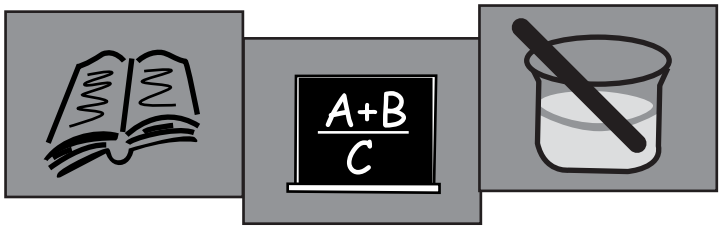
MI Access™
Michigan's Alternate Assessment Program

Participation
Supported Independence
Functional Independence
Grades 3–8, and 11



Instructions for
Distributing, Using, and
Returning Paper
MI-Access Assessment Materials

Spring 2015

Paper/Pencil Test Administrator Manual

MICHIGAN STATE BOARD OF EDUCATION
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NOTE TO READERS

How to Use This Manual

This manual is designed to inform District and School MI–Access Coordinators, as well as teachers and other professional staff (hereafter referred to as "assessment administrators"), about how to obtain, distribute, use, and return MI–Access assessment materials for the **paper/pencil version** of the test. It also includes important information about how the MI–Access assessments are designed and how they should be administered. For instructions on administering the MI–Access Functional Independence assessments, please refer to the *MI–Access Online Test Administrator Manual* which is located on the MI–Access website (**www.mi.gov/mi-access**).

The manual starts with a *General Information* section, which contains important information that is relevant to everyone involved with MI–Access, regardless of the role they play in the assessment administration process. Then, it has one section dedicated specifically to District MI–Access Coordinators and another section dedicated specifically to School MI–Access Coordinators.

There are two other sections in the manual dedicated specifically to assessment administrators—one section is for those administering the MI–Access Participation and Supported Independence assessments, and the other is for those administering the MI–Access Functional Independence assessments. Both sections start with important information about how the assessments are designed, and are followed by detailed instructions on (1) the assessment administration process, and (2) how and when to use and complete the assessment materials. Each section in the manual is clearly labeled at the top of the page and marked with a tab at the side of the page so you can find it quickly and easily.

The Michigan Department of Education's (MDE) Office of Standards and Assessment (OSA) recommends that you read the entire manual, if possible, so you understand who is responsible for what and how all the pieces of the assessment administration process work together. If you cannot read the entire manual, please be sure to read the *General Information* section and the section (or sections) that pertain to your role in the assessment administration process. Doing so will ensure not only that students are appropriately and meaningfully tested, but also that their efforts are accurately scored, reported, and counted for state Accountability purposes.

What's New This Year for MI–Access

This year the statewide assessment windows shifted from fall 2014 to spring 2015. This brought about major changes to the way the tests are developed and administered. The biggest differences are that all of the grades (3–8, and 11) will be administered during this time, will have some online features available for each test, and social studies will be available operationally for the first time for students taking Functional Independence in grades 5, 8, and 11. The changes to MI–Access have been extensive and throughout this manual we will highlight each of the changes with special notes. For ease of reference and staff training, we have also provided a summary of all the changes in the appendix section titled *What's New?* in a single sheet format. This document is also located at **www.mi.gov/mi-access**.

MI–Access Assessments

MI–Access is Michigan's alternate assessment based on alternate achievement standards. It is designed for students whose Individualized Education Program (IEP) Teams have determined that it is not appropriate for them to participate in the state's general education assessments (the Michigan Student Test of Educational Progress [M–STEP] or the Michigan Merit Examination [MME]).

Students Tested

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

1. The **Participation** assessments are for students who have, or function as if they have,[1] **severe** cognitive impairment. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and thus makes determining their actual abilities and skills difficult.

2. The **Supported Independence** assessments are for students who have, or function as if they have, **moderate** cognitive impairment. These students may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.

3. The **Functional Independence** assessments are for students who have, or function as if they have, **mild** cognitive impairment. These students typically can assess their personal strengths and limitations, and access resources, strategies, supports, and linkages to help them maximize their independence.

It is up to the student's IEP Team to determine which MI–Access assessment is most appropriate for the student based on his or her cognitive functioning level, curriculum, and instruction. The Office of Standards and Assessment (OSA) has developed *Michigan Statewide Assessment Selection Guidance* to assist teams with the decision-making process. This resource is available as a downloadable PDF at **www.mi.gov/mi-access**. It includes descriptions of the state's assessments, information on the students for whom the assessments are intended, sample items, and numerous tools (such as flowcharts and worksheets) to help teams make informed decisions. Given the significant changes to the Michigan summative assessments this year, this document is undergoing significant changes and may not always be available online. However, an abbreviated version will be provided in its absence that covers selection guidance for using the MI-Access assessment programs.

[1] The phrase, "function as if they have," refers to students who adaptively function in environments that differ from their special education categories and, as a result, should be given the MI–Access assessment that best suits their "adaptive functioning" level of independence. To obtain more information on the students being tested, go to the MI–Access web page (**www.mi.gov/mi-access**).

Consequences of Assessment Decisions

When deciding whether a student should participate in an alternate assessment based on alternate achievement standards, IEP Teams must take into account three important consequences.

1. If a student participates in a MI–Access Functional Independence assessment, it is assumed that the student is receiving instruction based primarily on Michigan's Functional Independence Extended Grade Level Content Expectations, Extended Benchmarks, and/or Extended High School Content Expectations.

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

3. According to federal regulations, states may include only 1 percent of proficient MI–Access scores (of the total tested population) in accountability proficiency calculations. **These regulations, however, do *not* limit the number of students who can participate in MI–Access**.

Content Areas Assessed

Various federal regulations and state policies require that state-level assessments be administered to *all* students in certain grades and in certain content areas. Table 1 shows how Michigan has complied with these regulations and policies.

Table 1 Grades and Content Areas Assessed in Michigan

Content Areas	Grades						
	3rd	4th	5th	6th	7th	8th	11th
ELA–Reading	X	X	X	X	X	X	X
ELA–Writing	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X
Science		X			X		X
Social Studies			X			X	X

At present, the MI–Access Functional Independence assessment covers five of the content areas assessed at the state level: reading (ELA: accessing print), writing (ELA: expressing ideas), mathematics, science, and social studies (which is new this year for grades 5, 8, and 11). MI–Access Participation and Supported Independence cover English language arts (which includes reading and writing), mathematics, and science.

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

At this time, there are no MI–Access Participation and Supported Independence (P/SI) assessments for social studies. Therefore, a student's IEP Team must determine what other assessment will be used. In addition, the state is requiring districts to report information on students who *would* take a state-level alternate assessment in that content area *if* it were available. In the MDE Secure Site (at **https://baa.state.mi.us/BAASecure**) under *Accountable Students and Test Verification*, districts must indicate for all P/SI students (1) which social studies assessment the student took (either a locally- or commercially-developed one), (2) the item types used on that assessment, (3) whether the student was proficient, and (4) how proficiency was determined. (See the *Secure Site Procedure and User Manual* on the MDE Secure Site for more information.)

Ungraded Students

In very rare cases where students are ungraded in the Michigan Student Data System (MSDS), see Table 2 to determine which "grade" assessment they should take. (If a student is retained, he or she must be retested in grades 3–8, but not in grade 11.)

Table 2 Age-to-Grade Conversions

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

*Students must be these ages on or before December 1st of the school year in which the assessment is administered. For ages to apply, the student must be entered in the Michigan Student Data System (MSDS) as "ungraded."

Assessment Administrators

MI–Access assessment administrators vary by student population. The Participation and Supported Independence assessments are designed to be administered by **two** school personnel—one certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) who will act as the Primary Assessment Administrator (PAA) and another certified staff member (as just described) or other school personnel (such as a highly qualified[2] paraprofessional)

[2] A "highly qualified" paraprofessional is a school employee who performs the duties and meets the requirements of a noncertified district employee providing instructional support under Title 1, Part A of the No Child Left Behind Act. (For more information on highly qualified criteria, go to **www.mi.gov/mde**.)

who will act as the Shadow Assessment Administrator (SAA). Both the PAA and SAA must be familiar with the student and not impede or influence any interaction particular to an assessment item.

When two assessment administrators are involved, the PAA is responsible for making all decisions about when to provide assistance to a student and what type of assistance to provide. The SAA is present only to simultaneously and independently provide a second score for the student. (For more information on the roles of assessment administrators and how to administer the assessments, see Section IV of this manual and review the *MI–Access Participation and Supported Independence Scoring Rubrics Online Learning Program* at **www.mi.gov/mi-access**.)

New this year: the P/SI tests will not have the tear out sheets in the back of the test booklets. Instead, OSA will provide "Scoring Documents" separately along with the testing booklets. Also, there will not be any paper answer documents for P/SI since it will be replaced with an online portal where the primary administrator will enter the PAA and SAA scores directly using a student test ticket. (See MI–Access web page for P/SI entry instructions under "Assessment Window")

The Functional Independence assessments are designed to be administered by **one** person, most likely the student's teacher. Other professionals in the school or district—such as school psychologists, resource room teachers, or related services providers—may also administer the assessments if necessary. Paraprofessionals, teacher aides, and others may *assist* during assessment administration—with such things as making sure the student is on the correct page, addressing the right question, and so forth—but may not administer the assessments.

MI–Access Assessment Window

MI–Access assessments are administered during one window for all grades 3–8, and 11 during Spring 2015. Unlike the M–STEP, the MI–Access testing window is **NOT** divided into separate grade bands. As Figure 1 shows, Spring 2015 will run for seven weeks from **April 13, 2015 through May, 29, 2015**. It is important to complete the MI–Access assessments on or before the closing dates of the windows to allow scanning and scoring to take place and data to be reviewed and reported in a timely manner. (For a calendar with other important MI–Access dates, go to **www.mi.gov/mi-access**.)

Figure 1

MI–Access Assessment Window
Spring 2015 Grades 3–8, and 11 April 13–May 29

Ordering Assessment Materials

District MI–Access Coordinators are responsible for ordering assessment materials. They may do so through the MDE Secure Site (**https://baa.state.mi.us/BAASecure**). If District MI–Access Coordinators do not have a Secure Site user ID and password (which are required to enter the site), they should contact their District Administrator (as assigned by the District Superintendent), who has responsibility for maintaining the site at the district level. A user must have a MEIS Login in order to login to the Secure Site system. The Secure Site Login screen will contain a link to the Request MEIS ID Process. If the user has a MEIS ID but does not have access to the Secure Site system, the system will display a screen to request access after logging on with your MEIS login. Users requesting district user, school administrator, and/or school user access to Secure Site will have the ability to submit a request using the request access screen in the Secure Site System instead of completing the paper based request form. Each year, enhancements are made to the secure site to streamline and improve the ordering process; therefore, be sure to review the *Secure Site Procedure and User Manual* (on the screen header) prior to placing orders. **New this year:** MI–Access orders for testing materials will not be processed unless students have been pre-identified in the MDE secure site.

There are two different types of orders that may be placed—initial material orders and additional material orders.

Initial Material Orders

District MI–Access Coordinators are contacted before each assessment window by the OSA and asked to enter initial material orders in the MDE Secure Site. These orders must be submitted at specific times and will be used by the MI–Access contractor to determine the number and types of assessment materials that need to be printed and sent to each district for distribution to schools. (Please note that pre-identifying students does NOT take the place of submitting initial material orders.)

Additional Material Orders

If the initial material orders entered by District MI–Access Coordinators are based on sound estimates and there are no changes, then additional materials should not be needed. However, if (1) there are new students, assessment administrators, classrooms, or schools; (2) a student's IEP Team determines that a different assessment should be administered; or (3) an initial material order was not placed, then District MI–Access Coordinators may need to make "additional" orders in the MDE Secure Site.

The MI–Access contractor will ship some overages (or extras) of the Functional Independence assessment booklets and student answer documents to help alleviate the need for additional material orders. In addition, it will ship one additional assessment booklet in each content area being assessed and one additional corresponding student answer document specifically for the assessment administrator to refer to during assessment administration. The assessment administrator "extras" may be used by a Functional Independence student, if necessary.

When materials are shipped to District MI–Access Coordinators, district and school packing slips are included indicating how many assessment materials are enclosed. If the number of materials

shipped does not match what is stated on the packing slips, District MI–Access Coordinators need to call 1–877–560–8378. The call will serve two purposes: (1) to alert the contractor that there may be a problem with the packing of assessment materials, and (2) to allow additional materials to be ordered and shipped. In addition, it is important to report missing materials because many of them are considered "secure" and will be tracked for assessment integrity purposes. (Please note that there is an "Order Summary" screen on the MDE Secure Site that shows what materials districts have ordered.)

Important Pre-Identification (Pre-ID) Information

To increase the accuracy of student demographic information when reporting results, the OSA requires that all students taking state-level assessments be pre-identified. There are numerous ways to complete the Pre-ID process, so District MI–Access Coordinators should consult the *Secure Site Procedure and User Manual* (**https://baa.state.mi.us/BAASecure**) if they need assistance. The types of preprinted materials that districts receive from the contractor depend on the time at which the Pre-ID process is completed.

When completing the Pre-ID process, be sure to indicate which type of MI–Access assessment (Participation, Supported Independence, or Functional Independence) and content area each student will take. **Also be sure that each student is flagged as "Special Education" in the MSDS**. If a student is tested with MI–Access but NOT flagged as "Special Education," he or she will be considered "Not Tested." (Contact your local MSDS administrator to ensure that students are flagged correctly in the MSDS data files.) Students may also be flagged at the same time to indicate that they are participating in a Shared Educational Entity (SEE) or in a Specialized Shared Educational Entity (S2E2).

Pre-Identified Student Barcode Labels

MI–Access Functional Independence (FI) students taking the paper/pencil assessment will need to have Pre-Identified Student Barcode Labels affixed to the student answer document.

Contractor-printed Pre-ID Student Barcode Labels

Districts that pre-identify FI students by the designated deadline will receive Pre-ID student barcode labels printed by the MI–Access contractor. (See Table 3 on the following page for spring 2015 Pre-ID deadlines.) The labels will be organized and shipped by school; therefore, School MI–Access Coordinators will need to affix them to the appropriate student answer documents prior to distribution.

District-printed Pre-ID Student Barcode Labels

Districts that miss the designated Pre-ID deadline MUST print Pre-ID student barcode labels locally from the MDE Secure Site. District MI–Access Coordinators may affix the locally printed labels to the correct student answer documents before distributing them to schools or assign that task to School MI–Access Coordinators.

When districts print labels locally from the MDE Secure Site, they must

- print them from the MI–Access Test Cycle so that MI–Access labels are printed.
- use Avery 5161 style labels, 1 inch by 4 inch, 20 per page (NO paper with glue, paste, staples, or tape); and
- use a laser printer (the scanning equipment does not pick up ink from ink jet printers).

Table 3 Pre-ID Tasks, Dates, and Materials for Spring 2015

Tasks and Dates	Materials
Spring 2015	
If districts pre-identify students for MI–Access in the MDE Secure Site* ON or BEFORE February 18, 2015…	…they will receive Pre-ID student barcode labels from the MI–Access contractor.
If districts pre-identify students for MI–Access in the MDE Secure Site* AFTER February 18, 2015…	…they MUST print labels locally from the MI–Access Test Cycle in the MDE Secure Site.
* The password-protected MDE Secure Site may be accessed at **https://baa.state.mi.us/BAASecure**.	

If Functional Independence student answer documents are returned to the MI–Access contractor without Pre-ID labels (regardless of whether they were provided by the contractor or the district), a $10 per document processing fee will be assessed to the district to cover the costs associated with researching to whom the answer documents belong. (See Table 6 on page 35 for more information on fees.)

Districts That Do Not Enter Initial Material Orders or Pre-ID Students

Districts that do not enter initial material orders or Pre-ID any students in the MDE Secure Site will NOT receive any MI–Access assessment materials.

Professional Assessment Administration

The purpose of the MI–Access assessments is to accurately measure what students know and are able to do in specific content areas. District and school personnel can help accomplish this purpose and minimize problems that may interfere with accurate administration by (1) maintaining the security of ALL assessment materials, (2) administering the assessments in a manner consistent with established assessment procedures, (3) establishing assessment conditions that prevent opportunities for students to engage in prohibited behaviors, (4) reviewing student information on completed student answer documents, and (5) following the communication procedures established for asking and answering questions.

To help ensure professional assessment administration practices, the OSA has developed a State Board of Education (SBE)-approved document called the *Assessment Integrity Guide*, which establishes "ground rules" for administering statewide assessments. All those involved with MI–Access

should download the document from the DAS web page (**www.mi.gov/baa**) or the MI–Access web page (**www.mi.gov/mi-access**) and read it in its entirety as it contains specific information for individuals based on their particular assessment responsibilities.

Security Compliance Forms

An *Office of Standards and Assessment (OSA) Security Compliance Form*, indicating that the *Assessment Integrity Guide* has been read and understood, will be provided for each person (District MI–Access Coordinator, School MI–Access Coordinator, assessment administrator, accommodations provider, and proctor) involved with MI–Access. The forms MUST be completed and signed by all parties PRIOR to assessment administration. Assessment administrators must return their forms to School MI–Access Coordinators BEFORE assessment administration begins. School MI–Access Coordinators must return their forms to District MI–Access Coordinators, along with used and unused assessment materials (except manuals and rulers, if applicable), after administration is complete. District MI–Access Coordinators must keep their own signed and completed forms—as well as those signed and completed by school coordinators, assessment administrators, accommodations providers, and proctors—on file at the district for one year following assessment administration. The forms must be provided to the OSA upon request.

Assessment Accommodations

The MI–Access assessments were developed using universal design principles, which are based on the premise that every child deserves to participate in assessment, and that assessment results should not be affected by disability, gender, ethnicity, or English language ability. In addition, universally designed assessments aim to reduce the need for assessment accommodations by removing access barriers associated with the assessments themselves. Following are examples of some of the universal design principles that were used to develop the MI–Access assessments.

- Many of the items on the Participation and Supported Independence assessments use an activity-based observation format because the formats typically used on traditional paper-and-pencil or online tests are not considered appropriate for the student populations being tested.
- The selected-response items on the Participation and Supported Independence assessments use picture answer choices instead of word answer choices because most students taking these assessments are not fluent readers and because picture identification is a typical part of their instruction. (The use of objects is also allowed if assessment administrators believe students will respond more readily to objects than to pictures or if students with visual impairment cannot see the pictures.)
- The Functional Independence assessments allow assessment administrators to read the questions and answer choices aloud to students (with a few exceptions) even though the

assessments are written specifically to accommodate the reading levels of the students being tested. This decision was made to ensure that a student's knowledge of the content area was being assessed as opposed to his or her reading ability.

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

Assessment Accommodations for Participation and Supported Independence

Because many of the items on the Participation and Supported Independence assessments use an activity-based observation format and are administered during everyday classroom activities and routines, accommodations specific to the assessment may not be needed. The student will simply do whatever he or she typically does during instruction using the same accommodations he or she would typically use in the classroom. Nonetheless, assessment administrators do have the option of using accommodations should they be needed.

Group vs. One-on-One Administration

Group administration is **not** allowed for the Participation and Supported Independence assessments due to the unique nature of the items. For example, while some activity-based observation items may take place in the context of a group, they require the PAA and SAA to focus their full attention on the student being tested; therefore, only one student may be observed and scored at a time. Similarly, because selected-response items require the use of picture cards and specific presentation styles, these items must be administered in a one-on-one situation (even though some students may be able to read the items and mark their own responses in the assessment booklet).

Modifying Items for Students with Physical Limitations

Assessment administrators are allowed to modify activity-based observation items for students with physical limitations when necessary, as long as the modifications still allow the student to demonstrate his or her understanding or knowledge of the scoring focus. For example, a mathematics item that requires students to demonstrate their ability to count to ten while completing a physical fitness routine, like doing jumping jacks or sit-ups, can be modified so that students with physical limitations can count in some other way, perhaps by clapping, blinking, nodding, or tapping the desk. The important part of this item is not the context—a physical fitness routine—but the scoring focus, which measures counting.

