number:** R3  
**EGLCE:** G.SR.e4.SI.EG03a

**Scoring Focus:** Matching objects to their outlines

<table>
<thead>
<tr>
<th>Primary Assessment Administrator</th>
<th>2</th>
<th>1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Omit</th>
<th>Multi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>60</td>
<td>2</td>
<td>(93.8%)</td>
<td>1</td>
<td>(1.6%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>(1.6%)</td>
<td>2</td>
<td>(3.1%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Shadow Assessment Administrator**

<table>
<thead>
<tr>
<th>A</th>
<th>1</th>
<th>(1.6%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>1</td>
<td>(1.6%)</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>(3.1%)</td>
</tr>
<tr>
<td>Omit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### DATA AND PROBABILITY

**Released Item Number:** R4  
**EGLCE:** D.RE.e4.SI.EG03a

**Scoring Focus:** Identifying what data are needed to solve a problem

<table>
<thead>
<tr>
<th>Primary Assessment Administrator</th>
<th>2</th>
<th>1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Omit</th>
<th>Multi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>42</td>
<td>7</td>
<td>(65.6%)</td>
<td>10</td>
<td>(15.6%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>(1.6%)</td>
<td>1</td>
<td>(1.6%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Shadow Assessment Administrator**

<table>
<thead>
<tr>
<th>A</th>
<th>1</th>
<th>(1.6%)</th>
<th>10</th>
<th>(15.6%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>2</td>
<td>(3.1%)</td>
<td>2</td>
<td>(3.1%)</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>(3.1%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The crosstab charts display the number and percent of students receiving each Primary Assessment Administrator (PAA) and Shadow Assessment Administrator (SAA) observation score for the released items. The data presented along the gray diagonal show agreement between the PAA and SAA scores. See reverse for additional information.
Item Analysis Reports for Science (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on items that are being released to the public. The reports can be used along with released item booklets (available at www.mi.gov/mi-access) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. In addition, it can be used to show the extent to which Primary Assessment Administrators (PAAs) and Shadow Assessment Administrators (SAAs) give students the same scores or condition codes (often referred to as inter-rater agreement or inter-rater reliability). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the science school, district, and state reports is similar, only the District Item Analysis Report for science is included in this guide. The report includes the following information.

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the released item(s) for which data are being presented by assessment strand. Then, for each item, it shows the released item number; the code for the EB assessed; and the scoring focus, which links the item directly to the EB being measured and describes what assessment administrators were looking for while administering the item.

Section D shows the number and percent of students who received each score point or condition code from PAAs and SAAs for each released item. It also shows the number and percent of students for whom scores were omitted on the student’s answer document or for whom there were multiple marks. It is important to note that the data presented along the gray diagonal show agreement between PAA and SAA scores. For example, the shaded gray box in the upper-left-hand corner shows the number and percent of students who received 3s (for Participation) or 2s (for Supported Independence) from both the PAA and the SAA.

Section E provides additional information about the report.

The back page of the report includes a description of how students are scored, and the relevant scoring rubric.
**PARTICIPATION AND SUPPORTED INDEPENDENCE**

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**DISTRICT ITEM ANALYSIS REPORT**

**Participation - Science**

**Grade 5**

**Fall 2009**

**Released Items Only**

**District Name:** Demo District  
**District Code:** 99996

**Number of Students Assessed:** 48

**USING LIFE SCIENCE KNOWLEDGE**

**Released Item Number:** R1  
**EB:** L.CE.P.EB.III.I.m.1ADDe

**Scoring Focus:** Discriminate between living and non-living things

<table>
<thead>
<tr>
<th>Primary Assessment Administrator</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Omit</th>
<th>Multi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shadow Assessment Administrator</td>
<td>1</td>
<td>4</td>
<td>14</td>
<td>(29.2%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>(2.1%)</td>
<td>4</td>
<td>(8.3%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>(2.1%)</td>
<td>9</td>
<td>(18.8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>(2.1%)</td>
<td>9</td>
<td>(18.8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>(2.1%)</td>
<td>9</td>
<td>(18.8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>(2.1%)</td>
<td>9</td>
<td>(18.8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>(2.1%)</td>
<td>9</td>
<td>(18.8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>(2.1%)</td>
<td>9</td>
<td>(18.8%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**USING PHYSICAL SCIENCE KNOWLEDGE**

**Released Item Number:** R2  
**EB:** P.WV.P.EB.IV.4.e.1a

**Scoring Focus:** Identifying characteristics of sound

<table>
<thead>
<tr>
<th>Primary Assessment Administrator</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Omit</th>
<th>Multi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shadow Assessment Administrator</td>
<td>3</td>
<td>7</td>
<td>19</td>
<td>(39.6%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>7</td>
<td>19</td>
<td>(39.6%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
<td>19</td>
<td>(39.6%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>1</td>
<td>3</td>
<td>19</td>
<td>(39.6%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>3</td>
<td>19</td>
<td>(39.6%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>3</td>
<td>19</td>
<td>(39.6%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td>1</td>
<td>3</td>
<td>19</td>
<td>(39.6%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi</td>
<td>1</td>
<td>3</td>
<td>19</td>
<td>(39.6%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**USING EARTH SCIENCE KNOWLEDGE**

**Released Item Number:** R3  
**EB:** E.GE.P.EB.VI.i.e.6a

**Scoring Focus:** Identifying routines related to conservation of natural resources

<table>
<thead>
<tr>
<th>Primary Assessment Administrator</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Omit</th>
<th>Multi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shadow Assessment Administrator</td>
<td>3</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>(39.6%)</td>
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<td></td>
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<tr>
<td></td>
<td>2</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>(39.6%)</td>
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<td></td>
<td>1</td>
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<td>9</td>
<td>19</td>
<td>(39.6%)</td>
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<tr>
<td>A</td>
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<td>10</td>
<td>9</td>
<td>19</td>
<td>(39.6%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>(39.6%)</td>
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</tr>
<tr>
<td>C</td>
<td>1</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>(39.6%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td>1</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>(39.6%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi</td>
<td>1</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>(39.6%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The crosstab charts display the number and percent of students receiving each Primary Assessment Administrator (PAA) and Shadow Assessment Administrator (SAA) observation score for the released items. The data presented along the gray diagonal show agreement between the PAA and SAA scores. See reverse for additional information.
Parent Reports

Parent reports, which include an introductory letter from the state Superintendent of Public Instruction, are designed to provide customized student assessment information to the parents (or guardians) of each student assessed. The MI-Access P/SI Parent Reports include the following information.

Section A shows the name of the report, the assessment in which the student took part (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B provides basic demographic information about the student, which was obtained from the student’s barcode label and the MSDS.

Section C includes a table showing, by content area, the total points the student earned out of the total points possible, as well as the performance levels the student achieved. It also includes a list of questions that parents and teachers can use to help them interpret and discuss the results.

Section D provides detailed information on the P/SI assessments, a description of how they are scored, and the relevant scoring rubric.

Section E provides detailed information on the components of the English Language Arts (ELA) assessment, and how the student performed by assessment component and overall.

Section F provides detailed information on the strands included in the mathematics assessment, and how the student performed by assessment strand and overall.

Section G provides detailed information on the strands included in the science assessment (if applicable), and how the student performed by assessment strand and overall.

Section H shows the student’s individual item analysis for ELA, mathematics, and/or science. It includes each released item and item number; the EGLCE, EHSCE, or EB assessed in that item; the score (or condition code) the student received from the Primary Assessment Administrator; the score (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; and the scoring focus, which links the item directly to the EGLCE, EHSCE, or EB being measured and describes what assessment administrators were looking for while administering the item.
PARTICIPATION AND SUPPORTED INDEPENDENCE

MI-Access Guide to Reports, 2009-2010
Comprehensive Reports (Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade. School data are included in district reports only when ten or more students in the same school take part in the same assessment, and district data are included in ISD reports only when 100 or more students in the same district take part in the same assessment.

Since District Comprehensive Reports are not provided for P/SI, only the ISD Comprehensive Report is included in this guide. The report includes the following information.

- **Section A** shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

- **Section B** shows the name of the district and the district code.

- **Section C** lists the districts by which data are reported.

- **Section D** shows the total number of students assessed and the mean earned points for each district by content area.

- **Section E** shows, by content area, the number and percent of students who achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve for each content area and the scale score range that corresponds to each performance level.
## ISD COMPREHENSIVE REPORT

**Supported Independence**

**Grade 5**

**Fall 2009**

### English Language Arts

<table>
<thead>
<tr>
<th>Student Count</th>
<th>Raw Score</th>
<th>Mean Earned Points</th>
<th>% Above and Below Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Generated District (99999)</td>
<td>183</td>
<td>30</td>
<td>99</td>
</tr>
<tr>
<td>Test Demo 1 (99997)</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Test Demo 2 (99998)</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Student Count</th>
<th>Raw Score</th>
<th>Mean Earned Points</th>
<th>% Above and Below Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Generated District (99999)</td>
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<td>30</td>
<td>75</td>
</tr>
<tr>
<td>Test Demo 1 (99997)</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Test Demo 2 (99998)</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

### Science

<table>
<thead>
<tr>
<th>Student Count</th>
<th>Raw Score</th>
<th>Mean Earned Points</th>
<th>% Above and Below Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Generated District (99999)</td>
<td>207</td>
<td>34</td>
<td>114</td>
</tr>
<tr>
<td>Test Demo 1 (99997)</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Test Demo 2 (99998)</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

* * < 10 students assessed  
† No students assessed
Student Record Labels

Student Record Labels are included in School Results Folders for every student who participated in the MI-Access Participation and Supported Independence ELA, mathematics, and science assessments. They include the following information.

Section A shows the assessment (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B includes the student’s name, the teacher’s name, the school name and code, the district name and code, the student’s codes, and other identifying information.

Section C shows the student’s total earned points out of the total points possible (for each content area in which he/she was assessed) and his/her corresponding performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).
MI-Access Functional Independence:

Scoring

For the Functional Independence assessments, students earn one point for each correct answer, except on the Expressing Ideas assessment (grade 4 and 7 only) where they can earn up to 4 points for their prompt response.

The scores for each item are added together to determine the student’s total earned point for the assessment. In addition to earned points, students receive a scale score and are assigned a performance level, which adds meaning to their score.

Performance Levels

There are three performance levels a student can achieve on the MI-Access Functional Independence assessments:

1. Surpassed the Performance Standard,
2. Attained the Performance Standard, or
3. Emerging Toward the Performance Standard.

Performance Level Descriptors (PLDs) explain in detail what students need to do to achieve each of the three levels for AP/EI, mathematics, and science. They can be found on the MI-Access Web page (www.mi.gov/mi-access).

Scale Score

Each student who receives the same total earned points in a given year on a particular assessment will have the same scale score and performance level. However, students who have the same total earned points on a particular assessment in consecutive years may not have the same scale score or performance levels since assessments in consecutive years may differ slightly in difficulty. These slight differences in difficulty between assessments are controlled during the process used to create scale scores each year. The scale scores and performance levels are comparable and designed to have the same meaning across years.

Scale scores and performance levels are computed for accessing print (AP), mathematics, and science. Scale scores are not computed for expressing ideas (EI) as there are not enough points to determine scale scores or performance levels for these assessments.
FUNCTIONAL INDEPENDENCE

Performance Level Standard Setting

To determine what it means to Surpass, Attain, or Emerge Toward the Performance Standard, the OEAA involved stakeholders—such as classroom teachers (special and general education), administrators, parents, special education directors, school psychologists, and related services providers—in intensive standard-setting processes.

The processes were conducted by Questar Assessment, Inc.—the MI-Access contractor. Panelists in the standard setting were nominated by their school districts and selected by the OEAA to participate. The participants were divided into panels by content area and grade spans, and met over the course of two days. The standard-setting process worked as follows.

- The full group heard a presentation on the various components of the Functional Independence assessments.
- The group also discussed (1) how the score points from the MI-Access assessments would translate into examinee scores, (2) the terminology that was selected to describe the three levels of student performance, (3) and how the standard-setting process would work.
- The full group was then divided into panels that provided recommendations for cut scores (i.e. a number that separates examinees into different performance levels used to report scores) in particular grade spans (e.g. 3-5, 6-8, or 11) and content areas (e.g. Mathematics, English Language Arts, or Science). The first task of each panel was to discuss the performance levels and the descriptions of what it means to be classified into each performance level. An important part of this process was conceptualizing students that would just have the necessary skills, knowledge, and abilities to be classified into a particular level. Panelists were then trained on how to provide cut score judgments and were asked to make an initial independent judgment about where they thought the cut scores should be placed. Panelists provided two cut score recommendations for each grade; one recommendation of a cut score between Emerge Toward the Performance and Attain and one recommendation of a cut score between Attain and Surpassed.
• During the second day, panelists discussed their initial judgments with their peers, internalized the feedback about their judgments, and were informed about the difficulty of each assessment item. The feedback and discussion was provided to (1) increase the consistency of panelists’ judgments, (2) provide the panelists with a greater understanding of their judgments and the judgments made by other panelists, and (3) encourage a convergence of ideas regarding appropriate cut scores. After receiving feedback and having discussion, panelists were asked to provide a second round of cut score judgments.