Readers

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

Timing, Setting, and Response Modes

Regardless of the item format (activity-based observation or selected response), assessment administrators are allowed to adjust the assessment timing, setting, presentation, and response mode to enable a student to demonstrate his or her knowledge of the concepts being assessed. For example, with regard to presenting items, assessment administrators may adjust the presentation of a picture or sound item so that students with visual or hearing impairment can access them in the same way they would access such information during instruction (as long as the adjustment does NOT change the construct being measured.) With regard to response modes, the assessment administrator may decide to have the student vocalize, eye gaze, or point instead of providing an oral response to indicate a choice or demonstrate knowledge. Following are some examples of other types of adjustments that could be made without affecting a student's score on the Participation and Supported Independence assessments.

Timing/Scheduling

The PAA may, among other things,

- determine the number of assessment items the student will be administered in one sitting;
- allow adequate motor and processing response time for the student;
- allow adequate time for the completion of comprehension activities; and/or
- monitor the student for fatigue (stop as needed).

For the best and most meaningful results, it is suggested that PAAs encourage students to try to complete the entire test.

Setting

The PAA may, among other things,

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

Presentation

The PAA may, among other things,

- tailor directions to a student's movement abilities or physical access;
- enlarge or minimize materials specific to a student's visual acuity and field;
- determine whether the student requires an object, actual photograph, or line-drawing pictorial representation to better understand materials or to demonstrate responses to questions;
- use objects or tactile symbols when pictures cannot be visually accessed; and/or
- set up a system (or systems) for students using computer scanning, augmentative communication, or low-tech picture and/or word communication so that he or she can scan through or point to pictures, words, numbers, objects, and so forth while administering the assessment.

Response

The PAA may, among other things,

- set up materials (e.g., pictures, objects, etc.) that the student can gaze at, touch, or point to with a pointer to demonstrate understanding;
- use a picture symbol program and arrange familiar pictures, numbers, and/or words in the student's vocabulary in a computer scanning program or on a communication system;
- provide access to voice output systems (screen readers), word predictors, or storywriter programs with switch outputs for students who use these tools for written output;
- allow the student to smile, eye gaze, nod, use an assistive technology device, and so forth to indicate a choice or preference;
- watch for signals of communicative intent from the student (which may be demonstrated by changes in posture, body position, respiration, voice, movement, or facial expression);
- look for a pattern of behavior (such as head down, twitching) that may indicate attention or a consistent response from the student; and/or
- provide appropriate computer access, including computers with switching systems, voice output, voice activation, accessible keyboards, touch windows, screen enlargement programs, and so forth.

Assessment Accommodations for Functional Independence

Unlike the Participation and Supported Independence assessments, the Functional Independence assessments (1) contain only traditional selected-response items (with word answer choices), (2) are administered by only one person, and (3) are NOT scored using a standardized scoring rubric (except for responses to ELA: Expressing Ideas prompts). Therefore, assessment accommodations differ slightly for this student population. Following are descriptions of some of the standard assessment accommodations commonly used on the Functional Independence assessments.

Audio CDs

The Functional Independence assessment booklets are available on audio CDs for use with students whose IEPs indicate that CDs are an appropriate assessment accommodation and who routinely use them during instruction. The audio CDs will come packaged with a companion standard print assessment booklet and a student answer document. Both the audio CD and the print booklet will have the same form number, which will always end with the number 1 (for example, Form FIM–51 for grade 5 Functional Independence mathematics). Please note that these form numbers may differ from numbers on the other assessment booklets being administered in a school; therefore, assessment administrators MUST be sure to print and bubble in the correct form number on the student's answer document. **New This Year: there is one CD for AP and EI but two separate answer documents and two separate test booklets.**

Track lists for audio CDs are posted on the MI–Access web page (**www.mi.gov/mi-access**), and instructions on how to use the CDs are included in Appendix A of this manual. Assessment

administrators who are administering audio CD versions of the assessments should review the lists and instructions prior to administration.

CDs may be used to administer the assessment to small groups (defined as five or fewer students) as long as the students (1) mark their own answers in their assessment booklets, and (2) use headsets. Otherwise, CDs may be used only in one-on-one assessment situations.

Enlarged Print Versions

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

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

Please note that enlarged print versions of the assessments will always have form numbers that end with the number 1 (for example, Form FIM–71 for grade 7 Functional Independence mathematics). These form numbers may differ from the form numbers on the other assessment booklets being administered in a school; therefore, assessment administrators MUST be sure to print and bubble in the correct form number on the student's answer document. District Coordinators must select the student(s) for whom the material is intended when placing the order.

Braille Versions

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

All Braille versions of the assessments will come packaged with a student answer document and a companion *Assessment Administrator Booklet for Braille* (AABB), which includes transcriber notes indicating how the items and/or directions have been adapted for Braille. Specific directions for administering the Braille versions of the assessments are included in Section V of this manual. In addition, tables showing Print to Braille page correspondences are posted on the MI–Access web page (**www.mi.gov/mi-access**) since the Braille assessment booklets are formatted somewhat differently than the AABB. Assessment administrators who are administering Braille versions of the assessments should review the instructions and tables prior to administration.

Braille versions of the assessments are different from audio CDs and enlarged print versions in two important ways. First, Braille versions of the assessments will always have form numbers that

end in 9 (for example, Form FIS–79 for grade 7 Functional Independence science). These form numbers will differ from the form numbers on the other assessment booklets being administered in a school; therefore, assessment administrators MUST be sure to print and bubble in the correct form number on the student's answer document. Second, Braille assessment are ordered on the MDE Secure Site. District Coordinators must select the student(s) for whom the material is intended when placing the order.

Calculators

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

Group vs. One-on-One Administration

The Functional Independence assessments may be administered in small groups (defined as five or fewer students) if all the students in the group are able to (1) read the item stems and answer choices themselves, and (2) respond by marking the answer choices in their assessment booklets. In all other instances (for example, when oral responses are given, when a student directs the assessment administrator to mark his or her response, and so forth), the assessments MUST be administered in a one-on-one assessment situation.

Optional Materials

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

Readers

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

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

Recording Student Responses

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

Scribes

For the ELA: expressing ideas component of the Functional Independence assessment, students are directed to write or draw their responses on the student answer document. If a student's disability prevents him or her from writing or drawing a response, the student may dictate it. The assessment administrator will need to transcribe the student's response verbatim onto the student answer document and note that the response was "scribed" in the two places indicated on the document. Similarly, if a student with visual impairment Brailles his or her response, the assessment administrator must transcribe it onto the student answer document following the same procedures. Scribes may only be used in one-on-one assessment situations where the student is dictating his or her responses.

Time

The Functional Independence assessments are NOT timed; therefore, assessment administrators may use their professional judgment to determine how much time should be allotted for the assessment and how much of the assessment should be administered in one sitting. The time allotted may vary depending on whether the assessment is being administered to a group of students, to an individual, in one session, or in multiple sessions. For the best and most meaningful results, it is suggested that assessment administrators encourage students to try to complete the entire test.

Word Processors

Word processors may be used for the ELA: expressing ideas component of the Functional Independence assessment by students who cannot write their responses. However, because this part of the assessment takes into account writing conventions, all spelling, dictionary, thesaurus, and grammatical software must be deactivated, otherwise word processing will be considered a nonstandard assessment accommodation. Word-processed responses do NOT need to be transcribed onto the student answer document by the assessment administrator. Instead, each word-processed page may simply be inserted into the student's Functional Independence Student Answer Document for ELA: expressing ideas, along with the item number and returned as directed. Prior to insertion, the assessment administrator must write in the upper right-hand corner of each word-processed page (1) the student's name, birth date, and state Unique Identification Code (UIC); (2) the school and district names and codes; (3) the assessment window (spring 2015); (4) the student's grade; and (5) the assessment content area. (Pre-ID labels with this information may be printed from the MDE Secure Site and affixed to the pages, if desired.)

Assessment Accommodation Decisions

All decisions about which accommodations a student needs must (1) be made by the student's IEP Team, (2) be documented in the student's IEP by content area, (3) reflect what the student routinely uses or how he or she routinely responds during instruction (in other words, it is not appropriate to introduce a new accommodation just for the assessment), and (4) all accommodations must be marked on the student answer document in the appropriate box. Assessment administrators (and accommodations providers, if used) are responsible for making sure the assessment accommodations are available during the assessment and tailoring them, as needed, to the assessment situation.

Universal Tools, Designated Supports, and Accommodations Tables

The OSA has prepared an Assessment Accommodation Summary Table that indicates the assessment tools, supports, and accommodations that are standard for the M–STEP, the WIDA (World-Class Instructional Design and Assessment, formerly English Language Proficiency Assessment - ELPA), and MI–Access. IEP Teams should use this table when discussing which accommodations may be needed for students taking the MI–Access assessments. The *M–STEP, MI–Access, and WIDA Student Supports and Accommodations Table* is posted on the MI–Access web page (**www.mi.gov/mi-access**).

Accommodations Providers

Accommodations providers may be used to help administer the MI–Access assessments. Accommodations providers are responsible for ensuring that students have access to those accommodations (1) deemed appropriate by their IEP Teams, and (2) routinely used during classroom instruction. They should be familiar with each student's IEP as it relates to assessment, so they can make sure the appropriate accommodations are prepared ahead of time, available during the assessment, and used correctly. Accommodations providers may also assist with such tasks as making sure the student is on the correct page during testing, assisting with a CD player (if applicable), and making sure that CDs are returned with the student's assessment materials. Paraprofessionals, teacher aides, and others may serve as accommodations providers, but only under the direct supervision of the assessment administrator.

Proctors

Proctors may be used to help administer the MI–Access assessments; however, they typically are needed only when many students are being tested at the same time in the same setting. Paraprofessionals, teacher aides, and others may serve as proctors, but only under the direct supervision of the assessment administrator.

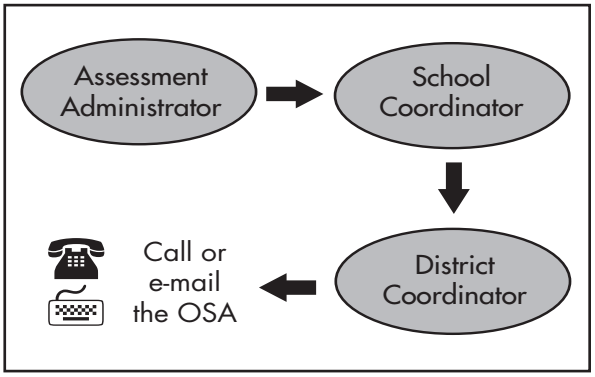
Contacts and Materials

Communication Procedure and Contact Information

The OSA has developed a communication procedure, which should be used when asking assessment-related questions. As Figure 2 shows, if assessment administrators have questions, they should take them to their School MI–Access Coordinator. If he or she cannot answer the questions, the School MI–Access Coordinator should take them to the District MI–Access Coordinator. If that person cannot answer them, the District MI–Access Coordinator should contact the OSA, using the information below. If you do not know who your District or School MI–Access Coordinator is, consult the Educational Entity Master (EEM) at **www.mi.gov/eem**.

Office of Standards and Assessment
Phone: 1–877–560–8378
E-mail: BAA@michigan.gov
Web page: **www.mi.gov/mi-access**

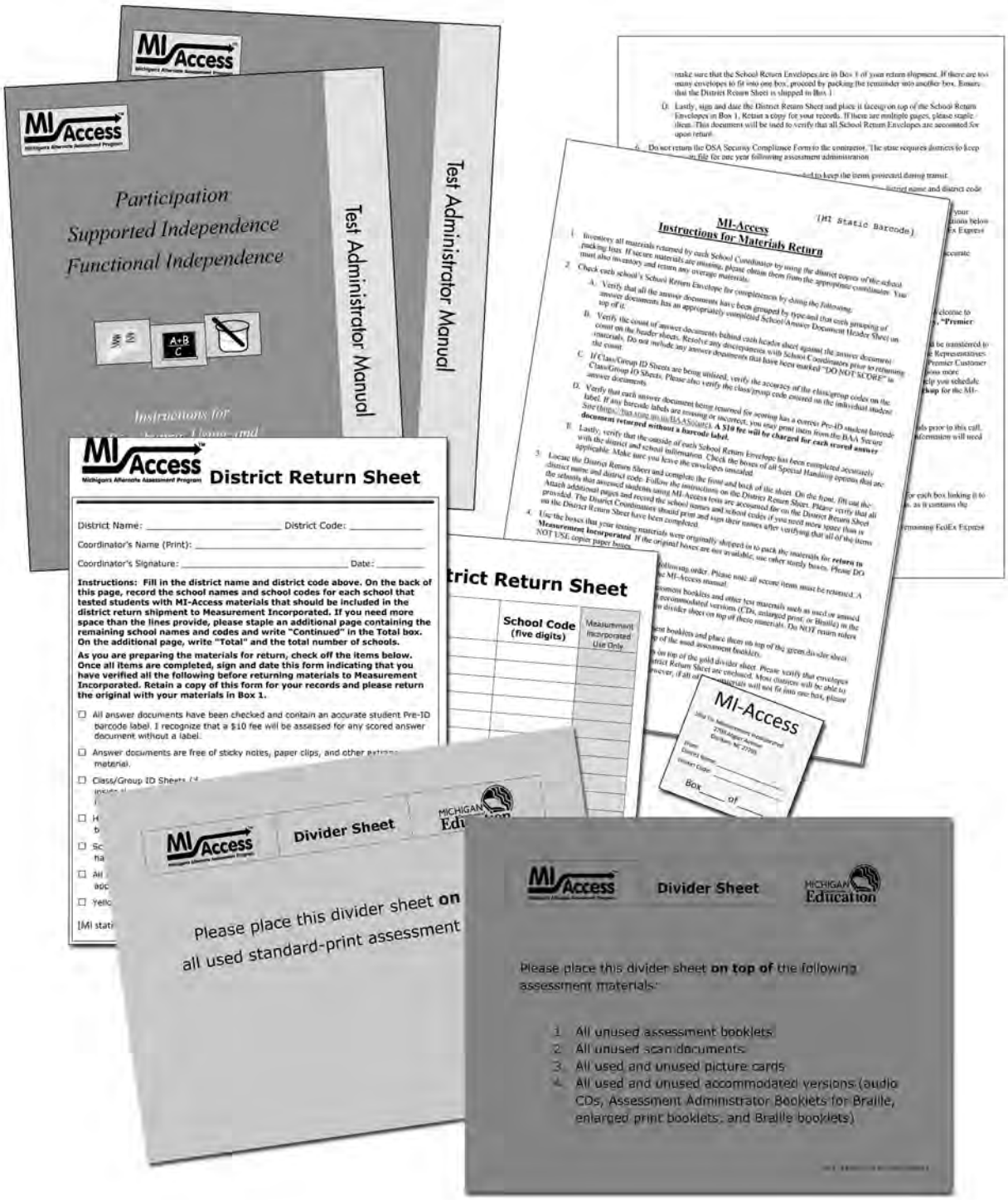
Figure 2



MI–Access Assessment Materials

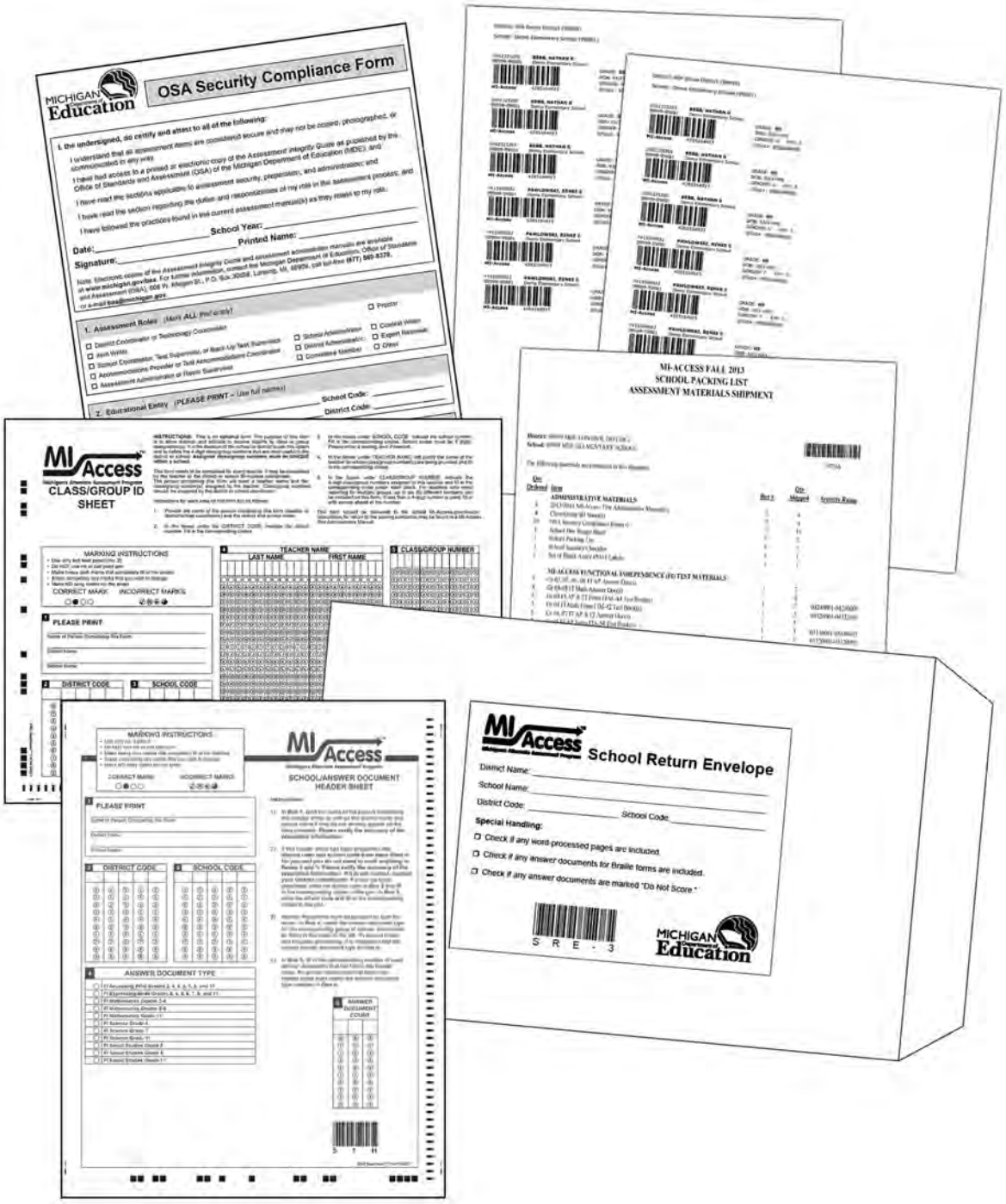
The following pages include graphic representations of the MI–Access assessment materials referenced in this manual. Please review them to become familiar with the various documents, envelopes, labels, and organizational tools that will be available for your use.

Assessment Materials

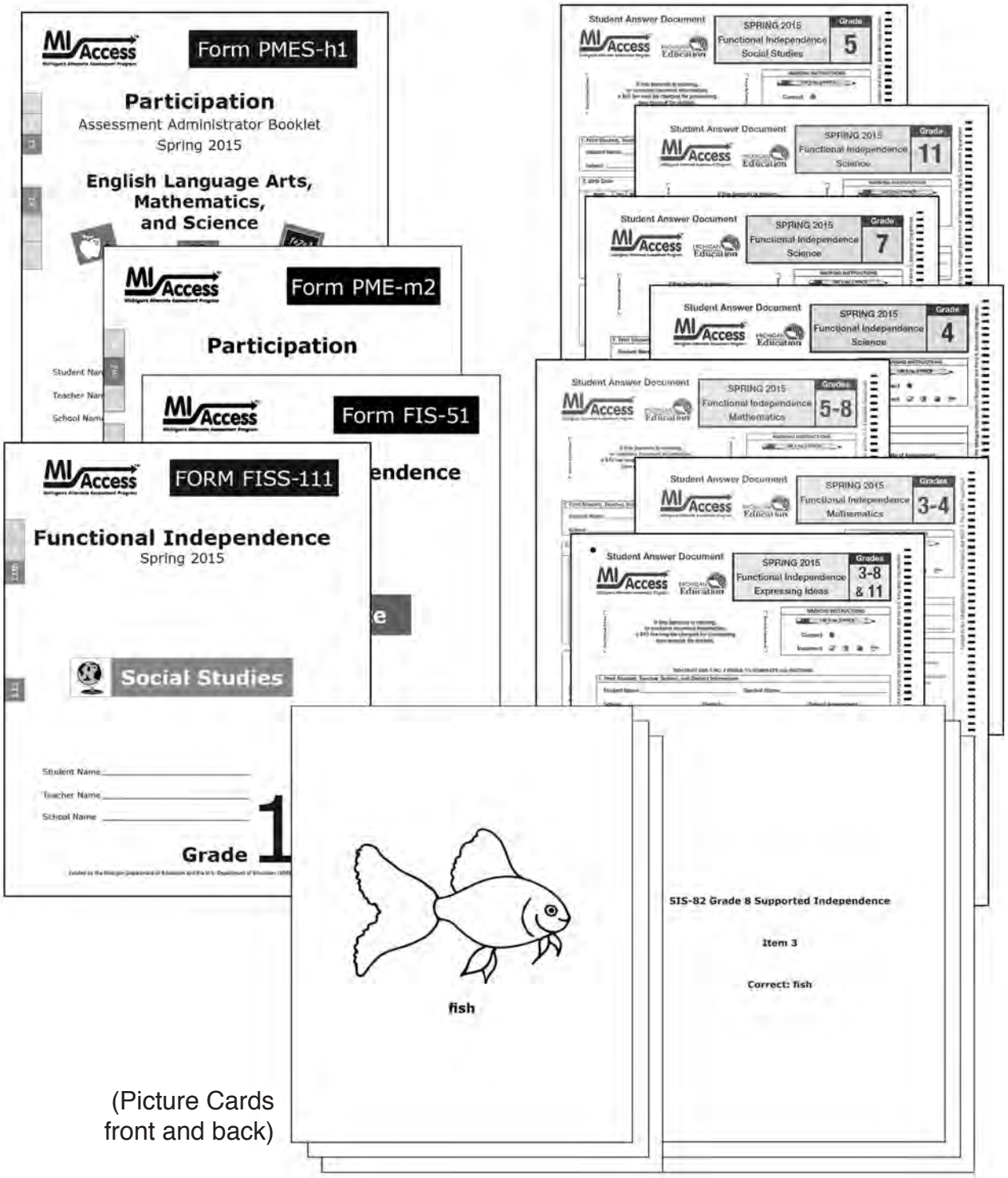


Assessment Materials

(Student Barcode Labels)

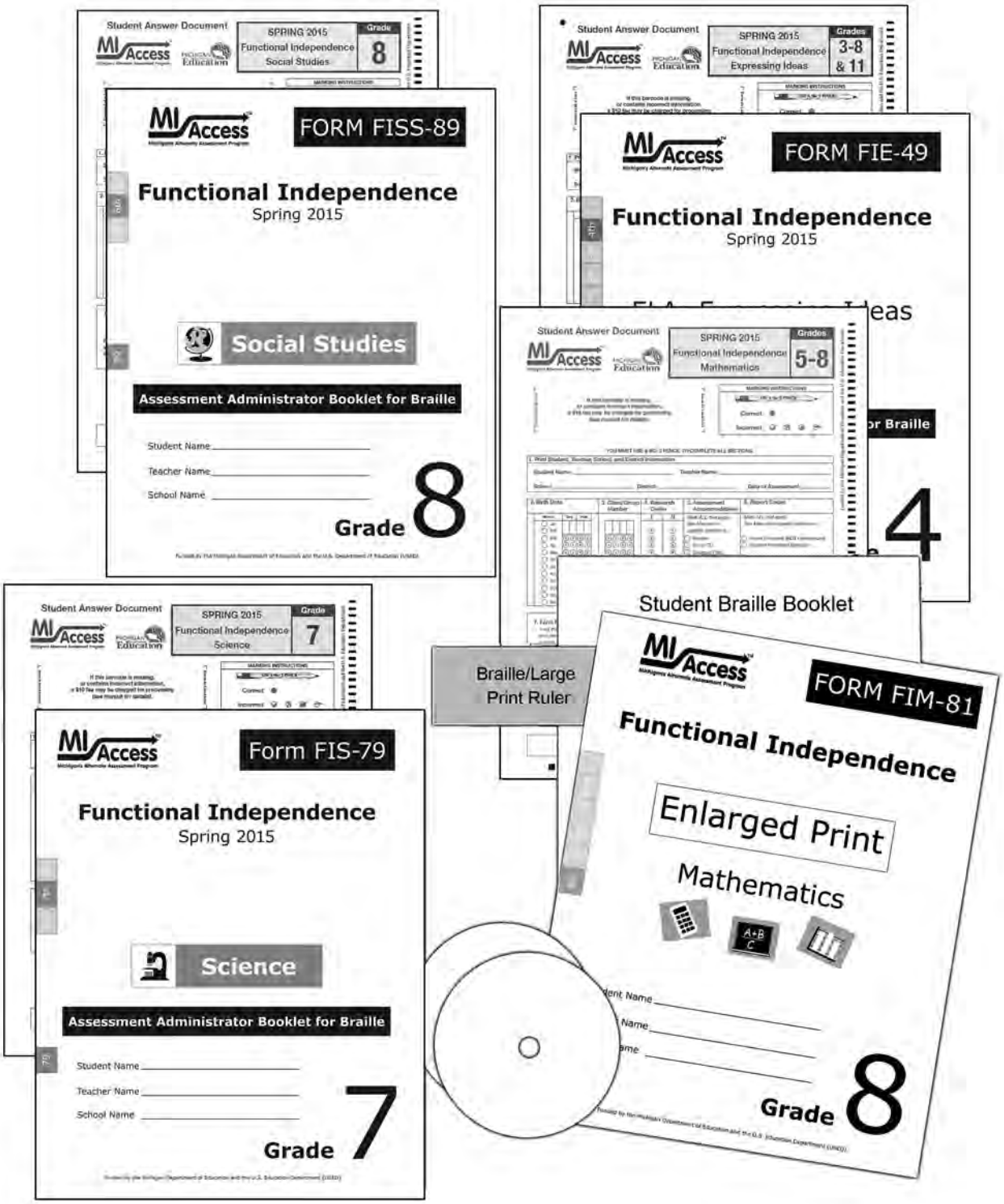


Assessment Materials



(Picture Cards front and back)

Accommodated Versions



District MI–Access Coordinator Quick List:

Major Tasks to Complete Before, During, and After Assessment Administration

● BEFORE

- Inventory materials received
- Complete an *OSA Security Compliance Form*
- Determine whether *Class/Group ID Sheets* will be used and who will complete them
- Prepare materials for distribution to schools
- Review the District Return Materials and School Supplemental Return Kits. Distribute school kits to schools along with other testing materials
- Establish an internal district return date
- Distribute materials to schools

● DURING

- Assist school coordinators and assessment administrators as needed
- Be available to answer questions
- Relay questions to the OSA as needed
- Ensure that professional assessment administration practices are followed

● AFTER

- Review the returned assessment materials for accuracy
- Prepare used and unused materials for return shipment (except manuals, rulers, security compliance forms, and scoring documents for P/SI)
- Ship materials to the MI–Access contractor
- Complete the online survey

IMPORTANT MI–Access DATES	
	Spring 2015 Grades 3–8, and 11
Assessment Materials Start Arriving in Districts	Week of March 30
MI–Access Assessment Window	April 13–May 29
Assessment Materials Return Date	Ship to the contractor no later than June 5

Introduction

Each district (LEA and ISD) must designate one person as its District MI–Access Coordinator. Some districts have opted to have their M–STEP District Coordinator also act as their District MI–Access Coordinator since that person is already responsible for managing most student assessments. Others, however, have designated different district staff, such as Special Education Directors or Supervisors.

District MI–Access Coordinators have numerous responsibilities, including

1. informing administrators, teachers, related services providers, school psychologists, and others in the district about MI–Access and that it is one component of the Michigan's Statewide Assessment Program;

2. receiving two kinds of return materials separate from the testing materials. Please note that these may not arrive at the same time as the testing materials due to different shipping sources. One is District Return Materials for district return use only, and the second is a School Supplemental Return kit for each school that had orders placed;

3. making sure that all School MI–Access Coordinators and assessment administrators in the district receive training on how to administer the MI–Access assessments;

4. making arrangements so that those involved with MI–Access can watch the state's webcast, during which viewers receive important information from the OSA staff about the assessment administration process;

5. making sure that all assessment materials received from the MI–Access contractor are disseminated to appropriate district and school staff, and returned as directed;

6. making sure that all those involved with administering the MI–Access assessments have been provided the State Board of Education (SBE)-approved *Assessment Integrity Guide* (which is posted at **www.mi.gov/mi-access** and **www.mi.gov/baa**); and

7. distributing, collecting, completing, and keeping on file all signed and returned *Office of Standards and Assessment (OSA) Security Compliance Forms*.

The MI–Access contractor ships all assessment materials to District MI–Access Coordinators; therefore, it is extremely important that district coordinator information—such as name, shipping address, and so forth—be kept up to date in the Educational Entity Master (EEM). Once District MI–Access Coordinators receive materials from the contractor, they are responsible for distributing them to School MI–Access Coordinators, who, in turn, distribute them to assessment administrators.

Following is information on the materials district coordinators will receive and what to do before, during, and after the assessments are administered.

Before

Receiving Assessment Materials

MI–Access assessment materials will arrive in boxes with fluorescent yellow MI–Access labels. With the exception of the District and School Supplemental Return kits (which will arrive in separate shipments). The boxes will include

- a district packing slip listing the materials shipped (placed inside the district shipping box on top of the materials—if the district receives more than one box, the packing slip will be in the last box);
- one District Return Materials kit which includes Instructions for Materials Return, preprinted FedEx Airbills, Yellow Materials Return Labels, four divider sheets (two green and two gold), and two District Return Sheets;
- *2015 MI–Access Test Administrator Manuals* (one each for District MI–Access Coordinators, School MI–Access Coordinators, assessment administrators, accommodations providers, and proctors);
- *OSA Security Compliance Forms* (to be completed and signed by all those involved with administering MI–Access);
- MI–Access Spring 2015 School or District packing slips (one packing slip accompanying each school's materials and another from each participating school attached to the district packing slip for use in inventorying returned materials);
- *School/Answer Document Header Sheets* (green), part of School Supplemental Return Kit;
- Class/Group ID sheets, part of the School Supplemental Return Kit
- *School Return Envelopes* (white with green labels), part of School Supplemental Return Kit;
- standard print student assessment booklets (all assessment types and content areas as ordered plus some overage for Functional Independence);
- audio CDs of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets, student answer documents, and acetate rulers, if applicable);
- Braille versions of the Functional Independence assessment booklets, if ordered (with companion *Assessment Administrator Booklets for Braille,* student answer documents, and Braille/Large Print rulers, if applicable);

- enlarged print versions of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets, student answer documents, and Braille/Large Print rulers, if applicable);
- student answer documents (all assessment types and content areas as ordered plus some overage for Functional Independence);
- acetate rulers (for use with the standard print MI–Access Functional Independence Mathematics Assessments, if applicable);
- picture cards (one set for each Primary Assessment Administrator [PAA] based on the assessment[s] he/she is administering, and the content area[s] and grade[s] he/she is assessing);
- Pre-ID student barcode labels (for students pre-identified by the designated deadline as taking MI–Access assessments); and
- Scoring documents for P/SI. Also note these are non-scannable and should not be returned.

The MI–Access calendar—which notes important assessment dates for the spring testing cycle—is posted online at **www.mi.gov/mi-access**. Please inform School MI–Access Coordinators that this organizational tool is available for download.

Inventorying Materials

Once the MI–Access assessment materials arrive in the district, open the original shipping box or boxes and SAVE IT/THEM for returning used and unused assessment materials to the MI–Access contractor. Then, use the district packing slip to inventory district materials and the school packing slips to inventory the school materials. The same packing slips can be used after assessment administration to determine which materials in what amounts should be returned from each school.

Ordering Missing and Additional Materials

If any district or school materials are missing, call 1–877–560–8378 immediately for assistance. If additional materials are needed (for example, there are new students who need to be tested who were not included in the district's initial material order), an additional material order may be placed in the MDE Secure Site. The additional materials will then be sent to the district coordinator for distribution. (See page 10 for more information on ordering materials, including how and where to place orders.) Please note that if any of the new students are from a school that did not previously submit orders, the new order will be processed and shipped in similar fashion as your initial order.

Completing Security Compliance Forms

Before taking any further steps, complete and sign an *OSA Security Compliance Form*, using the directions at the bottom of the form. Put the completed form in a safe, easily remembered place; it will need to be kept on file along with all the other forms returned by schools for one year following assessment administration. (For more information on security, see page 13 of this manual.)

Using Class/Group ID Sheets

Prior to assessment administration, districts and schools need to determine whether they want to receive reports by class or group designations and, if so, use the *Class/Group ID Sheets* to facilitate the process. If these sheets are used, the district coordinator or the school coordinator will need to define the 4–digit class/group numbers that will be most useful and provide them to the individuals completing the sheets, as well as to individuals completing student answer documents (if the two groups are different). Up to six class/group numbers can be assigned to a given teacher/assessment administrator.

Determining Research Codes

If the district decides to use research codes, provide them to School MI–Access Coordinators so they, or assessment administrators, may record them on the student answer documents. Research codes are important because they enable districts to obtain data specially customized to their needs. Remember, using research codes is a district-level decision, NOT a school-level decision; therefore, the District MI–Access Coordinator is responsible for making the final decision and determining what the codes will represent. (See Table 4 for sample research codes.) This research option is similar to that offered with the M–STEP assessments; therefore, District MI–Access Coordinators may want to confer with M–STEP District Coordinators about potential research.

Table 4 Examples of Research Codes

Sample Codes	Sample Research Report I	Sample Research Report II
1	Receives Title I Services	Mother Completed Grade 9
2	Does not receive Title I Services	Mother Completed Grade 10
3		Mother Completed Grade 11
4		Mother Completed Grade 12
5		Mother Completed 1 Year of College
6		Mother Completed 2 Years of College
7		Mother Completed 3 Years of College
8		Mother Completed 4 Years of College
9		Mother Completed Bachelor's Degree

Matching Student Assessment Booklets with Student Answer Documents

Because there are different student populations and different content areas being assessed, it is important for District MI–Access Coordinators to understand how the assessment booklets and student answer documents are organized. The OSA has color-coded the materials by assessment type (Participation, Supported Independence, or Functional Independence) and/or by content area to assist with matching. (See Table 5 on page 32 for a summary of the following written information.)

Participation and Supported Independence: ELA, Mathematics, and Science

For Participation and Supported Independence, the content areas of ELA and mathematics are covered in the same student assessment booklet and there is one booklet per grade cluster—that is, one for elementary (grades 3–5), one for middle school (grades 6–8), and for high school all of the content areas have been combined into one booklet (grade 11). The Participation booklets are blue and the Supported Independence booklets are green.

While administrator booklets will continued to be used along with scoring documents and student picture cards in paper format, there are some scoring changes this year such as:

- The P/SI administrator Tear Out sheets (usually found in back of booklets) have been revised and will be provided as a separate material called "Scoring Documents." These will be provided for the PAA and SAA with your material orders. These are non-scannable tally sheets used during observations.

- P/SI Answer Documents will be an online portal. NO paper answer documents will be produced for P/SI. The Scoring documents responses will be transferred into the online answer document by the PAA for all of the content areas. This transfer will require a test ticket for the student and the directions may be viewed/downloaded from the *MI–Access P/SI Online Answer Document Instructions* located on the MI–Access web page (**www.mi.gov/mi-access**).

For science, the Participation student assessment booklets are pink and the Supported Independence booklets are maroon. For both assessments, the booklets are grade specific (either grade 4, grade 7, or grade 11).

Functional Independence: ELA: Accessing Print, ELA: Expressing Ideas, Mathematics, Science, and Social Studies

For Functional Independence, there is one student assessment booklet for each grade, and each booklet covers only one content area. The booklets and student answer documents are color-coded by content area: they are (1) purple for ELA: accessing print, (2) blue for ELA: expressing ideas, (3) orange for mathematics, (4) red for science, and (5) olive green for social studies.

The Functional Independence student answer documents are organized by content area and include

- one ELA: accessing print student answer document that covers grades 3–8, and 11;

- one ELA: expressing ideas student answer document that covers grades 3–8, and 11;

- one mathematics student answer document for each grade cluster (3–4, 5–8, and 11) assessed in a particular assessment cycle;

- one science student answer document for grades 4, 7, and 11; and

- one social studies student answer document for grades 5, 8, and 11.

The contractor has organized and shipped materials by school, so district coordinators should not need to prepare assessment materials for distribution; however, it is important that they understand the organizational principles should they be called upon for assistance. (See Table 5 on the following page.)

Table 5	MI–Access Student Assessment Booklets and Answer Documents		
Student Assessment Booklets			
	Participation	**Supported Independence**	**Functional Independence**
Content Areas	ELA and mathematics are covered in the same booklet, while science is covered in another, except grade 11 which combines all three.	ELA and mathematics are covered in the same booklet, while science is covered in another, except grade 11 which combines all three.	Each content area (ELA: accessing print, mathematics, science, and social studies) has its own assessment booklet. ELA: expressing Ideas (EI) will be assessed exclusively as a paper/pencil assessment. There is no online test for EI.
Grades	There is one booklet per grade cluster for ELA/mathematics and one booklet per grade for science, except grade 11 which combines all three.	There is one booklet per grade cluster for ELA/mathematics and one booklet per grade for science, except grade 11 which combines all three.	There is one booklet per grade.
Colors	The ELA/mathematics booklet is blue and the science booklet is pink.	The ELA/mathematics booklet is green and the science booklet is maroon.	The ELA: accessing print booklets are purple, ELA: expressing ideas are blue, the mathematics are orange, social studies are light green, and science are red.
Student Answer Documents			
Content Areas	No paper answer document provided. An online answer document portal will be used to enter student scores.	No paper answer document provided. An online answer document portal will be used to enter student scores	Each content area (ELA: accessing print, ELA: expressing ideas, mathematics, science, and social studies) has its own answer document.
Grades	The online answer document covers all the grades assessed.	The online answer document covers all the grades assessed.	ELA: accessing print answer document covers all grades (3–8, and 11). ELA: expressing ideas answer document covers all grades (3–8, and 11). Social studies has one answer document for each grade (5, 8, and 11). Science has one answer document for each grade (4, 7, and 11). Mathematics answer documents cover grade clusters (one document for grades 3–4, one for grades 5–8, and one for grade 11).
Colors	No paper answer document provided.	No paper answer document provided.	The ELA: accessing print answer documents are purple, ELA: expressing ideas blue, mathematics are orange, social studies are light green, and science are red.

Preparing Materials for Distribution

In addition to understanding how to match student assessment booklets with student answer documents, there are several other important factors to keep in mind when preparing materials for distribution.

School Materials

The MI–Access contractor will provide District MI–Access Coordinators with a copy of each school packing slip (included with the district packing slip). These slips can be used to track the materials that were sent to each school and to inventory school materials once they are returned.

Extra Functional Independence Booklets and Answer Documents

Each school's shipment contains an extra Functional Independence assessment booklet for each content area(s) and an extra corresponding student answer document for assessment administrators to use during assessment administration. (The extra booklets and answer documents correspond to the assessments being administered by each assessment administrator.) Some overage has also been provided to help reduce the need for additional material orders.

Security Barcode Numbers

All MI–Access assessment materials and accommodated versions of the assessments have security barcode numbers on the back cover. These numbers are scanned by the contractor prior to distribution and will be scanned upon return to make sure that all the booklets—which are secure materials—have been shipped back. The MI–Access contractor will provide District MI–Access Coordinators with information on the security barcode numbers distributed to each school on the school packing slips. These numbers can be used to track assessment booklets and ensure they are returned. **Please note: Student Picture Cards are secure materials and they must be returned along with the cover sheet, which contains the secure barcode for the entire group of cards.**

Packaging of Accommodated Versions

Accommodated versions of the Functional Independence assessments are packaged in very specific ways.

- Each audio CD comes packaged with a companion standard print assessment booklet, a student answer document, and an acetate ruler, if applicable. The CD will always have a form number that ends in 1 (for example, Form FIS–41 for grade 4 Functional Independence science). If the CD and its companion standard print booklet do not have the same form number, contact the MI–Access contractor for assistance. **Note: the CD for ELA: accessing print and ELA: expressing ideas are combined even though the booklets are separate materials.** The CD label will note this as well.