• After the second round, the panelists again discussed their judgments and received feedback. One form of feedback panelists received after the second round was data on roughly how many students would fall into each performance category if their second round judgments were adopted. The panelists were then asked to provide a final round of standard setting judgments. The judgments made during the final round were considered to be the panelists’ cut score recommendations to the OEAA.

At the end of the standard-setting sessions, Questar Assessment, Inc., took the judgments of each panelist and calculated descriptive statistics—such as the mean, the median, and standard errors—for the cut scores recommended for each grade span and content-area of the assessment.

After the statistics were calculated, the Technical Advisory Committee reviewed the standard-setting process to ensure that the proper procedures were followed; the OEAA reviewed and synthesized the data; and cut score recommendations were made to the state Superintendent of Public Instruction and the SBE. The decision of where the final cut scores should be located was approved by the SBE.
FUNCTIONAL INDEPENDENCE

Performance Level Change

In addition to receiving a scale score and a performance level, information is provided on

1. where a student's scale score fell within the performance level (at the high, middle, or low end); and
2. how his/her performance level changed from one year to the next.

The table below shows how performance level change is determined.

<table>
<thead>
<tr>
<th>MI-Access Functional Independence Performance Level Change - Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008 Achievement</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Emerging</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Attained</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Surpassed</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

SI = Significant Improvement, I = Improvement, M = Maintaining, D = Decline, and SD = Significant Decline
Expressing Ideas Prompt Response

In addition to reports, the state will provide each district with a CD-ROM containing student responses to the released MI-Access Functional Independence Expressing Ideas prompt. These responses can be used for analysis purposes and to inform curriculum and instruction.

State and Intermediate School District (ISD) Reports

State and Intermediate are available only online. They can be accessed at the OEAA Secure Site (www.mi.gov/oeaa-secure), on the MI-Access Web page (www.mi.gov/mi-access) under “State Assessment Reports for Students with Disabilities.”

Reproducing MI-Access Reports

All MI-Access reports may be reproduced for internal personnel development and school improvement activities. However, reports containing individual student names cannot be made available to the media or to the general public without parental approval.

No Child Left Behind (NCLB)

One way that MI-Access reports are used by schools, districts, and the state is to meet NCLB assessment reporting requirements. There are two sets of assessment reporting data that NCLB requires: (1) participation rates, and (2) the percent of student scores that are "proficient," which is used, along with other indicators, to calculate Adequate Yearly Progress (AYP). To verify participation rates, schools and districts use rosters and summary reports, whereas only rosters can be used to verify AYP calculations.

For MI-Access, assessment scores are considered “proficient” if they fall within “Surpassed the Performance Standard” or “Attained the Performance Standard.” (For more information on NCLB, go to www.mi.gov/mde.)
MI-Access FI Sample Reports and Distribution

Individual Student Reports for Accessing Print and Expressing Ideas

An Individual Student Report is provided for every student who takes part in the MI-Access Functional Independence Accessing Print and Expressing Ideas Assessment in grades 4, 7 and 11. The report includes the following information.

**Section A** shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code, and provides basic demographic information about the student, which was obtained from the student’s barcode label and the Michigan Student Database System (MSDS).

**Section C** shows the teacher name, school name, and school code. It also provides the student’s performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year.

**Section D** provides the student’s total score for the Accessing Print assessment, as well as his/her scores for word recognition, text comprehension, and each core text comprehension passage.

**Section E** shows the student’s score for the Expressing Ideas assessment. The score will either be a number (1-4) or a letter (A-D) to indicate the reason why the response did not receive a score.

**Section F** is the student’s individual item analysis for the released assessment items. The analysis includes the EGLCE or EB assessed in that item; an abbreviated description of the EGLCE or EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates that the answer choice was correct. For expressing ideas, one or more comment codes appear in the response column. These codes are intended to elaborate on why the student received his/her numerical score.

**Section G** provides keys for Accessing Print and Expressing Ideas.

The back page of the report includes, the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.
## Functional Independence

### Individual Student Report

**Functionality - Accessing Print and Expressing Ideas**

**Grade 7**  
**Fall 2009**

**Student:** BANCROFT, KENT D.  
**Student Number:** 923453890  
**Date of Birth:** 1/20/1994  
**Gender:** M  
**Ethnicity:** Unknown  
**English Language Learner:** N  
**Special Education:** Y  
**Accommodations:** Enlarged Print, Word Processed

### Student Performance

<table>
<thead>
<tr>
<th>Component</th>
<th>Earned/Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessing Print</td>
<td>20/41</td>
</tr>
<tr>
<td>Word Recognition</td>
<td>10/20</td>
</tr>
<tr>
<td>Text Comprehension</td>
<td>10/21</td>
</tr>
<tr>
<td>Informational Passage</td>
<td>1/7</td>
</tr>
<tr>
<td>Narrative Passage</td>
<td>7/7</td>
</tr>
<tr>
<td>Functional Passage</td>
<td>2/7</td>
</tr>
<tr>
<td>Expressing Ideas</td>
<td>4/4</td>
</tr>
</tbody>
</table>

### Expressing Ideas Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
<th>Score</th>
<th>Performance Level</th>
<th>Performance Level Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessing Print</td>
<td>20/41</td>
<td>20</td>
<td>Attained the Performance Standard (Low)</td>
<td>NA</td>
</tr>
<tr>
<td>Expressing Ideas</td>
<td>4/4</td>
<td>4</td>
<td>No matching student</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Individual Item Analysis for Released Items

<table>
<thead>
<tr>
<th>EGLCE Code</th>
<th>Component Description</th>
<th>Item Number</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.WS.06.FLEG03</td>
<td>Recognize frequently encountered words</td>
<td>R1</td>
<td>+B</td>
</tr>
<tr>
<td>R.WS.06.FLEG03</td>
<td>Recognize frequently encountered words</td>
<td>R2</td>
<td>+B</td>
</tr>
<tr>
<td>R.WS.06.FLEG03</td>
<td>Recognize frequently encountered words</td>
<td>R3</td>
<td>+C</td>
</tr>
<tr>
<td>R.WS.06.FLEG03</td>
<td>Recognize frequently encountered words</td>
<td>R4</td>
<td>+C</td>
</tr>
<tr>
<td>R.CM.06.FLEG02</td>
<td>Identify main ideas and details</td>
<td>R5</td>
<td>+B</td>
</tr>
<tr>
<td>R.CM.06.FLEG02</td>
<td>Identify main ideas and details</td>
<td>R6</td>
<td>+C</td>
</tr>
<tr>
<td>R.WS.06.FLEG07</td>
<td>Use context clues</td>
<td>R7</td>
<td>+A</td>
</tr>
<tr>
<td>R.CM.06.FLEG02</td>
<td>Identify main ideas and details</td>
<td>R8</td>
<td>+C</td>
</tr>
<tr>
<td>R.CM.06.FLEG01</td>
<td>Make inferences, predictions, and conclusions</td>
<td>R9</td>
<td>+B</td>
</tr>
<tr>
<td>R.CM.06.FLEG02</td>
<td>Identify main ideas and details</td>
<td>R10</td>
<td>+A</td>
</tr>
<tr>
<td>R.NT.06.FLEG03</td>
<td>Identify story elements</td>
<td>R11</td>
<td>+B</td>
</tr>
<tr>
<td>W.GN.06.FLEG01</td>
<td>Write/draw personal narrative</td>
<td>R12</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>

**Accessing Print Key:**  
Correct = +; Response = A, B, C; Multiple marks = M; Omitted = Blank

**Expressing Ideas Key:**  
Score = 1, 2, 3, 4; Condition Code = A, B, C, D; Comment Code = 1 - 16

**Note:** See reverse for additional information

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**Page 1 of 1**
Individual Student Reports for Mathematics

An Individual Student Report is provided for every student who takes part in the MI-Access Functional Independence Mathematics Assessment. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student’s barcode label and the Michigan Student Database System (MSDS).

Section C shows the teacher name, school name, and school code. It also provides the student’s performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section D shows the student’s score for questions that relate to:
- Data and Probability
- Geometry
- Measurement
- Numbers and Operations

(For grade 8 there is also a row for questions that relate to Algebra, and for grade 11 there are rows for questions related to Algebra and Patterns and Relationships.)

Section E shows the student’s total score for mathematics.

Section F is the student’s individual item analysis for the released assessment items. The analysis includes the EGLCE or EB assessed in that item; an abbreviated description of the EGLCE or EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates that the answer choice was correct.

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level.
### Functional Independence - Mathematics

#### Grade 4

**Fall 2009**

**Student Name:** BERNDT, REILLY

**State ID:** 922453680  **Date of Birth:** 1/20/1997  **Student ID:** 922453680

**Gender:** M  **Ethnicity:** Unknown

**English Language Learner:** N  **Formerly LEP:** N  **SpecEd:** Y

**Accommodations:** Calculator, Other, Nonstandard

#### INDIVIDUAL STUDENT REPORT

**Earned/Points Possible:**

<table>
<thead>
<tr>
<th>STRAND</th>
<th>EGLCE Code</th>
<th>Released Item Number</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATA AND PROBABILITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G.1.O.03.FL.EG02</td>
<td></td>
<td>R2</td>
<td>+A</td>
</tr>
<tr>
<td>G.SR.03.FL.EG04</td>
<td></td>
<td>R1</td>
<td>C</td>
</tr>
<tr>
<td>G.1.R.03.FL.EG91</td>
<td></td>
<td>R4</td>
<td>+C</td>
</tr>
<tr>
<td><strong>GEOMETRY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N.FL.03.FL.EG14</td>
<td></td>
<td>R10</td>
<td>+A</td>
</tr>
<tr>
<td>N.ME.03.FL.EG05</td>
<td></td>
<td>R5</td>
<td>+B</td>
</tr>
<tr>
<td>N.ME.03.FL.EG07</td>
<td></td>
<td>R3</td>
<td>+B</td>
</tr>
<tr>
<td>N.MR.03.FL.EG11</td>
<td></td>
<td>R9</td>
<td>B</td>
</tr>
<tr>
<td><strong>MEASUREMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.PS.03.FL.EG02</td>
<td></td>
<td>R6</td>
<td>A</td>
</tr>
<tr>
<td>M.UN.03.FL.EG05</td>
<td></td>
<td>R7</td>
<td>+B</td>
</tr>
<tr>
<td>M.UN.03.FL.EG08</td>
<td></td>
<td>R8</td>
<td>+B</td>
</tr>
</tbody>
</table>

**STUDENT PERFORMANCE SUMMARY**

- **Earnings/Points Possible:**
  - **DATA AND PROBABILITY:** 2/2
  - **GEOMETRY:** 2/4
  - **MEASUREMENT:** 5/8
  - **NUMBERS AND OPERATIONS:** 6/16

**TOTAL:** 0/30

**Student Performance by Assessment Strand**

- **DATA AND PROBABILITY:** 2/2
- **GEOMETRY:** 2/4
- **MEASUREMENT:** 5/8
- **NUMBERS AND OPERATIONS:** 6/16

**Teacher Name:** Nonstandard Class

**School Name:** MI-Access Random School

**School Code:** 09910

**District Code:** 99995

**District Name:** Demo District

**Fall 2009**

**Teacher Name:** Nonstandard Class

**School Name:** MI-Access Random School

**School Code:** 09910

**District Code:** 99995

**District Name:** Demo District

**For nonstandard accommodations, scores are reported for informational purposes only and do not contribute to participation rates or summary scores.**

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**Key:**
- Correct = +;
- Response = A, B, C;
- Multiple marks = M;
- Omitted = Blank

**Note:** See reverse for additional information
**FUNCTIONAL INDEPENDENCE**

**Individual Student Reports for Science**

An Individual Student Report is provided for every student who takes part in the MI-Access Functional Independence Science Assessment. The report includes the following information.

**Section A** shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code, and provides basic demographic information about the student, which was obtained from the student’s barcode label and the Michigan Student Database System (MSDS).

**Section C** shows the teacher name, school name, and school code. It also provides the student’s performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year.

**Section D** shows the student’s score for questions that relate to:
- Constructing New Scientific Knowledge
- Reflecting on Scientific Knowledge
- Using Life Science Knowledge
- Using Physical Science Knowledge
- Using Earth Science Knowledge

**Section E** shows the student’s total score for science.

**Section F** is the student’s individual item analysis for the released assessment items. The analysis includes the EB assessed in that item; an abbreviated description of the EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates that the answer choice was correct.

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level.
## FUNCTIONAL INDEPENDENCE

### INDIVIDUAL STUDENT REPORT
**Functional Independence - Science**
**Grade 5**
**Fall 2009**

**STUDENT PERFORMANCE SUMMARY**
- **Earned/Points Possible:** 8/35
- **Scale Score:** 2442
- **Performance Level:** Emerging Toward the Performance Standard

**Student Name:** CHANCELLOR, CLARK J.
**State UIC:** 923453630
**Date of Birth:** 1/20/1996
**Student ID:** 922453630
**Gender:** M
**Ethnicity:** Black, Not of Hispanic Origin
**Formerly LEP:** N
**SpecEd:** Y
**Accommodations:** Audio, Calculator