- Each Braille version of the assessment comes packaged with a companion *Assessment Administrator Booklet for Braille* (AABB), which includes transcription notes indicating how items/directions have been adapted for Braille when needed); a student answer document; and a Braille/Large Print ruler, if applicable. The Braille booklet will always have a form

number that ends in 9 (for example, Form FIM–79 for grade 7 Functional Independence mathematics). If the Braille booklet and the AABB do not have the same form number, contact the MI–Access contractor for assistance.

- Each enlarged print version of the assessment comes packaged with a companion standard print assessment booklet, a student answer document, and a Braille/Large Print ruler, if applicable. The enlarged print booklet will always have a form number that ends in 1 (for example, Form FIA–61 for grade 6 Functional Independence ELA: accessing print). If the enlarged print booklet and its companion standard print booklet do not have the same form number, contact the MI–Access contractor for assistance.

  When distributing accommodated versions of the assessments, District MI–Access Coordinators and School MI–Access Coordinators should keep them packaged in the way they were originally shipped. That way assessment administrators will have everything they need in one place to administer accommodated versions.

Participation and Supported Independence Picture Cards

Since the Participation and Supported Independence selected-response items use picture answer choices, the MI–Access contractor will provide picture cards for use during assessment administration. The MI–Access contractor will ship one set of picture cards for each PAA based on the type of assessment(s) he or she is administering, and the content area(s) and grade(s) he or she is assessing. (For more information on how to use the picture cards during the assessment, see page 54 of this manual.)

Establishing an Internal District Return Date

Before distributing materials to schools, determine the date by which materials must be returned to the district to ensure they will be shipped to the MI–Access contractor on time. In order to have assessment documents scanned and included in Accountability Students & Test Verification, districts must return materials no later than June 5, 2015. Inform all School MI–Access Coordinators of the district's internal return date as well as any other special instructions, if needed. Please note that a $250 fee will be assessed for each school whose materials are shipped 1–14 days after the return date. In addition, a $25 fee will be assessed for **each** answer document shipped 8–14 days after the return date. This fee covers the additional labor and resources needed to scan and score late documents. Any answer documents shipped 15 or more days past the deadline will not be scored and no reports will be generated. (See Table 6 on the following page for more information regarding the consequences of late materials.)

Table 6	Consequences of Late Return and Missing Pre-ID Labels				
Consequence	***Description***	***Shipment Dates***			
		On or before deadline	**1–7 days after deadline**	**8–14 days after deadline**	**15+ days after deadline**
Fee(s) Charged	Late shipment (per school)	—	$250	$250	Not scored
	Late processing (per answer document)	—	—	$25	Not scored
	Missing barcode (per answer document)	$10	$10	$10	Not scored
Reports	Data files provided	Yes	Yes	Yes	No
	Electronic reports provided	Yes	Yes	Yes	No
	Paper reports provided	Yes	Yes	Yes	No
	Results included for Accountability calculations	Yes	Yes	Yes	No

Informing Others about Professional Practices

District MI–Access Coordinators must inform School MI–Access Coordinators and assessment administrators about the SBE-approved *Assessment Integrity Guide*. It is available on the DAS web page (**www.mi.gov/baa**) and the MI–Access web page (**www.mi.gov/mi-access**), and must be reviewed by all those involved with MI–Access prior to assessment administration and signing of the *OSA Security Compliance Forms*. (See pages 12 and 13 of this manual for more information on professional practices and security.)

Distributing Assessment Materials to Schools

Once all the "before" steps have been completed, District MI–Access Coordinators may distribute assessment materials to each school participating in MI–Access. The MI–Access contractor will ship each school's materials in a separate box (or boxes), so the district coordinator will simply need to inventory them and pass the materials along to the appropriate schools as packaged. School supplement return kits should be distributed to schools as well.

During

Although District MI–Access Coordinators do not have any specific tasks to complete during the assessment window, it is imperative that they be available to answer questions from School MI–Access Coordinators and relay any questions they cannot answer to the OSA staff (see page 21 of this manual for contact information).

In addition, it is advised that District MI–Access Coordinators check in periodically with School MI–Access Coordinators to make sure they have the materials and information needed to accurately administer the MI–Access assessments and that professional administration practices are followed.

After

Inventorying Returned Materials

When completed assessment materials are returned by schools, pull out copies of the school packing slips (secured to the district packing slip) and use them to make sure that all the assessment materials were returned (except manuals and rulers, which may be shredded or recycled). If materials are missing, obtain them from the appropriate School MI–Access Coordinators.

Checking School Return Envelopes

Check each *School Return Envelope* to make sure it has accurately completed *School/Answer Document Headers sheets.* In addition, (1) count the number of student answer documents being returned for scoring and make sure that number matches what is written on each sheet, (2) make sure the boxes on the envelope label for any materials requiring special handling have been checked including documents with word processed responses for Functional Independence, and (3) verify the codes entered on the *Class/Group ID Sheets* (if used). In addition, check to make sure that each **used** (or scorable) student answer document has a Pre-ID label. If one or more labels are missing, print them from the MDE Secure Site (**https://baa.state.mi.us/BAASecure**) and affix them to the answer documents.

Once the contents and information are verified, put the materials back into the *School Return Envelopes,* and then put all the envelopes into one pile but DO NOT SEAL THEM. (See the graphic in Appendix G of this manual if you have questions about how to organize the materials inside the envelopes.)

Preparing Materials for Return Shipment

1. Inventory all materials returned by each School Coordinator by using the district copies of the school packing lists. If secure materials are missing, please obtain them from the appropriate coordinator. You must also inventory and return any overage materials.

2. Check each school's School Return Envelope(s) for completeness by doing the following:

   A. Verify that all the answer documents have been grouped by type and that each grouping of answer documents has an appropriately completed School/Answer Document Header Sheet on top of it.

   B. Verify the count of answer documents behind each header sheet against the answer document count on the header sheets. Resolve any discrepancies with School Coordinators prior to returning materials. Do not include any answer documents that have been marked "DO NOT SCORE" in the count.

   C. If Class/Group ID Sheets are being utilized, verify the accuracy of the class/group codes on the Class/Group ID Sheets. Please also verify the class/group code entered on the individual student answer documents.

   D. Verify that each answer document being returned for scoring has a correct Pre-ID student barcode label. If any barcode labels are missing or incorrect, you may print them from the MDE Secure Site (**https://baa.state.mi.us/BAASecure**). A $10 fee will be charged for each scored answer document returned without a barcode label.

   E. Lastly, verify that the outside of each School Return Envelope has been completed accurately with the district and school information. Check the boxes of all Special Handling options that are applicable. Make sure you leave the envelopes unsealed.

3. Locate the District Return Sheet and complete the front and back of the sheet. On the front, fill out the district name and district code. Follow the instructions on the District Return Sheet. Please verify that all the schools that assessed students using MI–Access tests are accounted for on the District Return Sheet. Attach additional pages and record the school names and school codes if you need more space than is provided. The District Coordinators should print and sign their names after verifying that all of the items on the District Return Sheet have been completed.

4. Use the boxes that your testing materials were originally shipped in to pack the materials for return to Measurement Incorporated. If the original boxes are not available, use other sturdy boxes. Please DO NOT USE copier paper boxes.

5. Pack materials into your box(es) in the following order. Please note all secure items must be returned. A diagram is available in Appendix G in the MI–Access manual.

   A. Begin by placing all unused assessment booklets and other test materials such as used or unused picture cards and used or unused accommodated versions (CDs, enlarged print, or Braille) in the bottom of the box. Place the green divider sheet on top of these materials. Do NOT return rulers or administration manuals.

   B. Take the remaining used assessment booklets and place them on top of the green divider sheet. Place the gold divider sheet on top of the used assessment booklets.

C. Place all School Return Envelopes on top of the gold divider sheet. Please verify that envelopes for all the schools listed on the District Return Sheet are enclosed. Most districts will be able to pack all materials into one box; however, if all of your materials will not fit into one box, please make sure that the School Return Envelopes are in Box 1 of your return shipment. If there are too many envelopes to fit into one box, proceed by packing the remainder into Box 2. Ensure that the District Return Sheet is shipped in Box 1.

D. Lastly, sign and date the District Return Sheet and place it faceup on top of the School Return Envelopes in Box 1. Retain a copy for your records. If there are multiple pages, please staple them. This document will be used to verify that all School Return Envelopes are accounted for upon return.

6. Do not return the OSA Security Compliance Form to the contractor. The state requires districts to keep these forms on file for one year following assessment administration.

7. The Scoring documents sheets that were used during the Participation and Supported Independence observations and online score entry, should be retained by the school and do not need to be returned.

8. Fill excess space with paper or cardboard if needed to keep the items protected during transit.

9. Adhere a yellow Materials Return label to the top of each box. Fill in the district name and district code and the Box ___ of ___ fields for each box. Then securely seal each box with packaging tape.

10. Complete the "from" or sender's section on the FedEx Express airbill and attach it to Box 1 of your shipment. You only need one airbill on Box 1 of your entire shipment. Follow the Materials Return Kit instructions for FedEx pickup. If you do not have enough yellow Materials Return labels and/or FedEx Express Airbills, place an order on the MDE Secure Site.

NOTE: Do not mark in any other section on the airbill. They have been preprinted with the accurate shipping destination and billing information.

Completing the Coordinator/Assessment Administrator Feedback Survey

When the district's assessment materials have been returned to the MI–Access contractor, complete the *Coordinator/Assessment Administrator Feedback Survey* at **www.mi.gov/mi-access**. The OSA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

Checking Accountable Students and Test Verification (formerly Tested Roster)

Accountable Students & Test Verification identify the answer documents that were scanned, as well as the demographic information that was submitted for students on their answer documents and in the MSDS. During the period in which this window is open, districts must verify that (1) all students and their answer documents have been accounted for, (2) student demographic information is accurate, (3) students taking alternate assessments are flagged as "Special Education," (4) any student files with "Prohibited Behavior" or "Nonstandard Accommodations" flagged are correct, (5) review your

Expected to Test, and (6) report Not Tested Reasons (including any alternate Social Studies assessments that may have been administered in grades 5, 8, and 11). The *Accountable Students & Test Verification* period is the final opportunity districts will have to (1) report missing answer documents, and (2) update student demographic information in the MSDS to be used for assessment reporting and accountability calculations and (3) appeal Students Expected to Test.

This screen/report also provides a list of enrolled students and demographic information that will be used for accountability purposes. For more information, see the *Secure Site Procedure and User Manual* (**https://baa.state.mi.us/BAASecure**).

District Return Sheet

Front. Fill in the district name and district code in the spaces. Use the checklist as a means to confirm all the materials are returned properly.

MI Access Michigan's Alternate Assessment Program **District Return Sheet**

District Name: _____ District Code: _____

Coordinator's Name (Print): _____

Coordinator's Signature: _____ Date: _____

Instructions: Fill in the district name and district code above. On the back of this page, record the school names and school codes for each school that tested students with MI-Access materials that should be included in the district return shipment to Measurement Incorporated. If you need more space than the lines provide, please staple an additional page containing the remaining school names and codes and write "Continued" in the Total box. On the additional page, write "Total" and the total number of schools.

As you are preparing the materials for return, check off the items below. Once all items are completed, sign and date this form indicating that you have verified all the following before returning materials to Measurement Incorporated. Retain a copy of this form for your records and please return the original with your materials in Box 1.

- ☐ All answer documents have been checked and contain an accurate student Pre-ID barcode label. I recognize that a $10 fee will be assessed for any scored answer document without a label.
- ☐ Answer documents are free of sticky notes, paper clips, and other extraneous material.
- ☐ Class/Group ID Sheets (if used) have been filled out correctly and are included inside the School Return Envelope(s). If class/group codes have not been used, the sheets have been omitted.
- ☐ Header sheets have been accurately completed and all answer documents have been grouped by answer document type.
- ☐ School Return Envelopes have all been completed and all applicable special handling selections have been marked.
- ☐ All secure materials are included in this shipment and packed under the appropriate divider sheets.
- ☐ Yellow Materials Return labels have been completed and affixed to each box.

MI Access Michigan's Alternate Assessment Program **District Return Sheet**

School Name	School Code (five digits)	Measurement Incorporated Use Only
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
TOTAL NUMBER OF SCHOOLS: (Enter the number or write "Continued.")		

Back. On the back, record the school names and school codes for each school that tested students with MI–Access materials that should be included in the district return shipment to Measurement Incorporated. If you need more space than the lines provide, please staple an additional page containing the remaining school names and codes and write "Continued" in the Total box. On the additional page, write "Total" and the total number of schools.

School MI–Access Coordinator Quick List:

Major Tasks to Complete Before, During, and After Assessment Administration

● BEFORE

- Complete an *OSA Security Compliance Form*
- Inventory the materials received
- In conjunction with the district, determine whether *Class/Group ID Sheets* will be used and who will complete them
- Provide class/group numbers (if used) to assessment administrators
- Prepare materials for distribution to assessment administrators
- Establish an internal school return date
- Distribute materials to assessment administrators
- Collect the completed and signed security compliance forms from assessment administrators, accommodations providers, and proctors (if applicable)

● DURING

- Be available to answer questions
- Relay questions to the District MI–Access Coordinator as needed
- Periodically monitor the assessments
- Ensure that professional assessment administration practices are followed

● AFTER

- Collect all used and unused student answer documents, assessment booklets, accommodated materials, and picture cards
- Review the returned assessment materials for accuracy
- Complete the *School/Answer Document Header Sheet* sand the *School Return Envelope*
- Prepare and return materials to the District MI–Access Coordinator (except manuals, scoring documents, and rulers)
- Complete the online survey

IMPORTANT MI–Access DATES	
	Spring 2015 Grades 3–8, and 11
Assessment Materials Start Arriving in Districts	Week of March 30
MI–Access Assessment Window	April 13–May 29
Assessment Materials Return Date	Ship to the contractor no later than June 5

Introduction

Each school building involved with administering MI–Access must designate a School MI–Access Coordinator. Some schools have indicated they would like their M–STEP School Coordinators to also be their School MI–Access Coordinators since they already are responsible for managing most student assessments. Others, however, have chosen to designate different school staff, such as special education administrators, teachers, or teacher consultants.

School MI–Access Coordinators are responsible for

1. informing school administrators, special education teachers, related services providers, and others in the school about MI–Access and that it is one component of the Michigan statewide assessment programs;

2. participating in professional development sessions organized by the District MI–Access Coordinator to show School MI–Access Coordinators and assessment administrators how to administer the MI–Access assessments;

3. watching the state's webcast, during which viewers receive important information from the OSA staff about the assessment administration process;

4. making sure that all assessment materials received from the District MI–Access Coordinator are disseminated to appropriate school staff and returned as directed;

5. making sure that assessment administrators have been provided the State Board of Education (SBE)-approved *Assessment Integrity Guide* (which is posted at **www.mi.gov/mi-access** and **www.mi.gov/baa**); and

6. distributing, collecting, and returning signed *Office of Standards and Assessment (OSA) Security Compliance Forms*.

The MI–Access contractor ships all assessment materials to District MI–Access Coordinators. They are then responsible for distributing them to School MI–Access Coordinators, who, in turn, distribute them to assessment administrators.

Following is information on the materials that School MI–Access Coordinators will receive from District MI–Access Coordinators and what to do before, during, and after the assessments are administered.

Before

Receiving Assessment Materials

Assessment materials will most likely arrive from the District MI–Access Coordinator in one delivery, which will include

- school packing slip (listing the materials that should have been provided by the District MI–Access Coordinator);
- *School/Answer Document Header Sheets (green) and Class/Group ID Sheets, part of the School Supplemental Return Kit;*
- two *School Return Envelopes (white with green label), part of the School Supplemental Return Kit;*
- *2015 MI–Access Test Administrator Manuals* (one for the School MI–Access Coordinator to keep and multiple copies to distribute to assessment administrators, accommodations providers, and proctors);
- standard print student assessment booklets (all assessments and content areas as ordered by the District MI–Access Coordinator plus some overage for Functional Independence);
- audio CDs of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets, student answer documents, and acetate rulers, if applicable);
- Braille versions of the Functional Independence assessment booklets, if ordered (with companion *Assessment Administrator Booklets for Braille,* student answer documents, and Braille/Large Print rulers, if applicable);
- enlarged print versions of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets, student answer documents, and Braille/Large Print rulers, if applicable);
- student answer documents (all assessments and content areas as ordered by the District MI–Access Coordinator plus some overage for Functional Independence);
- Pre-ID student barcode labels (to affix to answer documents for students pre-identified by the designated deadline in the MDE Secure Site, if applicable);
- locally printed Pre-ID student barcode labels (to affix to student answer documents for students who were not pre-identified by the designated deadline, if applicable);

- acetate rulers (for use with the standard print Functional Independence Mathematics Assessments, if applicable);
- picture cards (one set for each PAA based on the assessment[s] he or she is administering, and the content area[s] and grade[s] he or she is assessing);
- *OSA Security Compliance Forms* (one for the School MI–Access Coordinator to complete and sign, and multiple copies to distribute to assessment administrators, accommodations providers, and proctors); and
- scoring documents for P/SI, if P/SI tests were ordered.

The MI–Access calendar—which notes important assessment dates in the test cycle—is posted online at **www.mi.gov/mi-access**. Please inform assessment administrators that this organizational tool is available for download.

While the state is responsible for providing the above mentioned assessment materials, the school is responsible for providing (1) age-appropriate materials, if needed, for each assessment item; (2) materials and/or assessment accommodations for particular students, if needed; and (3) Number 2 pencils for assessment administrators to use when completing scan documents.

Completing Security Compliance Forms

Before inventorying the materials, obtain, complete, and sign an *OSA Security Compliance Form*, using the directions at the bottom of the form. Keep the completed form in a safe, easily remembered place; it will need to be returned to the District MI–Access Coordinator after assessment administration is complete. (For more information on security, see page 13 of this manual.)

Inventorying Materials

To inventory the school's materials, obtain the school packing slip. If any materials are missing (for example, if the school packing slip says there should be four of something but there are only three) or if additional materials are needed (for example, there is a new student who just enrolled in the school and needs to be tested), contact the District MI–Access Coordinator immediately. He or she will work through established channels to obtain the needed materials from the MI–Access contractor.

Affixing Pre-ID Student Barcode Labels

Affix all Pre-ID student barcode labels (those provided by the MI–Access contractor, as well as those printed locally by the district) to the appropriate student answer documents. The labels should be affixed where indicated on the student answer document. A $10 fee may be charged for each scored answer document without a barcode label.

Matching Student Assessment Booklets with Student Answer Documents

Because there are different student populations and different content areas being assessed, it is important for School MI–Access Coordinators to understand how the assessment booklets and student answer documents should be organized for distribution. The OSA has color-coded the materials by assessment type and/or by content area to assist with matching. (See Table 5 on page 32 of this manual for a summary of the following written information.)

Participation and Supported Independence: ELA, Mathematics, and Science

For Participation and Supported Independence, the content areas of ELA and mathematics are covered in the same student assessment booklet and there is one booklet per grade cluster—that is, one for elementary (grades 3–5), one for middle school (grades 6–8), and for high school (grade 11) all of the content areas have been combined into one booklet for Participation and Supported Independence. The Participation booklets are blue and the Supported Independence booklets are green.

While administrator booklets will continued to be used along with scoring documents and student picture cards in paper format, there are some scoring changes this year such as;

- The P/SI administrator Tear Out sheets (usually found in back of booklets) have been revised and will be provided as a separate material called "Scoring Documents." These will be provided for the PAA and SAA with your material orders. These are non-scannable tally sheets used during observations.

- P/SI Answer Documents will be an online portal. NO paper answer documents will be produced for P/SI. The Scoring documents responses will be transferred into the online answer document by the PAA for all of the content areas. This transfer will require a test ticket for the student and the directions may be viewed/downloaded from the *MI–Access P/SI Online Answer Document Instructions* located on the MI–Access web page (**www.mi.gov/mi-access**).

For science, the Participation student assessment booklets are pink and the Supported Independence booklets are maroon. For both assessments, the booklets are grade specific (either grade 5, grade 7, or grade 11).

Functional Independence: ELA: Accessing Print, ELA: Expressing Ideas, Mathematics, Science, and Social Studies

For Functional Independence, there is one student assessment booklet for each grade, and each booklet covers only one content area. The booklets and student answer documents are color-coded by content area: they are (1) purple for ELA: accessing print, (2) blue for ELA: expressing ideas, (3) orange for mathematics, (4) red for science, and (5) olive green for social studies.