### Student Performance by Assessment Strand

<table>
<thead>
<tr>
<th>Strand</th>
<th>Earned/Points Possible</th>
<th>EB Code</th>
<th>Item Number</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>USING LIFE SCIENCE KNOWLEDGE</td>
<td>3/6</td>
<td>R1</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>USING EARTH SCIENCE KNOWLEDGE</td>
<td>2/12</td>
<td>R2</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>USING PHYSICAL SCIENCE KNOWLEDGE</td>
<td>2/12</td>
<td>R3</td>
<td>+B</td>
<td></td>
</tr>
<tr>
<td>USING PHYSICAL SCIENCE KNOWLEDGE</td>
<td>2/12</td>
<td>R4</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>USING EARTH SCIENCE KNOWLEDGE</td>
<td>2/12</td>
<td>R5</td>
<td>+A</td>
<td></td>
</tr>
<tr>
<td>USING PHYSICAL SCIENCE KNOWLEDGE</td>
<td>2/12</td>
<td>R6</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:** 8/35

### Individual Item Analysis for Released Items

- **1. Identify functions of selected seed plant parts:** R1
  - Response: B
- **2. Identify how an animal may adapt to its environment:** R2
  - Response: B
- **3. Identify forces (push/pull) that speed up, slow down, stop, or change the direction:** R3
  - Response: +B
- **4. Identify and use prisms and filters with light sources to produce various colors:** R4
  - Response: C
- **5. Identify routines related to the conservation of natural resources:** R5
  - Response: +A
- **6. Identify and/or describe weather conditions:** R6
  - Response: A

**Key:**
- Correct = +
- Response = A, B, C
- Multiple marks = M
- Omitted = Blank

**Note:** See reverse for additional information

---

**District Name:** Demo District
**District Code:** 99995
**Teacher Name:** Random Class
**School Name:** MI-Access Random School
**School Code:** 09910

---

**CHANCELLOR, CLARK J.**
**Date of Birth:** 1/20/1996
**Student ID:** 922453630
**Gender:** M
**Ethnicity:** Black, Not of Hispanic Origin
**Formerly LEP:** N
**SpecEd:** Y
**Accommodations:** Audio, Calculator

---

**Student ID:** 922453630
**Date of Birth:** 1/20/1996
**Gender:** M
**Ethnicity:** Black, Not of Hispanic Origin
**Formerly LEP:** N
**SpecEd:** Y
**Accommodations:** Audio, Calculator

---

**CHANCELLOR, CLARK J.**
**Date of Birth:** 1/20/1996
**Student ID:** 922453630
**Gender:** M
**Ethnicity:** Black, Not of Hispanic Origin
**Formerly LEP:** N
**SpecEd:** Y
**Accommodations:** Audio, Calculator

---

**CHANCELLOR, CLARK J.**
**Date of Birth:** 1/20/1996
**Student ID:** 922453630
**Gender:** M
**Ethnicity:** Black, Not of Hispanic Origin
**Formerly LEP:** N
**SpecEd:** Y
**Accommodations:** Audio, Calculator
**Rosters (Class, School, District)**

The MI-Access Functional Independence rosters for classes, schools, and districts are identical in format. For that reason, only Class Rosters—one for accessing print and expressing ideas, one for mathematics, and one for science—are included in this guide. The reports include the following information.

**Section A** shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code, the total number of students assessed, and the mean scale score.

**Section C** indicates the classroom teacher’s name, the school name, and the school code.

**Section D** lists alphabetically the students who took part in the assessment. It also shows each student’s state (UIC) and date of birth (DOB).

**Section E** shows the student’s scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

**Section F** shows the student’s scores by assessment component (for Accessing Print and Expressing Ideas) or by strand (for mathematics and science); the total points possible for that component or strand; the number of questions the student answered correctly for each EGLCE or EB assessed; and the number of points possible (at the top of the column in parentheses) for each EGLCE or EB assessed.

**Section G** shows the student’s total earned points for the assessment.

**Section H** provides more detailed information about the report.

The back page of the reports includes the performance levels students can achieve, the scale score range that corresponds to each performance level, and on the ELA roster, descriptions of the Expressing Ideas condition, and comment codes.
### Class Roster: Functional Independence - Accessing Print and Expressing Ideas

**Grade 4 - Fall 2009**

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID</th>
<th>District Code</th>
<th>Class Code</th>
<th>Teacher Name</th>
<th>Class Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name 1</td>
<td>12345678</td>
<td>92345367</td>
<td>A</td>
<td>Teacher 1</td>
<td>Class A</td>
</tr>
<tr>
<td>Name 2</td>
<td>87654321</td>
<td>92345368</td>
<td>B</td>
<td>Teacher 2</td>
<td>Class B</td>
</tr>
<tr>
<td>Name 3</td>
<td>76543210</td>
<td>92345369</td>
<td>C</td>
<td>Teacher 3</td>
<td>Class C</td>
</tr>
</tbody>
</table>

**Performance Level Key**
- S - Surpassed
- M - Middle
- L - Low
- H - High

**Note:** See reverse for additional information.

### Class Roster: Functional Independence - Mathematics

**Grade 6 - Fall 2009**

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID</th>
<th>District Code</th>
<th>Class Code</th>
<th>Teacher Name</th>
<th>Class Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name 1</td>
<td>12345678</td>
<td>92345367</td>
<td>A</td>
<td>Teacher 1</td>
<td>Class A</td>
</tr>
<tr>
<td>Name 2</td>
<td>87654321</td>
<td>92345368</td>
<td>B</td>
<td>Teacher 2</td>
<td>Class B</td>
</tr>
<tr>
<td>Name 3</td>
<td>76543210</td>
<td>92345369</td>
<td>C</td>
<td>Teacher 3</td>
<td>Class C</td>
</tr>
</tbody>
</table>

**Performance Level Key**
- S - Surpassed
- M - Middle
- L - Low
- H - High

**Note:** See reverse for additional information.

### Class Roster: Functional Independence - Science

**Grade 8 - Fall 2009**

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID</th>
<th>District Code</th>
<th>Class Code</th>
<th>Teacher Name</th>
<th>Class Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name 1</td>
<td>12345678</td>
<td>92345367</td>
<td>A</td>
<td>Teacher 1</td>
<td>Class A</td>
</tr>
<tr>
<td>Name 2</td>
<td>87654321</td>
<td>92345368</td>
<td>B</td>
<td>Teacher 2</td>
<td>Class B</td>
</tr>
<tr>
<td>Name 3</td>
<td>76543210</td>
<td>92345369</td>
<td>C</td>
<td>Teacher 3</td>
<td>Class C</td>
</tr>
</tbody>
</table>

**Performance Level Key**
- S - Surpassed
- M - Middle
- L - Low
- H - High

**Note:** See reverse for additional information.
Summary Reports (School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by year, grade, and content area. These reports are provided only when ten or more students in a particular grade take part in the same assessment.

Since summary reports for the state, district, and school are formatted the same way, only the School Summary Report is included in this guide. The content of the reports, however, varies by grade and content area. All summary reports include achievement and frequency distribution data, but mathematics reports for grades 4, 5, 6, 7, and 8 also include data on performance-level change. The report shown in this guide includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code.