The Functional Independence student answer documents are organized by content area and include

- one ELA: accessing print student answer document that covers grades 3–8, and 11;

- one ELA: expressing ideas student answer document that covers grades 3–8, and 11;

- one mathematics student answer document for each grade cluster (3–4, 5–8, and 11);
- one science student answer document for grades 4, 7, and 11; and
- one social studies answer document for grades 5, 8, and 11.

When distributing assessment booklets and answer documents to assessment administrators, it is imperative that they are matched correctly.

Preparing Materials for Distribution

In addition to understanding how to match student assessment booklets with student answer documents, there are several other important factors to keep in mind when preparing materials for distribution.

Extra Functional Independence Booklets and Answer Documents

The MI–Access contractor provided one extra Functional Independence assessment booklet for each content area(s) and one extra corresponding student answer document for assessment administrators to use during assessment administration. (The extra booklets and answer documents correspond to the assessments being administered by each assessment administrator.) Some overage has also been provided to help reduce the need for additional material orders.

Packaging of Accommodated Versions

Accommodated versions of the Functional Independence assessments are packaged in very specific ways.

- Each audio CD comes packaged with a companion standard print assessment booklet, a student answer document, and an acetate ruler, if applicable. The CD will always have a form number that ends in 1 (for example, Form FIS–41 for grade 4 Functional Independence science). If the CD and its companion standard print booklet do not have the same form number, contact the District MI–Access Coordinator for assistance.

- Each Braille version of the assessment comes packaged with a companion *Assessment Administrator Booklet for Braille* (AABB), which includes transcription notes indicating how items/directions have been adapted for Braille when needed); a student answer document; and a Braille/Large Print ruler, if applicable. The Braille booklet will always have a form number that ends in 9 (for example, Form FIM–79 for grade 7 Functional Independence mathematics). If the Braille booklet and the AABB do not have the same form number, contact the District MI–Access Coordinator for assistance.

- Each enlarged print version of the assessment comes packaged with a companion standard print assessment booklet, a student answer document, and a Braille/Large Print ruler, if applicable. The enlarged print booklet will always have a form number that ends in 1 (for example, Form FIA–61 for grade 6 Functional Independence ELA: accessing print). If the enlarged print booklet and its companion standard print booklet do not have the same form number, contact the District MI–Access Coordinator for assistance.

When distributing accommodated versions of the assessments, School MI–Access Coordinators should keep them packaged in the way they were originally shipped. That way assessment administrators will have everything they need in one place to administer accommodated versions.

Participation and Supported Independence Picture Cards

Since the Participation and Supported Independence selected-response items use picture answer choices, the MI–Access contractor will provide picture cards for use during assessment administration. The MI–Access contractor will ship one set of picture cards for each PAA based on the type of assessment(s) he or she is administering, and the content area(s) and grade(s) he or she is assessing. (For more information on how to use the picture cards during the assessment, see page 54 of this manual.) **Please note: Student Picture Cards are secure materials and they must be returned along with the cover sheet which contains the secure barcode for the entire group of cards.**

Using Class/Group ID Sheets

If the district or school has decided to use *Class/Group ID Sheets* (in order to receive reports by class or group designations), several steps need to be taken. First, if the district has not already done so, prepare 4-digit numbers for each teacher heading a class or group (he or she may have up to six numbers), using leading zeros if necessary. Second, bubble in the 4-digit numbers on the appropriate *Class/Group ID Sheets*. Third, distribute the sheets to assessment administrators so they can fill in the remaining information. You may also want to remind assessment administrators that they will have to bubble in the class/group numbers on the appropriate student answer documents.

Using Research Codes

If the district has decided to use research codes, provide the codes to assessment administrators so they can mark them where indicated on the student answer documents. (School MI–Access Coordinators may fill in the research codes prior to distribution, if desired.)

Establishing an Internal School Return Date

Before distributing materials to assessment administrators, determine the date by which materials must be returned to ensure the school can meet the district's internal return date. (When setting this date, keep in mind any school breaks that may cause delays.) Inform all assessment administrators of the school's return date, as well as any other special instructions.

Distributing Materials

Once all the "before" steps in this section of the manual have been completed, School MI–Access Coordinators may distribute the appropriate materials to each assessment administrator in the building. Be sure to include *OSA Security Compliance Forms*, manuals, and picture cards.

Collecting Completed Security Compliance Forms

Before assessment administrators inventory and review their materials, inform them that they must (1) read the SBE-approved *Assessment Integrity Guide*, which is available on the DAS web page (**www.mi.gov/baa**) and the MI–Access web page (**www.mi.gov/mi-access**); (2) complete and sign their *OSA Security Compliance Form*; and (3) return the completed and signed form to the School MI–Access Coordinator before doing anything else related to assessment. (See pages 12 and 13 of this manual for more information on professional practices and security.)

During

Although School MI–Access Coordinators do not have any specific tasks to complete during the assessment window, it is important that they be available to address questions and concerns from assessment administrators. If School MI–Access Coordinators cannot answer a question or address a particular concern, they should relay the question or concern to the District MI–Access Coordinator for follow-up. In addition, it is advised that School MI–Access Coordinators check in periodically with assessment administrators to make sure they have the materials and information needed to accurately administer the MI–Access assessments and that professional administration practices are followed.

After

Inventorying Returned Materials

Once the assessments are complete, collect ALL used and unused student answer documents, student assessment booklets (including accommodated versions), and picture cards. Assessment administrators should NOT return manuals or rulers (which may be shredded or recycled).

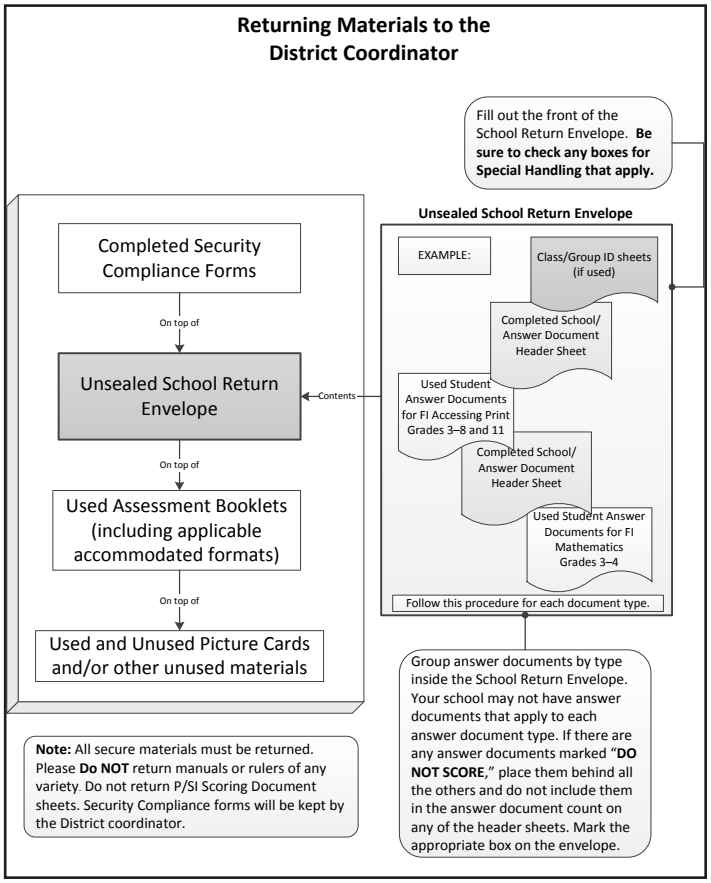
Completing the School/Answer Document Header Sheet

Put all the *used* answer documents into one pile for each of the assessment types listed on the sheet and check to make sure that the Pre-ID student labels have been affixed correctly. For each type of assessment given (Box 4) you will need to complete a sheet for that group. Then, count the number of answer documents being returned for each assessment type, and enter that amount in Section 5 of the *School/Answer Document Header Sheet*. (To ensure timely and accurate processing, it is imperative that the number written in matches exactly the number of answer documents being returned for scoring.) Next, complete the remainder of the *School/Answer Document Header Sheet* as directed. (Detailed directions, along with a graphic representation of the sheet, are provided on page 49 of this manual and MUST be followed.)

Preparing the School Return Envelope

Collect all the *Class/Group ID Sheets* for the school (if used) and put them into one pile. Then (1) put all the used student answer documents under the sheets, (2) put the *School/Answer Document Header Sheet* on top of all the used answer documents by type, and (3) insert the materials into the *School Return Envelopes* (See figure 4 below for packing diagram). DO NOT SEAL the envelope at this time. Turn the envelope over and fill in the requested information. (Directions for doing so, as well as a graphic representation of the envelope and label, are provided on page 50 of this manual.)

Figure 4



Returning Materials to the District MI–Access Coordinator

Put all of the unused materials (including used and unused picture cards) in a pile. Next, put the used assessment booklets on top of that pile, followed by the unsealed *School Return Envelopes* and all the signed *OSA Security Compliance Forms*. (These forms will be kept on file by the District MI–Access Coordinator for one full year following assessment administration.) Then, return the materials to the District MI–Access Coordinator by the date requested. Remember, manuals and rulers must NOT be returned. (See Figure 4 for a graphic representation of how to prepare materials for return.)

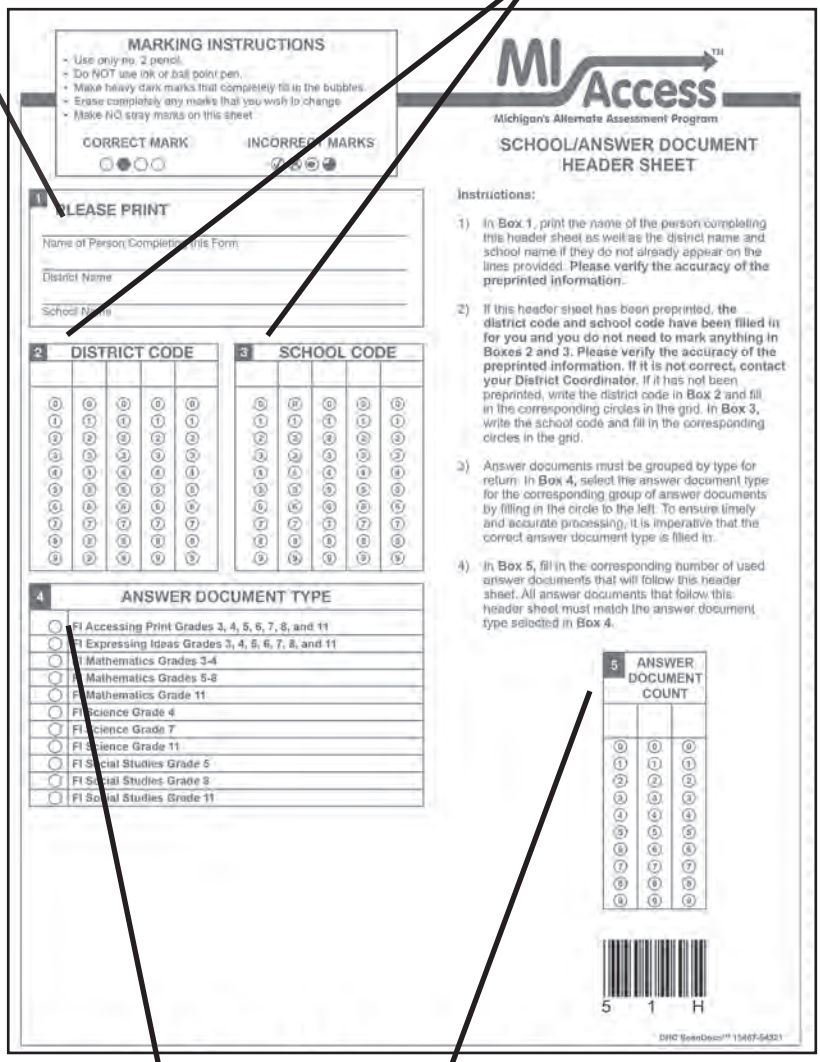
Completing the Coordinator/Assessment Administrator Feedback Survey

Once materials have been returned to the District MI–Access Coordinator, complete the *Coordinator/Assessment Administrator Feedback Survey* at **www.mi.gov/mi-access**. The OSA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

School/Answer Document Header Sheet

Section 1. Write your name, the district name, and the school name on the lines where indicated.

Section 2 and 3. Verify the preprinted information. If it is not correct, contact your district or school coordinator. If the information is not preprinted, write in the five-digit district code and mark the corresponding bubbles in the grid, entering leading zeros if necessary ("00011" as an example).



MARKING INSTRUCTIONS
- Use only no. 2 pencil.
- Do NOT use ink or ball point pen.
- Make heavy dark marks that completely fill in the bubbles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK INCORRECT MARKS

MI Access™
Michigan's Alternate Assessment Program

SCHOOL/ANSWER DOCUMENT HEADER SHEET

1 PLEASE PRINT
Name of Person Completing this Form
District Name
School Name

2 DISTRICT CODE

3 SCHOOL CODE

4 ANSWER DOCUMENT TYPE
- FI Accessing Print Grades 3, 4, 5, 6, 7, 8, and 11
- FI Expressing Ideas Grades 3, 4, 5, 6, 7, 8, and 11
- FI Mathematics Grades 3-4
- FI Mathematics Grades 5-8
- FI Mathematics Grade 11
- FI Science Grade 4
- FI Science Grade 7
- FI Science Grade 11
- FI Social Studies Grade 5
- FI Social Studies Grade 8
- FI Social Studies Grade 11

Instructions:

1) In **Box 1**, print the name of the person completing this header sheet as well as the district name and school name if they do not already appear on the lines provided. **Please verify the accuracy of the preprinted information.**

2) If this header sheet has been preprinted, **the district code and school code have been filled in for you and you do not need to mark anything in Boxes 2 and 3. Please verify the accuracy of the preprinted information. If it is not correct, contact your District Coordinator.** If it has not been preprinted, write the district code in **Box 2** and fill in the corresponding circles in the grid. In **Box 3**, write the school code and fill in the corresponding circles in the grid.

3) Answer documents must be grouped by type for return. In **Box 4**, select the answer document type for the corresponding group of answer documents by filling in the circle to the left. To ensure timely and accurate processing, it is imperative that the correct answer document type is filled in.

4) In **Box 5**, fill in the corresponding number of used answer documents that will follow this header sheet. All answer documents that follow this header sheet must match the answer document type selected in **Box 4**.

5 ANSWER DOCUMENT COUNT

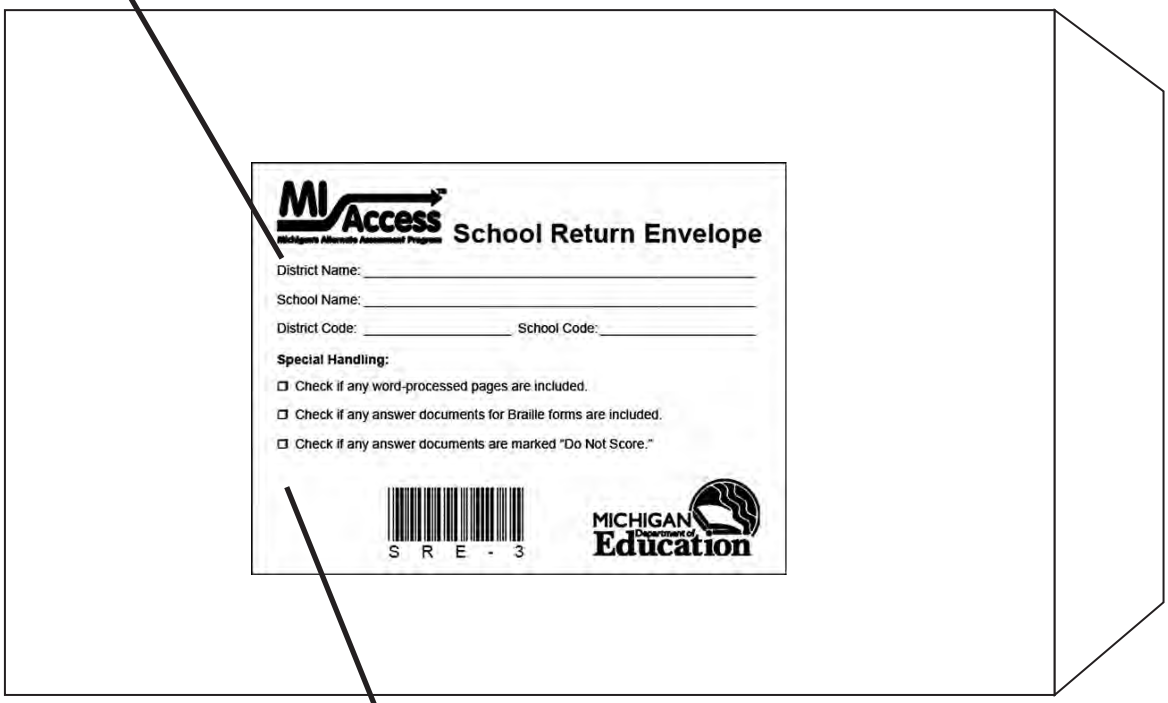
5 1 H

Section 4. Answer documents must be grouped by type for return. In Box 4, select the answer document type for the corresponding group of answer documents by filling in the circle to the left. To ensure timely and accurate processing, it is imperative that the correct answer document type is filled in.

Section 5. Write the number of used answer documents that are being returned with this sheet for scoring and mark the corresponding bubbles in the grid, entering leading zeros if necessary ("032" as an example). To ensure timely and accurate processing, it is imperative that the number written in matches exactly the number of answer documents that are being returned.

School Return Envelope

Make sure all answer documents have been grouped by type under the *School/Answer Document Header* sheet and placed on top. If the *Class/Group ID* sheet is utilized place it in this envelope as well.



Make sure to check the appropriate boxes listed if this envelope includes, word-processed documents, Braille, answer documents or documents marked "Do Not Score."

Participation and Supported Independence Assessment Administrator Quick List:

Major Tasks to Complete Before, During, and After Assessment Administration

BEFORE

- Read "About the Assessments" to learn how the assessments are designed and should be administered
- Complete the *MI–Access P/SI Scoring Rubrics Online Learning Program*
- Complete and return an *OSA Security Compliance Form*
- Inventory the materials received
- Set aside the correct assessment booklets, scoring documents, and picture cards for each student being tested
- Review the assessment booklets, scoring documents, scoring rubrics, and picture cards to prepare for assessment administration
- Meet to clarify roles and responsibilities of PAAs and SAAs, and determine student response modes
- Schedule the assessments

DURING

- Administer the assessments as directed
- Relay questions to the School MI–Access Coordinator as needed
- Ensure that professional assessment administration practices are followed

AFTER

- PAA must transfer both PAA and SAA scores and/or condition codes to the online answer document (scores from both raters *must* be marked).
- Complete other components of the online student answer documents
- Return used and unused materials to the School MI–Access Coordinator
- Complete the online survey

IMPORTANT MI–Access DATES	
	Spring 2015 Grades 3–8, and 11
Assessment Materials Start Arriving in Districts	Week of March 30
MI–Access Assessment Window	April 13–May 29
Assessment Materials Return Date	Ship to the contractor no later than June 5

About the Assessments

In order to yield valid assessment data, it is imperative that assessment administrators understand how the Participation and Supported Independence (P/SI) assessments are designed and how they should be administered. Therefore, the first portion of this section is dedicated to providing detailed information about the assessments themselves. Then, the remainder of the section explains (1) the assessment administration process, (2) how to use, complete, and return the P/SI assessment materials, and (3) and how to enter scoring data on the online answer document.

Students Tested

The P/SI assessments are designed for students who have, or function as if they have, severe (Participation) or moderate (Supported Independence) cognitive impairment. It is up to the student's IEP Team to determine which assessment is most appropriate for the student given his or her cognitive functioning level, curriculum, and instruction. The Office of Standards and Assessment (OSA) has developed *Michigan Statewide Assessment Selection Guidance* to assist teams with the decision-making process. This resource is available as a downloadable PDF at **www.mi.gov/mi-access**. It includes detailed descriptions of the state's assessments, information on the students for whom the assessments are intended, sample items, and numerous tools (such as flowcharts and worksheets) to help teams make informed decisions. Given the significant changes to the Michigan summative assessments this year, this document is undergoing significant changes and may not always be available online. However, an abbreviated version will be provided in its absence that covers selection guidance for using the MI-Access assessment programs.

Please note: that if an IEP Team determines that a student will take MI–Access Participation or Supported Independence, he or she must take the **same** assessment in **all** content areas.