Section C shows the school name and code.

Section D shows the total number of students assessed, the mean scale score, and the number and percent of students assessed that Surpassed, Attained, or are Emerging Toward the Performance Standard for a particular year. This section includes data for the assessment was first administered, and for the previous 3 years.

Section E shows the number and percent of students assessed in the current year that were matched to the previous year. The number and percent are used to generate performance level change data.

Section F shows the number and percent of students by performance level change between performance level categories from last year to the current year. For example, in the sample report, 9.1 percent of students with matching data who Attained the Performance Standard in 2008, Surpassed the Performance Standard in 2009.

Section G shows a summary of the number and percent of students by performance level change within and between performance level categories. For example, in the sample report 36.4 percent of students showed improvement.

Section H shows the number and percent of students that earned a scale score in a particular scale score range (this graph is referred to as a frequency distribution).

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level.
### FUNCTIONAL INDEPENDENCE

#### SCHOOL SUMMARY REPORT

**Functional Independence - Mathematics**

**Grade 8**

**Fall 2009**

**District Name:** Demo District  
**District Code:** 99999  
**School Name:** Stewart Elementary School  
**School Code:** 06074

#### ACHIEVEMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students Assessed</th>
<th>Mean Scale Score</th>
<th>Emerging</th>
<th>%</th>
<th>Attained</th>
<th>%</th>
<th>Surpassed</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>12</td>
<td>2804</td>
<td>4</td>
<td>33.3</td>
<td>6</td>
<td>50.0</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>2008</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2007</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2005</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

#### PERFORMANCE LEVEL CHANGE - YEAR-TO-YEAR TRANSITIONS

<table>
<thead>
<tr>
<th>Year</th>
<th># Students Assessed</th>
<th># Students Matched</th>
<th>Significant Decline</th>
<th>Decline</th>
<th>Maintaining</th>
<th>Improvement</th>
<th>Significant Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 &amp; 2009</td>
<td>11</td>
<td>11</td>
<td>1</td>
<td>9.1</td>
<td>3</td>
<td>27.3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### FALL 2009 FREQUENCY DISTRIBUTION

<table>
<thead>
<tr>
<th>Scale Score</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2709 - 2776</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>2777 - 2799</td>
<td>1</td>
<td>8.3%</td>
</tr>
<tr>
<td>2800 - 2808</td>
<td>3</td>
<td>25.0%</td>
</tr>
<tr>
<td>2809 - 2816</td>
<td>5</td>
<td>41.7%</td>
</tr>
<tr>
<td>2817 - 2826</td>
<td>1</td>
<td>8.3%</td>
</tr>
<tr>
<td>2827 - 2839</td>
<td>1</td>
<td>8.3%</td>
</tr>
<tr>
<td>2840 - 2901</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Note:** See reverse for additional information

---

*NA = Not Applicable  
< 10 students assessed*
**Demographic Reports (School, District, and State)**

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from student barcode labels and the Michigan Student Database System (MSDS). Data are reported only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Demographic Report is included in this guide. The report includes the following information.

**Section A** shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

**Section B** shows the name of the district and the district code.

**Section C** includes the groups by which the demographic data are reported (gender, ethnicity, and additional reporting groups).

**Section D** shows, by content area, the total number of students assessed and the mean scale score for each group.

**Section E** shows, by content area, the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level.
## MI-Access Guide to Reports, 2009-2010

### DISTRICT DEMOGRAPHIC REPORT

#### Functional Independence

**Grade 5**  
**Fall 2009**

### Accessing Print

<table>
<thead>
<tr>
<th>District</th>
<th>Total Students</th>
<th>Average %</th>
<th>Above Average</th>
<th>Surpassed</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1000</td>
<td>85%</td>
<td>75%</td>
<td>65%</td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>District</th>
<th>Total Students</th>
<th>Average %</th>
<th>Above Average</th>
<th>Surpassed</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1000</td>
<td>85%</td>
<td>75%</td>
<td>65%</td>
</tr>
</tbody>
</table>

### Additional Reporting Groups

- **English Language Learners**  
- **Upper Class Students**  
- **Lower Class Students**

### Science

<table>
<thead>
<tr>
<th>District</th>
<th>Total Students</th>
<th>Average %</th>
<th>Above Average</th>
<th>Surpassed</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1000</td>
<td>85%</td>
<td>75%</td>
<td>65%</td>
</tr>
</tbody>
</table>

### Additional Reporting Groups

- **Economically Disadvantaged**  
- **English Language Learners**  
- **Lower Class Students**

### Notes:
- Test results for students are reported as %.
- Students not included in "All Students".
Item Analysis Reports for Accessing Print and Expressing Ideas (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at www.mi.gov/mi-access) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Item Analysis Report for Accessing Print and Expressing Ideas is included in this guide. The report includes the following information.

**Section A** shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name, the district code, and the total number of students assessed.

**Section C** provides, the code for the EGLCE or EB assessed by Accessing Print component and released item; an abbreviated description of the EGLCE or EB; the released item number; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the Student Answer Document or for whom there were multiple marks.

**Section D** shows the released item number for the released Expressing Ideas prompt; the code for the EGLCE or EB assessed; an abbreviated description of the EGLCE or EB; and the number and percent of students who received each score based on a four-point rubric. It also shows the number and percent of students who received each condition code because their responses were not scorable.

**Section E** indicates the number and percent of students who received each comment code for the released Expressing Ideas prompt.

The back page of the report includes descriptions of the Expressing Ideas condition and comment codes.
## DISTRICT ITEM ANALYSIS REPORT

### Functional Independence - Accessing Print and Expressing Ideas

#### Grade 4

**Fall 2009**

**Released Items Only**

### Number of Students Assessed: 112

<table>
<thead>
<tr>
<th>EGLCE Code</th>
<th>Abbreviated EGLCE Descriptor</th>
<th>Released Item Number</th>
<th>Number and Percent of Students Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#</td>
</tr>
</tbody>
</table>

### PART 1 - WORD RECOGNITION

- **R.WS.03.FI.EG05** Recognize frequently encountered words
  - R1 22 19.6 37 33.0 52 46.4 1 0.0 0 0.0
  - R2 60 53.6 30 26.8 21 18.8 1 0.0 0 0.0
  - R3 38 33.9 19 17.0 54 48.2 1 0.0 0 0.0
  - R4 28 25.0 57 50.9 26 23.2 1 0.0 0 0.0