Assessment Administrators

The P/SI assessments must be administered by two school personnel—one certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) who will act as the Primary Assessment Administrator (PAA) and another certified staff member or other school personnel (such as a highly qualified paraprofessional) who will act as the Shadow Assessment Administrator (SAA). Both the PAA and the SAA must be familiar with the student and not impede or influence any interaction particular to an item. All decisions about when to provide assistance to students and what type of assistance to provide should be made by the PAA; the SAA is present only to simultaneously and independently provide a second score for the student. PAAs and SAAs must be sure to complete the *MI–Access P/SI Scoring Rubrics Online Learning Program* available at **www.mi.gov/mi-access** prior to testing.

New this year: the P/SI answer documents have been replaced, for all grades and content areas, with an online answer document. The *MI–Access P/SI Online Answer Document Instructions* has details on how to use this online answer document and can be downloaded or printed from the MI–Access web page (**www.mi.gov/mi-access**).

Content Areas Assessed

At this time, the P/SI assessments cover three content areas: English language arts (ELA), mathematics, and science. 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 tested. The Extended GLCEs (EGLCEs), Extended HSCEs (EHSCEs), and Extended Benchmarks (EBs) on which the P/SI assessments are based can be downloaded from the MI–Access web page (**www.mi.gov/mi-access**). Following is a brief description of each P/SI content area assessment.

P/SI ELA Assessments

The P/SI ELA assessments ask students to (1) identify familiar words using print, pictures, and/or objects; (2) demonstrate their understanding of and/or respond to various forms of information—such as following verbal or written directions, or answering questions from narrative or informational text; and (3) express their ideas about various topics—such as academic subjects, self-advocacy, and effective communication—using one or a combination of response modes (including, but not limited to, writing, drawing, speaking, and/or gesturing). There are 15 items on each Participation ELA assessment and 20 items on each Supported Independence ELA assessment.

P/SI Mathematics Assessments

The P/SI mathematics assessments focus on key mathematics areas or strands, such as Data and Probability, Geometry, Measurement, Numbers and Operations, Algebra, Quantitative Literacy and Logic, and so forth. There are 15 items on each Participation mathematics assessment and 20 items on each Supported Independence mathematics assessment.

P/SI Science Assessments

The P/SI science assessments focus on five areas or strands—(1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science, (4) Using Earth Science, and (5) Using Physical Science. There are 20 items on each Participation science assessment and 22 items on each Supported Independence science assessment.

Item Formats

The P/SI ELA, mathematics, and science assessments use two item formats—(1) activity-based observation, and (2) selected response. In the activity-based observation format, items are presented to students during familiar classroom activities or routines. These activities or routines provide a performance context in which specific EGLCEs, EHSCEs, and/or EBs can be assessed. In the selected-response format, students are read an item stem, or question, and asked to select the correct response. (See Table 7 on the following page for a summary of the item formats used on each P/SI content-area assessment.) Following is a detailed description of each item format and how to administer it.

Table 7 Participation and Supported Independence Item Formats

Item Format	Participation			Supported Independence		
	ELA	*Mathematics*	*Science*	*ELA*	*Mathematics*	*Science*
Activity-based observation	X	X	X	X	X	
Selected-response with 2 picture answer choices	X	X	X			
Selected-response with 3 picture answer choices				X	X	X

Administering P/SI Selected-Response Items

Selected-response items have three components—(1) the item stem (or question); (2) the scoring focus (a short statement that links the item to the EGLCE, EHSCE, or EB being measured); and (3) picture answer choices. The Participation items have two picture answer choices and the Supported Independence items have three picture answer choices. When administering selected-response items, there are a number of important factors to keep in mind.

Reading Selected-Response Answer Choices Aloud

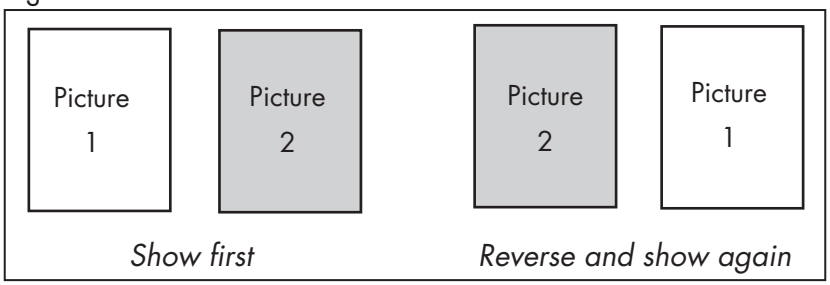
In most cases, the picture answer choices are accompanied by labels that may be read aloud to the student along with the item stems. There are, however, some instances where reading the labels that accompany the pictures would give the answers away; therefore, in these instances, the labels have been omitted and students must respond to the questions without verbal assistance. (The only exception is for Word Recognition items where the labels remain because students need to see the actual words.) There is a Do Not Read Aloud Table at the front of each student's assessment booklet indicating which items, or parts of items, should not be read aloud.

Using Picture Cards

Although all selected-response picture answer choices are included in the student's assessment booklet, **the MI–Access contractor will also provide separate picture cards, which MUST be presented to the student during assessment administration**. PAAs may decide whether to use the picture cards as is or to reproduce them in a format (such as real photographs), size, or pictorial program that is more familiar to the student. The reproduced images, however, must NOT change the nature of the question or elicit a different response. Actual objects may also be used if needed.

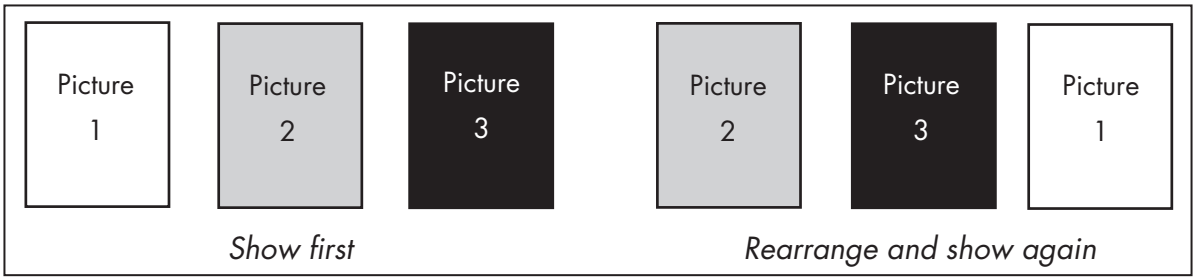
When using the picture cards, there are specific presentation styles that MUST be followed. On the Participation assessments, where there are two answer choices, both picture cards must be presented at the same time in one order, then immediately presented to the student again with the positions of the cards reversed. (See Figure 5.)

Figure 5



On the Supported Independence assessments, where there are three answer choices, all three picture cards must be presented to the student at the same time in one order, then immediately presented to the student again in a different order. (See Figure 6.) The purpose of these presentation styles is to ensure that the student is intentionally selecting the correct answer and not merely responding to a dominant side or selecting the picture by chance. You may want to explain this presentation style to students **before** testing so they do not presume you are asking the question again because they answered incorrectly the first time.

Figure 6



With these presentation styles, if a student is unable to select his or her answer due to physical limitations, the answer choices may be presented to the student for "yes/no" selection. The PAA must show the student all the cards in one order and ask if each card is a correct or incorrect choice; then, the PAA must show the cards again in a different order and ask if each card is a correct or incorrect choice. The student must identify the correct picture answer choice by indicating "yes" both times. If the student indicates "yes" for a wrong answer choice or "no" for a correct answer choice, the response is incorrect and should be scored accordingly. In this presentation format, the student must answer "yes" or "no" to all cards.

Because selected-response items are scored using a standardized scoring rubric that is based on the student answering correctly or incorrectly (see Table 8 on page 58 of this manual for more information on the rubric), the PAA and SAA will need to know the "correct" answer to each question during administration. For that reason, the MI–Access contractor has indicated on the back of each picture card whether the answer choice on that card is correct or incorrect. It may be helpful for PAAs and SAAs to review the cards and answer choices before administering the assessment.

Presenting Introductory Art

Some selected-response items have introductory art that appears before the item stem; for these items, the MI–Access contractor will provide picture cards for the introductory art, as well as for the answer choices. For more information on how to administer these types of items, please review the *MI–Access Participation and Supported Independence Scoring Rubrics Online Learning Program* (**www.mi.gov/mi-access**).

Administering P/SI Activity-Based Observation Items

Activity-based observation items—which are used on portions of the P/SI ELA and athematics Assessments and portions of the Participation Science Assessments—are designed to reflect activities that typically take place in the classroom and with which students most likely are familiar; therefore, they can and should be administered as part of the student's regular schedule or routine whenever possible. For example, if an ELA word recognition item requires a student to identify one or two words associated with a lunchtime routine, the item could be observed as the student helps to prepare a meal. Or, if a mathematics item requires a student to identify a missing object, the item could be observed as the student takes part in a table-setting routine where a necessary utensil is missing. In this way, the assessment item is integrated into—or becomes part of—the normal instructional routine. Keep in mind, however, that the instructional activity or routine does NOT have to stop once the assessment activity is complete. The PAA and the SAA can simply score the student and continue with the instructional activity or routine until it is finished.

New this year: the tear-out sheets that used to appear in the back of each booklet have been revised and created as a companion material that will arrive separately with the booklet. They are also available on the MI-Access website if additional copies are needed. These single page scoring documents mirror the format of the online answer document to allow for easy transfer of scores to the online answer document. Detailed instructions can be found in the *MI–Access P/SI Online Answer Document Instructions* which is located on the MI–Access web page (**www.mi.gov/mi-access**).

When administering activity-based observation items, there are a number of important factors to keep in mind.

Item Components

Each activity-based observation item has two components. The first component is an activity that will allow a specific EGLCE, EHSCE, or EB to be assessed. For example, an activity description might be: While interacting with staff during snack or lunchtime, the student will correctly use one common courtesy word and/or phrase, such as "please," "thank you," or "you're welcome."

The second item component is the scoring focus, or a short statement that (1) links the item to Michigan's EGLCEs, EHSCEs, or EBs, and (2) is what the PAA and SAA need to look for when observing and scoring the student. In the sample item above, the scoring focus might be: Using language to communicate effectively for different purposes. It is imperative that both assessment administrators carefully review and understand the activity *and* the scoring focus prior to administering the item.

Most items also include an example, which is intended to further clarify the activity and show what an assessment administrator *might* do with the student in order to administer the item. Please keep in mind that it is *only* an example; assessment administrators may need to modify the example to better suit their students or what they have available in the classroom.

Student Directions

When administering activity-based observation items, PAAs usually will say or do whatever is typically said or done to allow the student to engage in the activity. There may, however, be instances where more explicit directions are provided in the activity description. For example, in the mathematics item below, the second sentence includes more detailed directions about how to conduct the item, because the scoring focus depends on the student doing the same number of repetitions of two different exercises.

ACTIVITY: While completing 2 familiar fitness exercises (such as bending, lifting, or jumping), the student will correctly demonstrate knowledge of the term **same as**. For example, the assessment administrator could ask the student to complete 10 sit-ups and then say, "Now do a number of arm raises that is the **same as** the number of sit-ups."

SCORING FOCUS: Demonstrating an understanding of the term **same as**

It is important for PAAs and SAAs to review all assessment items prior to administration to (1) check for specific directions, and (2) ensure that they are planned for and followed.

Preparing the Environment

Another reason it is important for assessment administrators to review activity-based observation items ahead of time is that while most activities will occur naturally in the classroom or school, some may require more detailed planning to ensure that a specific scoring focus can be observed. For example, a student with visual impairment may need tactile graphics, a student with hearing impairment may need signing or a sound field system, and a student with some other disability may need a communication system and/or technology device to allow him or her to access the assessments and/or demonstrate what he or she has learned. Keep in mind that any aids or materials used must (1) be chronologically age appropriate, (2) reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration), and (3) be documented in the student's IEP.

Administering ELA Words-Paired-with-Picture Items

Some ELA activity-based observation items involve properly selecting words paired with pictures. These picture cards (as opposed to those for selected-response items) will be provided by the assessment administrator (as opposed to the MI–Access contractor) since they are supposed to be part of the student's normal instructional routine. The cards should be presented to the student in he same manner as picture cards for selected-response items (see page 54).

Using the P/SI Scoring Rubrics for Selected-Response and Activity-Based Observation Items

Both item formats—selected-response and activity-based observation—MUST be scored using a standardized scoring rubric. During the assessment, the PAA will record his or her scores or condition codes on the *MI–Access PAA Scoring Document*, and the SAA will simultaneously and independently record his or her scores or condition codes on the *MI–Access SAA Scoring Document*. Both of these scoring documents are included in the assessment material order. Once all the items have been administered, the PAA must ensure both the PAA and SAA score points and/or condition codes to the online student answer document. (Please note that scores *must* be entered for both the PAA and the SAA; if scores for either one are missing, the student will not receive a valid score.)

Participation Scoring Rubric

The scoring rubric for the Participation assessments has three score points and three condition codes. It is based on the student responding correctly and takes into consideration the amount of assistance required to engage the student in the item. Table 8 (below) shows what the Participation score points and condition codes are. Then, the *Participation Scoring Rubric Flow Chart* in Appendix C shows how to apply the rubric during assessment administration. Keep in mind that both the PAA and SAA score the student at the same time on both selected-response and activity-based observation items.

Supported Independence Scoring Rubric

The scoring rubric for MI–Access Supported Independence is similar to the Participation scoring rubric, except it has only TWO score points and the same three condition codes. Like the Participation scoring rubric, it is based on the student responding correctly and takes into consideration the amount of assistance required to engage the student in the item. Table 8 shows what the Supported Independence score points and condition codes are. Then, the *Supported Independence Scoring Rubric Flow Chart* in Appendix D shows how to apply the rubric during assessment administration. Again, keep in mind that both the PAA and SAA observe and score the student independently and at the same time.

Table 8 MI–Access P/SI Scoring Rubrics

P Score Point/ Condition Code	SI Score Point/ Condition Code	Term
3	2	Responds correctly with no assessment administrator assistance
2	1	Responds correctly after assessment administrator provides verbal/physical cues
1	Not Allowed in SI	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A	A	Incorrect response
B	B	Resists/Refuses
C	C	Assessment administrator provides step-by-step directions and/or hand-over-hand assistance

Scoring Rubric Terms and Definitions

The P/SI scoring rubrics include such terms as verbal cues, physical cues, modeling, hand-over-hand assistance, and step-by-step directions. Appendices E and F provide definitions for these terms and examples of how they may be applied. Assessment administrators MUST review the appendices prior to administering the P/SI assessments.

Scoring Rubric Online Learning Program

To learn more about scoring the MI–Access P/SI assessments, PAAs and SAAs MUST complete the *MI–Access Participation and Supported Independence Scoring Rubrics Online Learning Program* (**www.mi.gov/mi-access**). It includes a detailed explanation of the scoring rubrics and shows video clips of assessment administrators applying the rubric when scoring students on sample activity-based observation and selected-response assessment items.

Preparing for Administration

Prior to administering the MI–Access P/SI assessments, there are a number of factors that PAAs and SAAs need to take into consideration and steps they need to complete.

Anticipated Response Modes

The P/SI assessment items are designed to permit students to demonstrate their knowledge in a variety of ways and "answer" using individual response modes. Therefore, before assessment administration, the PAA and the SAA should discuss which response mode the student will most likely use to indicate his or her answer. For example, the student may respond verbally or by signing his or her answer. The student may point to his or her answer or eye gaze to indicate a choice. Or, the student may nod his or her head, or blink once for "yes" and twice for "no." It is important for the PAA and the SAA to agree on the type of response they are looking for during the assessment.

Assessment Accommodations

Although the assessments were designed to be accessible to all students identified in their IEPs as taking the P/SI assessments, there may be students who need assessment accommodations to participate fully and meaningfully. The *General Information* section of this manual includes detailed information on the types of accommodations that may be used. Prior to assessment administration, PAAs should review that section and each student's IEP to ensure that the appropriate accommodations are available and ready for use. Keep in mind that all assessment accommodation decisions must be made on a student-by-student basis.

Do Not Read Aloud Items

There are some selected-response items, or parts of items, where reading them aloud would give the answers away; therefore, a Do Not Read Aloud Table has been included at the front of each assessment booklet. Prior to administering the assessment, PAAs should review the Do Not Read Aloud Table and mark the items that cannot be read in the student's assessment booklet to ensure they are administered correctly.

Group vs. One-on-One Administration

There are some P/SI activity-based observation items where the activities take place in the context of a group. However, only one student should be observed and scored at a time. This will enable the PAA and the SAA to focus their full attention on the student being tested.

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

Physical Assistance

There may be assessment items in which students with physical limitations and/or sensory impairment know how to complete the item correctly, but cannot do so—because of their disability—without physical help from another individual. Providing physical assistance in these cases should NOT adversely affect a student's score if he or she is capable of directing and then receiving the requested assistance. For example, if students in wheelchairs are cognitively able to demonstrate their understanding of maps and directions by navigating through the school building to designated locations but they need help to move the wheelchair and/or open and close doors, these students should not be penalized if they can direct another person on where to go and when to open and close the doors.

There may also be instances where assessment administrators need to modify items for students with physical limitations. For example, a mathematics item that requires students to demonstrate their ability to count to ten while completing a physical fitness routine, like doing jumping jacks or sit-ups, can be modified so the student can count in some other way, perhaps by clapping, blinking, nodding, or tapping the desk. The important part of this item is not the context—a physical fitness routine—but the scoring focus, which measures counting.

Positioning

While an assessment item is being administered, both the PAA and the SAA must be positioned so they can clearly see and hear the student. This is important because if a student uses eye gaze to indicate the correct answer, both assessment administrators need to be able to see where the student is looking. Similarly, if the student verbalizes to indicate the correct answer, both assessment administrators need to be close enough to hear the student's response.

Preparing the Environment

Some mathematics and science activity-based observation items call for the use of real-world objects, such as manipulatives, sorting blocks, or natural materials. The descriptions of the assessment activities typically contain examples of common objects or materials that may be appropriate for use by the student being tested, but the PAA is responsible for (1) determining which ones will be used, and (2) making sure they are on hand before the assessment item is administered.

Similarly, because some activity-based observation items and all selected-response items rely on pictures (often paired with words), the PAA is responsible for (1) determining which pictorial program (or actual photographs) should be used, and (2) generating the materials, if needed, for use during assessment administration.

Along the same lines, there may be times when the instructional environment needs to be manipulated. For example, in a mathematics activity-based observation item that requires a student to identify a missing object as part of a table-setting routine, the PAA will need to plan ahead to ensure that the required object is, in fact, missing. This is one reason why it is so important for both assessment administrators to review the items, answer choices, and picture cards ahead of time.

The Administration Process and Assessment Materials

Now that assessment administrators understand how the assessments are designed, this portion of the manual describes the administrative steps that need to be taken before, during, and after assessment administration. Keep in mind that the PAA is responsible for making sure that these steps are carried out. Some steps—such as inventorying materials, scheduling and planning for the assessment, completing the test ticket process for the online answer document, determining when and what types of assistance to provide to students during the assessment, and returning assessment materials to the School MI–Access Coordinator—are the sole responsibility of the PAA. Other steps, however—such as signing security compliance forms, reviewing the assessment booklets and picture cards, scoring the students, transferring scores to the student online answer document, and reading the part of the paper manual and the online administration manual that explains how to administer the assessments—must be completed by both PAAs and SAAs.

Before

Receiving Assessment Materials

The MI–Access contractor ships all assessment materials to District MI–Access Coordinators. They are then responsible for distributing them to School MI–Access Coordinators, who, in turn, distribute them to assessment administrators.

Some materials will be provided to ALL assessment administrators, including

- one *2015 MI–Access Test Administrator Manual*;
- one *Class/Group ID Sheet* (if used);
- Participation and/or Supported Independence picture cards (one set for each PAA based on the assessment[s] he or she is administering, and the content area[s] and grade[s] he or she is assessing);

- scoring documents; and
- multiple *OSA Security Compliance Forms* (one for the PAA, one for the SAA, and extras for any accommodations providers and/or proctors).