### PART 2 - TEXT COMPREHENSION

- **R.IT.03.FI.EG02** Identify informational text patterns
  - R5 38 33.9 51 45.5 22 19.6 1 0.0 0 0.0
  - R6 25 22.3 50 44.6 36 32.1 1 0.0 0 0.0
  - R7 46 41.1 23 20.5 42 37.5 1 0.0 0 0.0
  - R8 41 36.6 55 49.1 14 12.5 1 0.0 1 0.9
  - R9 27 24.1 45 40.2 38 33.9 1 0.0 1 0.9
  - R10 58 51.8 30 26.8 22 19.6 2 1.8 0 0.0
  - R11 18 16.1 58 51.8 33 29.5 3 2.7 0 0.0

### EXPRESSING IDEAS

- **R.WG.03.FI.EG01** Write/draw personal narrative
  - R12 2 1.8 6 5.4 40 35.7 49 43.8 1 0.9 4 3.6 0 0.0 10 8.9

### Number and Percent of Students Receiving Comment Codes

<table>
<thead>
<tr>
<th>Released Item Number</th>
<th>EGLCE Code</th>
<th>Abbreviated EGLCE Descriptor</th>
<th>Number and Percent of Students at Each Score Based on a 4-point Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number and Percent of Students Receiving Condition Codes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#</td>
</tr>
</tbody>
</table>

Note: See reverse for additional information

Correct Responses: *
Item Analysis Reports for Mathematics (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at www.mi.gov/mi-access) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Item Analysis Report for mathematics is included in this guide. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the code for the EGLCE or EB assessed by strand and released item; an abbreviated description of the EGLCE or EB; the released item number; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the Student Answer Document or for whom there were multiple marks.

The back page of the report includes, the performance levels students can achieve.
### Function independence - Mathematics

#### District Item Analysis Report

**Grade 6**  
**Fall 2009**

**Released Items Only**

**Number of Students Assessed:** 152

<table>
<thead>
<tr>
<th>EGLCE Code</th>
<th>STRAND or Abbreviated EGLCE Descriptor</th>
<th>Released Item Number</th>
<th>Number and Percent of Students Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A # %</td>
</tr>
<tr>
<td>G.GS.05.FI.EG01</td>
<td>Identify, describe, and compare two-dimensional shapes</td>
<td>R3</td>
<td>19 12.5</td>
</tr>
<tr>
<td>D.RE.05.FI.EG01</td>
<td>Read data</td>
<td>R6</td>
<td>19 12.5</td>
</tr>
<tr>
<td>N.ME.05.FI.EG01</td>
<td>Read, write and count whole numbers to 10,000</td>
<td>R7</td>
<td>112 73.7</td>
</tr>
<tr>
<td>N.ME.05.FI.EG06</td>
<td>Compare and order numbers to 10,000</td>
<td>R8</td>
<td>36 23.7</td>
</tr>
<tr>
<td>N.MR.05.FI.EG10</td>
<td>Explain number patterns</td>
<td>R1</td>
<td>33 21.7</td>
</tr>
<tr>
<td>N.MR.05.FI.EG13</td>
<td>Solve simple open sentences for +/-</td>
<td>R9</td>
<td>36 23.7</td>
</tr>
<tr>
<td>N.MR.05.FI.EG15</td>
<td>Select numbers to solve problems</td>
<td>R10</td>
<td>23 15.1</td>
</tr>
<tr>
<td>M.PS.05.FI.EG06</td>
<td>Measure and compare lengths, weights, and volumes</td>
<td>R5</td>
<td>85 55.9</td>
</tr>
<tr>
<td>M.PS.05.FI.EG11</td>
<td>Tell the amount of money in dollars and cents</td>
<td>R4</td>
<td>41 27.0</td>
</tr>
<tr>
<td>M.UN.05.FI.EG05</td>
<td>Measure lengths to the nearest inch</td>
<td>R2</td>
<td>20 13.2</td>
</tr>
</tbody>
</table>
Item Analysis Reports for Science (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at www.mi.gov/mi-access) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Item Analysis Report for science is included in this guide. The report includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides the code for the EB assessed by strand and released item; an abbreviated description of the EB; the released item number; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the Student Answer Document or for whom there were multiple marks.
### DISTRICT ITEM ANALYSIS REPORT

#### Functional Independence - Science

**Grade 8**  
**Fall 2009**  
**Released Items Only**

**Number of Students Assessed:** 161

<table>
<thead>
<tr>
<th>EB Code</th>
<th>STRAND or Abbreviated EB Descriptor</th>
<th>Release Item Number</th>
<th>Number and Percent of Students Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>L.OR.FI.EB.III.2.m.4a</td>
<td>Identify how selected systems and processes work together in animals</td>
<td>R1</td>
<td>27</td>
</tr>
<tr>
<td>L.EC.FI.EB.III.5.m.5a</td>
<td>Identify how humans use and benefit from plant and animal</td>
<td>R2</td>
<td>38</td>
</tr>
<tr>
<td>P.ME.FI.EB.IV.1.m.5a</td>
<td>Construct simple circuits and/or identify how they work in terms of the flow of current</td>
<td>R3</td>
<td>27</td>
</tr>
<tr>
<td>P.CH.FI.EB.IV.2.m.1a</td>
<td>Describe common physical changes in matter</td>
<td>R4</td>
<td>87</td>
</tr>
<tr>
<td>E.GE.FI.EB.V.1.e.64DDm</td>
<td>Identify reasons why it is important to conserve and/or recycle</td>
<td>R5</td>
<td>76</td>
</tr>
<tr>
<td>E.HY.FI.EB.V.2.m.2a</td>
<td>Explain the behavior of water on the surface</td>
<td>R6</td>
<td>36</td>
</tr>
</tbody>
</table>
Parent Reports

Parent reports, which start with a letter from the state Superintendent of Public Instruction, are designed to provide customized student assessment information to the parents (or guardians) of each student assessed. The MI-Access Functional Independence Parent Reports include the following information.

Section A shows the name of the report, the assessment in which the student took part, the assessment grade, and the year the assessments were administered.

Section B provides basic demographic information about the student, which was obtained from the student’s barcode label and the Michigan Student Data System (MSDS).

Section C includes a table showing the scale scores and performance levels by content area the student achieved in the current year as well as the scale scores and performance levels he/she achieved in the previous year, if applicable. In addition, it shows the student’s performance level change from last year to the current year, and describes how the change was determined.

Section D provides detailed information on the components of the Accessing Print and Expressing Ideas assessment, and how the student performed by assessment component and overall.

Section E shows where the student’s scale score is in the range of scale scores possible and the corresponding performance level.

Section F provides detailed information on the strands included in the mathematics assessment, and how the student performed by assessment strand and overall.

Section G shows where the student’s mathematics scale score is in the range of scale scores possible and the corresponding performance level.

Section H provides detailed information on the strands included in the science assessment, and how the student performed by assessment strand and overall.