The other assessment materials provided by the School MI–Access Coordinator will vary depending on the grades being assessed. (English language arts and mathematics are assessed in grades 3 through 8 and 11, but science is assessed ONLY in grades 4, 7, and 11.) They may include some or all of the following:

- Participation ELA and mathematics student assessment booklets (blue)
- Participation science student assessment booklets (pink)
- Supported Independence ELA and mathematics student assessment booklets (green)
- Supported Independence science student assessment booklets (maroon)
- *Scoring documents will be provided for PAA and SAA for P/SI observations in preparation for online entry.* ***Note:*** *the scoring documents may also be printed from the MI–Access web page.*
- For grade 11 there will be a single booklet to cover ELA, mathematics and science.

Please note that the school and/or assessment administrator is expected to provide

- any optional materials, if needed, for each assessment item;
- materials and/or assessment accommodations, if needed, for particular students; and
- Number 2 pencils for assessment administrators to complete the scan documents.

Completing, Distributing, and Returning Security Compliance Forms

Before inventorying the materials, obtain, complete, and sign an *OSA Security Compliance Form*, using the directions at the bottom of the form. (For more information on security, see page 13 of this manual.) Next, distribute security compliance forms to others who will assist in the classroom with administering the assessments, including SAAs, accommodations providers (if applicable), and proctors (if applicable). Make sure the forms are completed and signed prior to sharing assessment materials. Then, return all the signed forms to the School MI–Access Coordinator BEFORE assessment administration begins.

Inventorying Assessment Materials

Keeping in mind the students being tested, conduct an inventory to make sure that the correct materials have been provided and that there are sufficient quantities. If any materials are missing, notify the School MI–Access Coordinator so that he or she may go through the appropriate channels to obtain them. (See Table 1 on page 7 of this manual for more information on which content areas must be assessed at which grades.)

Identifying Assessment Administrators

Determine which two school personnel will observe each student and score the items. As mentioned previously, a certified professional staff member—such as a teacher, school psychologist, related service provider, or teacher consultant—must act as the PAA. Other school personnel—including those mentioned in the list above, as well as highly qualified paraprofessionals—may act as the SAA. Both the PAA and the SAA must be familiar with the student.

Understanding Assessment Design

Before completing any other steps, be sure to read "About the Assessments" at the beginning of this section of the manual. It explains how the MI–Access P/SI assessments are designed and should be administered. All assessment administrators must also complete the *MI–Access Participation and Supported Independence Scoring Rubrics Online Learning Program* (**www.mi.gov/mi-access**). Completing these two important steps will help ensure the validity and reliability of assessment results.

Reviewing Booklets, Picture Cards, and Scoring Rubrics

Thoroughly review the student assessment booklets and picture cards to become familiar with the assessment items, administration directions, and correct answer choices. Also review the scoring rubrics (including related information in Appendices C, D, E, and F) to ensure that students are properly scored.

Preparing for Assessment Administration

For each student being tested, obtain the correct assessment booklet and the online answer document procedures found in the *MI–Access P/SI Online Answer Document Instructions* on the MI–Access web page. In the space provided on the scoring documents, fill in the student name (which should correspond with the student test ticket information for the online answer document entry.

With that student in mind, schedule the assessment. Whenever possible, schedule activity-based observation items (for P/SI ELA and mathematics and Participation science) for times when the activity might typically occur. Also, keep in mind that while some activity-based observation items will occur naturally in the classroom, others may require more detailed planning. Prepare to adjust the instructional environment as needed. (See page 60 of this manual for more information on making environmental adjustments.)

With the PAA and SAA working together, determine the student's anticipated response mode—such as verbalization, head nodding, signing, vocalizations, blinking, eye gazing, pointing, and so forth—so that both assessment administrators look for the same type of response during the assessment.

Next, make sure that all materials (such as manipulatives, picture cards, etc.), technology devices (such as augmentative communication devices or other specialized equipment), and other assessment accommodations (as indicated in the student's IEP) are available and ready for use. (See page 14 of this manual for more information about allowable accommodations for the P/SI assessments.) Keep in mind that any aids or materials used must be chronologically age appropriate and reflect what the student typically uses during instruction (in other words, do not introduce a new device or material during assessment administration). Also, prepare for and follow universal health precautions as needed.

If there are any questions or concerns about the assessments, refer them to the School MI–Access Coordinator. If he or she cannot answer them, they will be referred to the District MI–Access Coordinator for follow-up. (For information on District and School MI–Access Coordinators, consult the Educational Entity Master at **www.mi.gov/eem**.)

During

Immediately prior to administering the assessment, obtain the correct assessment booklet and picture cards for each student being tested. Check to make sure the proper information has been recorded for each student on the front of the booklet in the space provided.

Obtain the PAA and SAA scoring documents for the student provided in the materials order (it can also be printed from the MI–Access web page).

If desired, also tear or cut out the correct corresponding "Scoring Rubric Flow Chart" in Appendix C or D, and the correct corresponding "Scoring Rubric Score Point and Condition Code Definitions" in Appendix E or F to use as references during the assessment.

Administer each item in the assessment booklet as directed, ensuring that professional assessment administration practices are followed.

After

Completing the Online Student Answer Document

After the assessment is administered, obtain the student's scoring documents and ensure the entries have been made to the online answer document as outlined in the *MI–Access P/SI Online Answer*

Document Instructions located on the MI–Access web page (**www.mi.gov/mi-access**). See pages 67 and 68 for sample scoring documents.

When completing each online student answer document, there are two report codes that should be marked if they apply to the student being tested. Following are definitions for those report codes.

- Home Schooled (NOT Homebound): A student who is tested, but because he or she is home schooled, should not be included in the district's or school's reports. Home-schooled students are not required to take MI–Access assessments, but may be tested during the district's assessment window if they wish. (Public school districts are required to administer MI–Access assessments to home-schooled students who want to be tested.) Districts will receive separate *Individual Student Reports* for home-schooled students, as well as separate *Parent Reports*. The reports should be forwarded to the parents of each home-schooled student.

- Student Prohibited Behavior: A student engages in prohibited behavior when he or she
  - communicates or collaborates in any way with another student (including written, electronic, verbal, or gestured forms of communication);
  - copies another student's answers, or requests or accepts help from another person;
  - uses any material or equipment that is not expressly permitted by the OSA;
  - answers an assessment question or any part of an assessment for another student, or provides any other assistance to another student, before or while that student is being tested;
  - returns to previously administered sections of the assessment after an assessment session is complete;
  - uses prohibited communication or information storage devices (e.g., pagers, cell phones, etc.); and/or;
  - engages in any other practice with the intent of artificially affecting a student's score or the score of another student.

If an assessment administrator observes a student who appears to be engaged in one or more of these behaviors, he or she should allow the student(s) to finish the assessment and code the online student's answer document by filling in the "Student Prohibited Behavior" bubble. Then follow the procedural directions for reporting the behavior in the *Assessment Integrity Guide* available at **www.mi.gov/mi-access**.

Completing the Class/Group ID Sheet

If your district or school has opted to use *Class/Group ID Sheets*, complete the sheets as instructed. (Detailed directions, along with a graphic representation of the sheet are provided on page 69 of this manual and MUST be followed.)

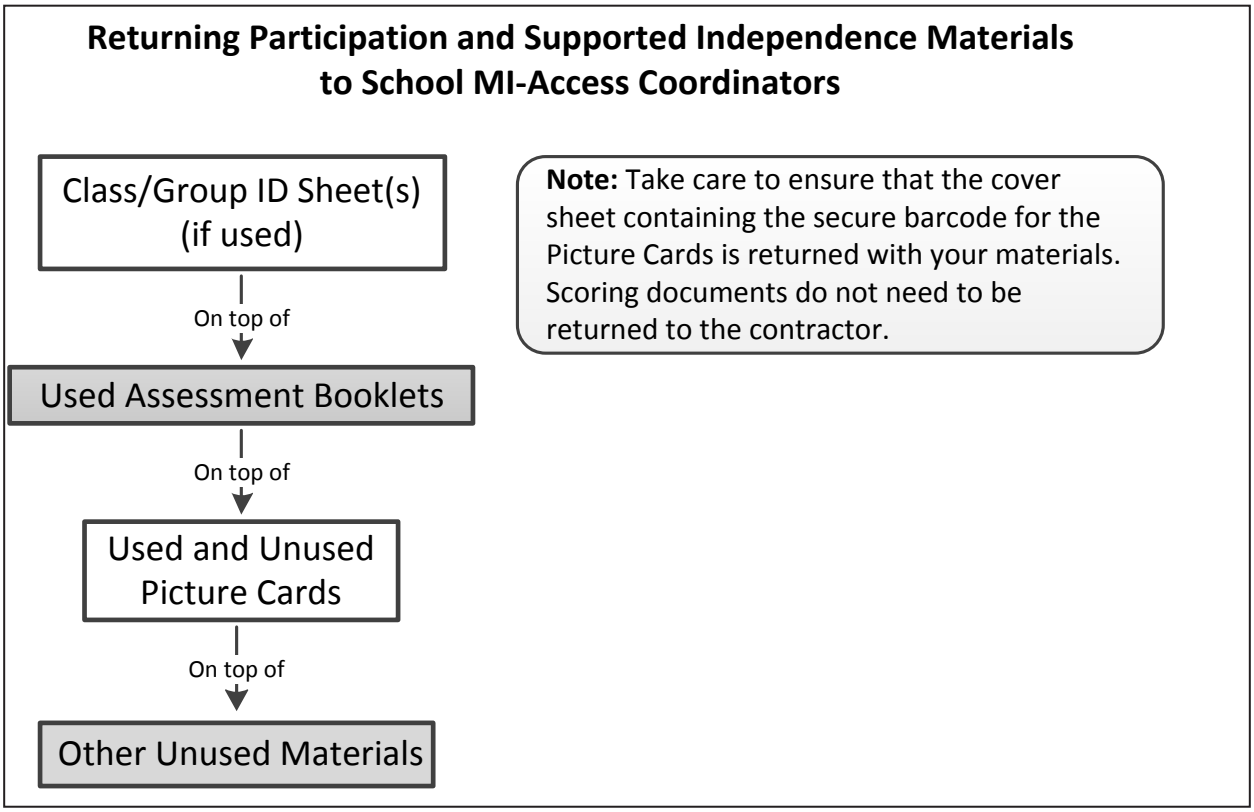
Returning Materials to the School MI–Access Coordinator

Gather up all **used** student answer documents and put them in one pile. Next, put all the other used and unused assessment materials (including assessment booklets, picture cards, and other materials) in a separate pile and return both piles to the School MI–Access Coordinator by the date requested. Do NOT return manuals or rulers (they may be shredded or recycled). (See Figure 7 below for a graphic representation of how to prepare the materials for return.)

Completing the Coordinator/Assessment Administrator Feedback Survey

Once materials have been returned to the School MI–Access Coordinator, complete the *Coordinator/Assessment Administrator Feedback Survey* at **www.mi.gov/mi-access**. The OSA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

Figure 7



Participation Scoring Documents

The Scoring Document is designed to be used during the observational portion of the assessment by the PAA and the SAA. In past administrations these sheets were typically found in the back of the Administrator Assessment booklets however, they have been revised to a single page for both PAA and SAA for the content area being observed. These sheets act as a tally document and have two purposes;

1. Record scoring observations of the students being assessed using the 3 point rubric header. For Participation this could be a point or a condition code.

2. These documents are also used after testing by the PAA, to enter the student's responses (both PAA and SAA scores) to the online answer document.

MI-Access Participation Scoring Document- SPRING 2015

☐ **Primary Assessment Administrator** ☐ **Shadow Assessment Administrator**

Student Name_____

Optional: print and place the student's bar code label here.
Note: this document will **not** be returned with secure materials.

Content Area: English Language Arts Form:_____ **Grade:** _____

Directions: Use this guide to score the student using the MI-Access rubric for each item of the assessment using a check mark or other mark in the corresponding box for each item. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student online answer document.

Item	**3** – Responds correctly with no assessment administrator assistance	**2** – Responds correctly after assessment administrator provides verbal/physical cues	**1** – Responds correctly after assessment administrator provides verbal/physical cues	**A** – Incorrect Response	**B** – Resists/ Refuses	**C** – Assessment administrator provides hand-over-hand assistance and/or step-by-step directions
1						
2						
3						
4						
5						
7						
8						
9						
10						
11						
12						
13						
14						
15						

I certify that this assessment was given following the instructions given in the MI-Access Assessment Administrator Manual for the Spring 2015 cycle and that the assessment was given and scored independently and simultaneously with a Primary Assessment Administrator and a Shadow Assessment Administrator. Both scores were submitted using the online answer document, matching the authentic scores given by each independent assessment administrator.

_____
Assessment Administrator

(**DO NOT RETURN:** sign and keep on file in your district)

These scoring document sheets will arrive along with the testing materials and will also be available on the MI–Access web page. Since these documents are non-secure material they may be copied as needed. Also, detailed instructions on how to enter the scores online are available in the *MI–Access P/SI Online Answer Document Instructions* located at **www.mi.gov/mi-access**.

Supported Independence Scoring Document

The Scoring Document for Supported Independence is identical to the Participation version and fulfills the same purpose as mentioned on the previous page. In past administrations these sheets were typically found in the back of the Administrator Assessment booklets however, they have been revised to a single page for both PAA and SAA for the content area being observed. These sheets act as a tally document and have two purposes;

1. Record scoring observations of the students being assessed using the 2 point rubric header. For Supported Independence this could be a point or a condition code.

2. These documents are also used after testing by the PAA, to enter the student's responses (both PAA and SAA scores) to the online answer document.

MI-Access Supported Independence Scoring Document- SPRING 2015

☐ **Primary Assessment Administrator** ☐ **Shadow Assessment Administrator**

Student Name_____

Optional: print and place the student's bar code label here.
Note: this document will **not** be returned with secure materials.

Content Area: Mathematics **Form:**_____ **Grade:** _____

Directions: Use this guide to score the student using the MI-Access rubric for each item of the assessment using a check mark or other mark in the corresponding box for each item. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student online answer document.

Item	**2** – Responds correctly with no assessment administrator assistance	**1** – Responds correctly after assessment administrator provides verbal/physical cues	**A** – Incorrect Response	**B** – Resists/ Refuses	**C** – Assessment administrator provides hand-over-hand assistance and/or step-by-step directions
1					
2					
3					
4					
5					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

I certify that this assessment was given following the instructions given in the MI-Access Assessment Administrator Manual for the Spring 2015 cycle and that the assessment was given and scored independently and simultaneously with a Primary Assessment Administrator and a Shadow Assessment Administrator. Both scores were submitted using the online answer document, matching the authentic scores given by each independent assessment administrator.

_____

Assessment Administrator

(**DO NOT RETURN:** sign and keep on file in your district)

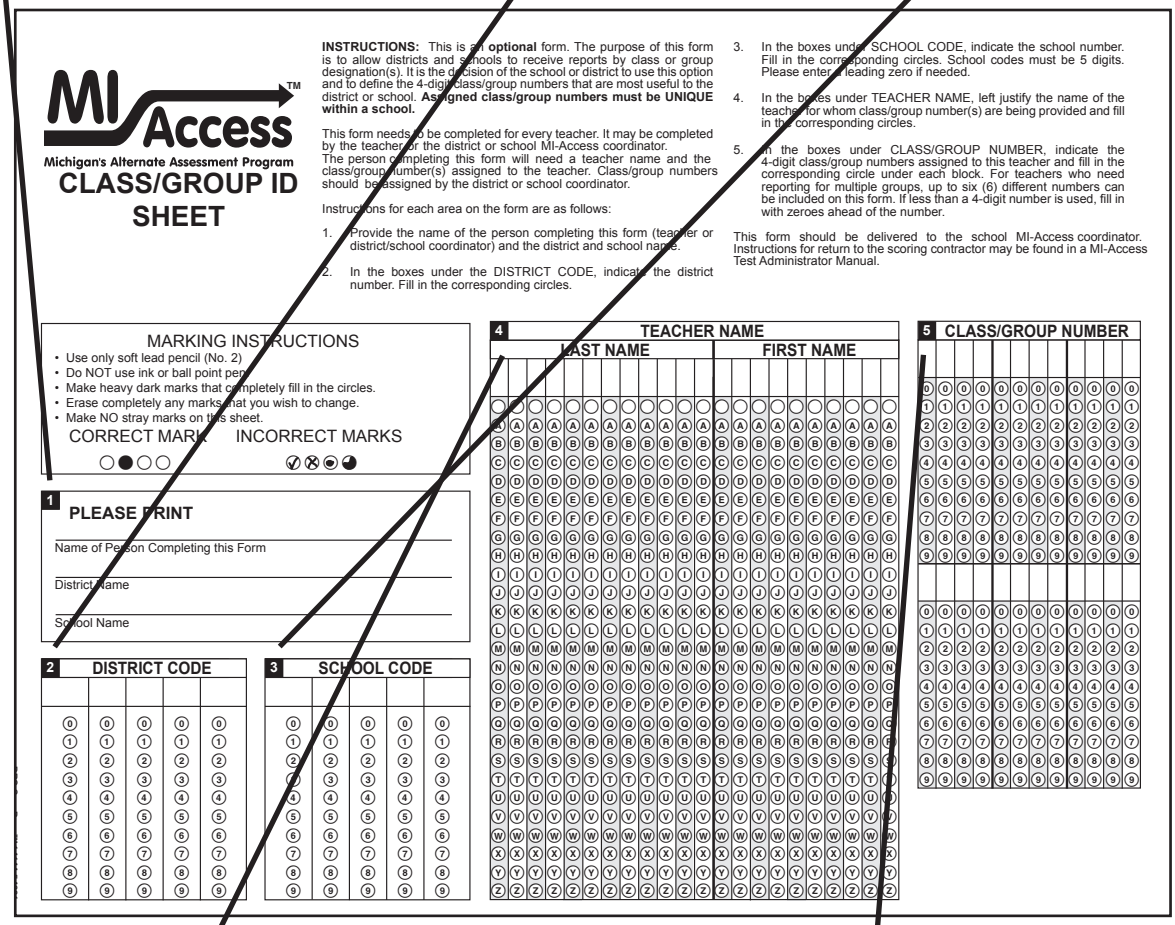
These scoring document sheets will arrive along with the testing materials and will also be available on the MI–Access web page. Since these documents are non-secure material they may be copied as needed. Also, detailed instructions on how to enter the scores online are available in the *MI–Access P/SI Online Answer Document Instructions* located at **www.mi.gov/mi-access**.

Class/Group ID Sheet

Section 1. Write the name of the person filling out this sheet, as well as the district name and school name.

Section 2. Verify the pre-printed district code. (If it is incorrect, please notify the School MI–Access Coordinator. Do NOT try to correct the information on the sheet.) If the information is not preprinted, enter the correct information.

Section 3. Verify the preprinted school code. (If it is incorrect, please notify the School MI–Access Coordinator. Do NOT try to correct the information on the sheet.) If the information is not preprinted, enter the correct information.



MI Access™
Michigan's Alternate Assessment Program
CLASS/GROUP ID SHEET

INSTRUCTIONS: This is an **optional** form. The purpose of this form is to allow districts and schools to receive reports by class or group designation(s). It is the decision of the school or district to use this option and to define the 4-digit class/group numbers that are most useful to the district or school. **Assigned class/group numbers must be UNIQUE within a school.**

This form needs to be completed for every teacher. It may be completed by the teacher or the district or school MI-Access coordinator.
The person completing this form will need a teacher name and the class/group number(s) assigned to the teacher. Class/group numbers should be assigned by the district or school coordinator.

Instructions for each area on the form are as follows:

1. Provide the name of the person completing this form (teacher or district/school coordinator) and the district and school name.
2. In the boxes under the DISTRICT CODE, indicate the district number. Fill in the corresponding circles.
3. In the boxes under SCHOOL CODE, indicate the school number. Fill in the corresponding circles. School codes must be 5 digits. Please enter a leading zero if needed.
4. In the boxes under TEACHER NAME, left justify the name of the teacher for whom class/group number(s) are being provided and fill in the corresponding circles.
5. In the boxes under CLASS/GROUP NUMBER, indicate the 4-digit class/group numbers assigned to this teacher and fill in the corresponding circle under each block. For teachers who need reporting for multiple groups, up to six (6) different numbers can be included on this form. If less than a 4-digit number is used, fill in with zeroes ahead of the number.

This form should be delivered to the school MI-Access coordinator. Instructions for return to the scoring contractor may be found in a MI-Access Test Administrator Manual.