Section I shows where the student’s science scale score is in the range of scale scores possible and the corresponding performance level.

Section J shows the student’s individual item analysis for Accessing Print, Expressing Ideas, mathematics, and/or science. It includes the EGLCE or EB assessed in that item; an abbreviated description of the EGLCE or EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates the correct answer choice. A sample four-page report is provided on the opposite page.
Dear Parent or Guardian:

We hope you find this information helpful and informative.

We encourage you to discuss these results with your son's teacher and other school professionals who have the benefit of knowing him personally. Teachers are able to use the results, together with other assessment and classroom information, to develop meaningful plans for his education.

Since a student’s map scores are calculated, data are recorded in a scale score format, which is used to determine his progress, adjust instructional programs, and monitor the student’s performance relative to the Performance Standard. The raw scores used in these calculations are not reported.

The following pages describe the assessments administered in the public schools during your son’s performance on assessed strands, and show how your son compares to the performance of all students in his grade and on his specific assessment.

E. TABLE OF ACCESSING PRINT RESULTS FOR CLAIM J. CHANCELLOR

We hope you find this information helpful and informative.

Sincerely,

[Signature]

Director of Public Instruction

State of Michigan

SUPERINTENDENT OF PUBLIC INSTRUCTION

Michigan State Department of Education

Prepared by

Michigan Access Collaborative

MI-Access Guide to Reports, 2009-2010
Comprehensive Reports
(District and Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade. School data are included in district reports only when ten or more students in the same school take part in the same assessment, and district data are included in ISD reports only when 100 or more students in the same district take part in the same assessment.

Since the format of the district and ISD reports is similar, only the District Comprehensive Report is included in this guide. The report includes the following information.

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C lists the schools or, for ISD reports, the districts by which data are reported.

Section D shows the total number of students assessed and the mean scale score for each school by content area or, for ISD reports, the total number of students assessed and the mean scale score for each district by content area.

Section E shows the number and percent of students who achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard) by content area.
**FUNCTIONAL INDEPENDENCE**

**DISTRICT COMPREHENSIVE REPORT**

**Functional Independence**

**Grade 5**

**Fall 2009**

<table>
<thead>
<tr>
<th>Accessing Print</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students Assessed</td>
<td>Mean Scale Score</td>
</tr>
<tr>
<td>Demo District</td>
<td>114</td>
<td>2507</td>
</tr>
<tr>
<td>Demo School (99004)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demo School (99005)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demo School (99015)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* < 10 students assessed  
† No students assessed
**Student Record Labels**

Labels for every student who participated in MI-Access Functional Independence are included in the School Results Folders. They include the following information.

**Section A** shows the assessment type, the assessment grade, and the year the assessments were administered.

**Section B** includes the student’s name, the teacher’s name, the school name and code, the district name and code, the student’s codes, and other identifying information.

**Section C** shows the student’s scale score for each content area in which he/she was assessed with MI-Access Functional Independence, his/her corresponding performance level, and his/her performance level change, if applicable.

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### Functional Independence  
**Grade 5  
Fall 2009**

| Student Name: LIEN, VERNON M. |  |
| Teacher: Private School Class |  |
| School: MI-Access Private School (09920) |  |
| District: Demo District (99995) |  |
| State UIC: 923453870 | Date of Birth: 01/20/1996 |
| Student ID: 922453870 | Gender: M |

<table>
<thead>
<tr>
<th>Subject</th>
<th>Scale Score</th>
<th>Perf. Level</th>
<th>Perf. Level Change</th>
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<tbody>
<tr>
<td>Accessing Print</td>
<td>2485</td>
<td>Emerging</td>
<td>No Matching Student</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2498</td>
<td>Emerging</td>
<td>No Matching Student</td>
</tr>
<tr>
<td>Science</td>
<td>2442</td>
<td>Emerging</td>
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</tbody>
</table>

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**MI-Access Guide to Reports, 2009-2010**  
**60**
### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AI</td>
<td>Accessing Information</td>
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<tr>
<td>AP</td>
<td>Accessing Print</td>
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<tr>
<td>AYP</td>
<td>Adequate Yearly Progress</td>
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<tr>
<td>DOB</td>
<td>Date of Birth</td>
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<tr>
<td>EB</td>
<td>Extended Benchmark</td>
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<tr>
<td>EGLCE</td>
<td>Extended Grade Level Content Expectation</td>
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<tr>
<td>EHSCE</td>
<td>Extended High School Content Expectation</td>
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<td>EI</td>
<td>Expressing Ideas</td>
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<td>ELA</td>
<td>English Language Arts</td>
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<td>ELL</td>
<td>English Language Learner</td>
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<td>ELPA</td>
<td>English Language Proficiency Assessment</td>
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<td>FLEP</td>
<td>Formerly Limited English Proficient</td>
</tr>
<tr>
<td>GLCE</td>
<td>Grade Level Content Expectation</td>
</tr>
<tr>
<td>HSCE</td>
<td>High School Content Expectation</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
</tr>
<tr>
<td>ISD</td>
<td>Intermediate School District</td>
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<tr>
<td>MDE</td>
<td>Michigan Department of Education</td>
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<td>MEAP</td>
<td>Michigan Educational Assessment Program</td>
</tr>
<tr>
<td>MEAS</td>
<td>Michigan Educational Assessment System</td>
</tr>
<tr>
<td>MSDS</td>
<td>Michigan Student Database System (Formerly SRSD)</td>
</tr>
<tr>
<td>MME</td>
<td>Michigan Merit Examination</td>
</tr>
<tr>
<td>NCLB</td>
<td>No Child Left Behind Act (2001)</td>
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<td>PAA</td>
<td>Primary Assessment Administrator</td>
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<td>PLD</td>
<td>Performance Level Descriptor</td>
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<td>SAA</td>
<td>Shadow Assessment Administrator</td>
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<td>TAC</td>
<td>Technical Advisory Committee</td>
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<tr>
<td>UIC</td>
<td>Unique Identification Code</td>
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Contact Information

High school administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or need additional information about MI-Access administration procedures, content, scheduling, appropriate assessment or accommodations for students with disabilities or the English language learners (ELLs), please contact the Michigan Department of Education, Office of Educational Assessment and Accountability, using the contact information listed below:

Office of Educational Assessment and Accountability

Joseph Martineau, Director

Vincent Dean, State Assessment Manager

James Griffiths, Assessment Administration and Reporting Manager

Linda Howley, Assessment Consultant for Students with Disabilities

Dan Evans, Administrative Analyst for Students with Disabilities

Phone: 877-560-8378

Fax: 517-335-1186

Web site: www.michigan.gov/mi-access

E-mail: oeaa@michigan.gov
2003/2004 STATE BOARD OF EDUCATION STRATEGIC GOAL

Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students. Revised October 23, 2003