MARKING INSTRUCTIONS
- Use only soft lead pencil (No. 2)
- Do NOT use ink or ball point pen
- Make heavy dark marks that completely fill in the circles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK INCORRECT MARKS

1 PLEASE PRINT
Name of Person Completing this Form
District Name
School Name

2 DISTRICT CODE

3 SCHOOL CODE

4 TEACHER NAME
LAST NAME FIRST NAME

5 CLASS/GROUP NUMBER

Section 4. Write the last name of the teacher for whom a class/group number(s) is being provided in the first 12 boxes and the teacher's first name in the following 10 boxes. Omit all spaces, hyphens, apostrophes, Jr., or III, and complete the grid.

Section 5. In the boxes, indicate the 4-digit class/group number(s) assigned to this teacher and mark the corresponding bubbles in the grid. For teachers who need reporting for multiple groups, up to six different numbers may be marked on this form. If the numbers assigned to this teacher have fewer than four digits, use leading zeros ("0032" as an example).

Functional Independence Assessment Administrator Quick List:

Major Tasks to Complete Before, During, and After Assessment Administration

BEFORE

- Read "About the Assessments" to learn how the assessments are designed and should be administered for both paper and online students
- Complete and return an *OSA Security Compliance Form*
- Inventory the materials received
- Set aside the correct assessment booklets and answer documents for each student being tested
- Review the assessment booklets and answer documents to prepare for assessment administration
- Schedule the assessments
- Print, review, and have instructions available for the student-facing online testing from the manual posted on the MI–Access web page—if the students have been selected for this mode of testing.

DURING

- Administer the assessments as directed (using the scripts provided)
- Relay questions to the School MI–Access Coordinator as needed
- Ensure that professional assessment administration practices are followed

AFTER

- Transfer students' answers from their booklets to their answer documents
- Complete the other components of the student answer documents
- Complete *Class/Group ID Sheets* (if used)
- Return used and unused materials to the School MI–Access Coordinator
- Complete the online survey

IMPORTANT MI–Access DATES	
	Spring 2015 Grades 3–8, and 11
Assessment Materials Start Arriving in Districts	Week of March 30
MI–Access Assessment Window	April 13–May 29
Assessment Materials Return Date	Ship to the contractor no later than June 5

About the Assessments

In order to yield valid assessment data, it is imperative that assessment administrators understand how the Functional Independence assessments are designed and how they should be administered. Therefore, the first portion of this section is dedicated to providing detailed information about the assessments themselves. Then, the remainder of the section explains (1) the assessment administration process, and (2) how to use, complete, and return the Functional Independence assessment materials.

Students Tested

The Functional Independence assessments are designed for students who have, or function as if they have, mild cognitive impairment. It is up to the student's IEP Team to determine if this assessment is appropriate for the student given his or her cognitive functioning level, curriculum, and instruction. The Office of Standards and Assessment (OSA) has developed *Michigan Statewide Assessment Selection Guidance* to assist teams with the decision-making process. This resource is available as a downloadable PDF at **www.mi.gov/mi-access**. It includes detailed descriptions of the state's assessments, information on the students for whom the assessments are intended, sample items, and numerous tools (such as flowcharts and worksheets) to help teams make informed decisions. Given the significant changes to the Michigan summative assessments this year, this document is undergoing significant changes and may not always be available online. However, an abbreviated version will be provided in its absence that covers selection guidance for using the MI-Access assessment programs.

Since FI will also be available online for the first time this year, it is also the responsibility of the IEP team to determine if a student-facing mode of testing is appropriate for a student and is part of their routine instruction. If this is not the case, the student should be assessed using the paper version of the assessment.

Assessment Administrators

Because the MI–Access Functional Independence assessments rely on written and/or oral responses from students, they will most likely be administered by the student's teacher. Other professionals in the school or district—such as school psychologists, teacher consultants, resource room teachers, or related services providers—may also administer the assessments if necessary. Highly qualified paraprofessionals, teacher aides, and others, may *assist* with administration (by making sure the student is on the correct page, addressing the correct question, and so forth), but may not be the lead administrator.

Content Areas Assessed

At this time, the Functional Independence assessments cover five content areas: ELA: accessing print, ELA: expressing ideas, mathematics, science, and social studies. As required by federal law, the assessments reflect Michigan's Grade Level Content Expectations (GLCEs) 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 population being tested. The Extended GLCEs (EGLCEs)

and Extended Benchmarks (EBs) on which the Functional Independence assessments are based can be downloaded from the MI–Access web page (**www.mi.gov/mi-access**). Following is a brief description of each content area assessment.

Functional Independence ELA: Accessing Print

The Functional Independence ELA: Accessing Print Assessments have two parts: word recognition and text comprehension. Following is a description of the different parts.

- ELA: Accessing Print—Word Recognition. This part of the assessment tests high-frequency sight words and high-utility functional vocabulary that are relevant to the Functional Independence student population. Assessed words are (1) highly familiar to students, (2) appear frequently in print in students' daily environments, and (3) measure important vocabulary (that is, words students must be able to recognize in a written format to carry out routine tasks in their daily lives).

  There are 24 word recognition multiple-choice items. Students are asked to select a word that correctly completes a sentence. This task assesses a student's understanding of the role that word meaning (semantics) and word order (syntax) play in sentence construction. All students—regardless of grade—have three words, or answer choices, from which to choose.

- ELA: Accessing Print—Text Comprehension. In this part of the assessment, students read or listen to three types of passages: narrative, expository, and functional.

  - Narrative passages are fictional stories presented in a traditional structure (i.e., characters, plot, setting, sequence of events, theme, problem/resolution, and dialogue).
  - Expository (or informational) passages present factual information about a topic in various structures (i.e., description, enumeration, sequence, compare/contrast, problem/solution, and cause/effect).
  - Functional passages present information in a real-life context or format (signs, schedules, brochures, posters, and so forth).

  All passages—regardless of type—are based upon one of three adult life contexts: daily living, community experience, or employment. In addition, they consist of content and vocabulary that are appropriate for the students being tested.

  The text comprehension portion of the assessment has four passages, each of which is followed by seven multiple-choice questions with three answer choices. The readability of the passages has been determined by the professional judgment of item writers, content editors, and item review committees composed of Michigan educators. In addition, Degrees of Reading Power® (DRP®) software has been used to analyze the difficulty levels of the passages. (See Appendix H of this manual for more information on DRP readability.)

Functional Independence ELA: Expressing Ideas

In the Functional Independence ELA: Expressing Ideas Assessments, students are asked to respond to two prompts by "expressing ideas" related to practical, real-world situations. The prompts have been developed to accommodate various response modes, which means that students may write, draw, or use a combination of the two modes to express themselves. (Students whose disabilities prevent them from writing or drawing may dictate their responses.) Student responses are evaluated by external, specially trained hand-scorers using a four-point rubric that measures topic focus, organization, and use of language and visual conventions. The scoring rubric is shown in Appendix I of this manual. ELA: expressing ideas is assessed in grades 3–8, and 11 this year and will have separate booklets since it will be administered in paper format only. **Please note that for Functional Independence, students must take both ELA: accessing print and ELA: expressing ideas. They may not split these content areas between two different state-level assessments.** Also, ELA: expressing ideas will only be available as a paper/pencil assessment and must be ordered for all FI students taking the ELA assessment.

Functional Independence Mathematics Assessments

The Functional Independence Mathematics Assessments focus on key mathematics areas or strands, such as Patterns and Relationships, Data Analysis, Geometry, Measurement, Numbers and Operations, Number Sense and Numeration, Algebra, and so forth. To make the assessments meaningful for students, as many items as possible are presented in one of three real-world contexts: daily living, community experience, or employment.

The mathematics assessments for students in grades 3 and 4 have 38 multiple-choice items; assessments for students in grades 5–8 have 45 multiple-choice items; and assessments for students in grade 11 have 50 multiple-choice items. Each question is followed by three answer choices. The items are designed so that any data, tables, charts, advertisements, and/or text that are needed to respond to a question are presented as part of the item, not supplied by the assessment administrator. However, because of the student population being tested, there may be instances where assessment administrators choose to have actual materials on hand instead of relying solely on the pictures/graphics in the assessment booklets (coins, bills, clocks, and base ten blocks are some examples). Using actual materials is allowed as long as it does NOT change the nature of a question or elicit a different response.

To help with assessment administration, acetate rulers or Braille/Large Print rulers are provided by the MI–Access contractor for students to use when answering questions that require measurement. Students may also use calculators on the mathematics assessment if they are routinely used during classroom instruction. It should be noted, however, that no items were written to be calculator dependent. Students may record their answers and perform computations directly in their assessment booklets; assessment administrators will transfer the answers later to the students' answer documents.

Functional Independence Science Assessments

The Functional Independence Science Assessments focus on five areas or strands—(1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science, (4) Using Earth Science, and (5) Using Physical Science. To make the assessments meaningful for students, as many items as possible are presented in one of three real-world contexts: daily living, community experience, or employment.

The grade 4 science assessments have 43 multiple-choice items; assessments for students in grade 7 have 50 multiple-choice items; and assessments for students in grade 11 have 55 multiple-choice items. Each question is followed by three answer choices (sometimes just words alone, and other times graphics with or without words or labels). Like mathematics, the science items are designed so that any data, tables, charts, graphics, and/or text that are needed to respond to a question are presented as part of the item, not supplied by the assessment administrator. However, because of the student population being tested, there may be instances where assessment administrators choose to have actual materials on hand instead of relying solely on the pictures/graphics in the assessment booklets. Using actual materials is allowed as long as it does NOT change the nature of a question or elicit a different response.

Functional Independence Social Studies Assessments

The Functional Independence Social Studies Assessments for grades 5 and 8 focus on two major areas (1) United States History and Geography, and (2) Public Discourse, Decision Making, and Citizenship. Grade 11 focuses on four major areas (1) World History and Geography, (2) United States History and Geography, (3) Civics, (4) Economics. To make the assessments meaningful for students, as many items as possible are presented in one of three real-world contexts: daily living, community experience, or employment.

The grade 5 assessments have 40 multiple-choice items; grade 8 have 42 multiple-choice items; and grade 11 have 52 multiple-choice items. Each question is followed by three answer choices (sometimes just words alone, and other times graphics with or without words or labels). Because of the student population being tested, there may be instances where assessment administrators choose to have actual materials on hand instead of relying solely on the pictures/graphics in the assessment booklets. Using actual materials is allowed as long as it does NOT change the nature of a question or elicit a different response. This assessment also has a section of passages that tell a brief story and then followed by several questions. This passage format is to familiarize the student with events and places in a effort to introduce context to the test item.

Assessment Accommodations

Although the assessments were designed to be accessible to all students identified in their IEPs as taking the Functional Independence assessments, there may be students who still need assessment accommodations to participate fully and meaningfully. For example, if a student has a motor or visual impairment that routinely prohibits him or her from physically marking responses, the student may give answers orally or in some other way without affecting his or her score. The *General Information* section of this manual includes detailed information on the types of accommodations that may be used (see page 16). Prior to administration, assessment administrators should review

that part of the manual carefully and review each student's IEP to ensure that the appropriate accommodations are available and ready for use. Keep in mind that all assessment accommodation decisions must be made on a student-by-student basis and may affect how the assessment is administered.

The Administration Process and Assessment Materials

Now that assessment administrators understand how the assessments are designed, this portion of the manual describes the administrative steps that need to be taken before, during, and after assessment administration. Following is detailed information on the Functional Independence assessment materials that assessment administrators will receive from the School MI–Access Coordinator and a description of how and when to use and complete them. Please also note that **assessment administrator scripts have been provided in the "During" portion of this section; these scripts MUST be followed when administering the Functional Independence assessments**.

Before

Receiving Assessment Materials

The MI–Access contractor ships all assessment materials to District MI–Access Coordinators. They are then responsible for distributing them to School MI–Access Coordinators, who, in turn, distribute them to assessment administrators.

Some materials will be provided to ALL assessment administrators, including

- one *2015 MI–Access Test Administrator Manual*;
- one *Class/Group ID Sheet* (if used); and
- multiple *OSA Security Compliance Forms* (one for the assessment administrator and extras for any accommodations providers and/or proctors).

The MI–Access calendar—which notes important assessment dates for the test cycle—is available for download at **www.mi.gov/mi-access**.

The other assessment materials provided will vary depending on the grades the assessment administrator is assessing. (ELA: Accessing print, ELA: expressing ideas, and mathematics are assessed in grades 3–8, and 11, science is assessed in grades 4, 7, and 11; and social studies is assessed in grades 5, 8, and 11.) The assessment materials may include some or all of the following:

- Functional Independence ELA: accessing print student assessment booklets (purple) (one for the assessment administrator to use and one for each student being tested at grades 3–8, and 11)
- Functional Independence ELA: expressing ideas student assessment booklets (purple) (one for the assessment administrator to use and one for each student being tested at grades 3–8, and 11)
- Functional Independence mathematics student assessment booklets (orange) (one for the assessment administrator to use and one for each student being tested)
- Functional Independence science student assessment booklets (red) (one for the assessment administrator to use and one for each student being tested at grades 4, 7, and 11)
- Audio CDs of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets, student answer documents, and acetate rulers, if applicable). **Note:** the CD for ELA: accessing print and ELA: expressing ideas is on one CD even though the booklets are separate materials. The label also indicates this.
- Braille versions of the Functional Independence assessment booklets, if ordered (with companion *Assessment Administrator Booklets for Braille,* student answer documents, and Braille/Large Print rulers, if applicable)
- Enlarged print versions of the Functional Independence assessment booklets, if ordered (with companion standard print assessment booklets, student answer documents, and Braille/Large Print rulers, if applicable)
- Functional Independence Student Answer Documents for ELA: Accessing Print (purple) (for grades 3–8, and 11) (one for the assessment administrator to keep and one for each student being tested)
- Functional Independence Student Answer Documents for ELA: Expressing Ideas (purple) (3–8, and 11) (one for the assessment administrator to keep and one for each student being tested)
- Functional Independence Student Answer Documents for Mathematics (orange) (one document for grades 3–4, one for grades 5–8, and one for grade 11) (one for the assessment administrator to keep and one for each student being tested)
- Functional Independence Student Answer Documents for Science (red) grades 4, 7, and 11 (one for the assessment administrator to keep and one for each student being tested)

- Functional Independence Student Answer Documents for Social Studies (green) (grades 5, 8, and 11) (one for the assessment administrator to keep and one for each student being tested)
- Acetate rulers (one for each student to use with mathematics standard print assessment booklets, if applicable)

Please note that the school and/or assessment administrator is expected to provide

- any optional materials (such as actual bills, coins, or clocks) needed for specific assessment items;
- materials and/or assessment accommodations, if needed, for particular students; and
- Number 2 pencils for assessment administrators to use when completing the scan documents.

Completing, Distributing, and Returning Security Compliance Forms

Before inventorying the materials, obtain, complete, and sign an *OSA Security Compliance Form*, using the directions at the bottom of the form. (For more information on security, see page 13 of this manual.) Next, distribute security compliance forms to others who will assist in the classroom with administering the assessments, including accommodations providers and proctors. Make sure the forms are completed and signed prior to distributing any assessment materials. Then, return all the signed forms to the School MI–Access Coordinator BEFORE assessment administration begins.

Inventorying Assessment Materials

Keeping in mind the students being tested, conduct an inventory to make sure that the correct materials have been provided and that there are sufficient quantities. If any materials are missing, notify the School MI–Access Coordinator so that he or she may go through the appropriate channels to obtain them. (See Table 1 on page 7 of this manual for more information on which content areas must be assessed at which grades.)

If you have students selected to participate in the online student-facing version of the FI test you need to review the online administration manual posted on the MI–Access web page (**www.mi.gov/MI–Access**). This covers the critical areas of setting up the test and navigating the online test environment as well as other helpful tools to help students become familiar with this format. Note: while all the FI tests are online, ELA: expressing ideas is not included due to the constructed responses which cannot be captured electronically at this time.

Preparing for Assessment Administration

To start preparing for the assessments, thoroughly review the assessment booklets and answer documents to become familiar with the format, questions, administration directions, materials provided by the state, and optional materials (if applicable) provided by the school or assessment administrator.

Obtain the extra assessment administrator booklets that were provided by the MI–Access contractor. (One extra booklet was provided for each assessment the administrator is administering.) For each assessment, review the Do Not Read Aloud Table in the front of the booklet; then, mark those items that cannot be read aloud in the assessment administrator copy of the booklet so they are administered correctly. (General directions on the types of items that should not be read aloud can be found in Appendix B.)

Also using the extra assessment administrator booklet, insert the appropriate page numbers in the assessment administrator scripts provided in this manual. (See pages 79–86.) The page numbers vary by content area and grade level. Be sure to review the assessment administrator scripts for each content area to become familiar with what can and cannot be said and done.

For each student being tested, obtain the correct assessment booklet and student answer document. In the space provided on the front of the student assessment booklet, fill in the student name (which should correspond with the Pre-ID student barcode label on the student answer document) teacher name, and school name.

Schedule the assessment keeping in mind that most students will need it administered individually, while a few will participate in group administration. (See page 18 of this manual for more information about group administration of the Functional Independence assessments.) Remember, the assessments are NOT timed; therefore, it is up to each assessment administrator to determine how much time should be allotted for the assessment and how much of the assessment should be administered in one sitting.

For each student being tested, find out whether any assessment accommodations are needed. Keep in mind that an accommodation may be used ONLY if (1) a student's IEP indicates it is appropriate for the student, and (2) it is what he or she routinely uses or how he or she routinely responds during instruction. (See page 16 of this manual for more information on assessment accommodations.)

Also, determine whether optional materials are needed for the student being tested or if the graphics and words/labels in the assessment booklet are sufficient. If optional materials are needed, make arrangements to obtain them.

If a student will be using a Braille version of the assessment, be sure to have the *Assessment Administrator Booklet for Braille* (AABB) on hand as it includes transcriber notes indicating how items/directions have been adapted for Braille when necessary. Also, download the tables showing print and Braille page correspondences from the MI–Access web page (**www.mi.gov/mi-access**) and use them to ensure the student is looking at the correct item on the correct page. (The correspondence tables were developed because the student's assessment booklet is formatted somewhat differently than the AABB.)

If a student will be using an audio CD version of the assessment, review the "Instructions for Using Audio CDs" section of Appendix A in this manual. Also, go over the instructions with the student immediately prior to assessment administration. In addition, download the track lists for CDs, which are posted on the MI–Access web page (**www.mi.gov/mi-access**).

If there are any questions or concerns about the assessments, refer them to the School MI–Access Coordinator. If he or she cannot answer them, they will be referred to the District MI–Access Coordinator for follow-up. (For information on District and School MI–Access Coordinators, consult the Educational Entity Master at **www.mi.gov/eem**.)

During

Immediately prior to assessment administration, obtain the correct assessment booklet for each student being tested. Check to make sure the proper information has been recorded for each student on the front of the booklet in the space provided. Students' answers should be recorded directly in the assessment booklets, either by the students independently or with assistance from the assessment administrator. **Do NOT allow students to write or draw directly on their answer documents, except for ELA: expressing ideas prompt responses**. (Assessment administrators will transfer answers from the assessment booklet to the student's answer document after administration is complete.) Administer each question in the assessment booklet as directed, ensuring that professional assessment administration practices are followed. (See the directions and scripts below.)

Directions and Scripts

DIRECTIONS AND SCRIPTS FOR ADMINISTERING ELA: ACCESSING PRINT—*Word Recognition and Text Comprehension*

The assessment administration directions for ELA: Accessing Print—Word Recognition vary by grade and version (standard print or accommodated). Therefore, the directions are divided into three separate sub-sections in the manual: (1) directions for the grade 3 standard print, audio CD, and enlarged print versions; (2) directions for the grade 3 Braille version; and (3) directions for grades 4 through 8 and 11 (all versions). Turn to the section that is appropriate for the student(s) being tested.

1. Word Recognition

All directions printed in bold, italic type should be read aloud to students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: ***Turn to page 3 in your assessment booklet.***

Make sure all students are on page 3.

SAY: ***Part 1 of the assessment is called ELA: Accessing Print—Word Recognition. It tells me what you know about words. Follow along as I read the directions aloud.***

"Read each sentence. Then, choose the word that belongs in the sentence OR read the question and choose the BEST answer for that question."

There are 24 questions to answer. Start with question 1 and stop after question 24.

If you are reading the assessment aloud to a student, start administering the word recognition items. You will need to fill in the bubble in Section 5 of the student's answer document indicating that a reader was used. Keep in mind that, for this part of the assessment, you may read the question (or item stem) aloud, but NOT the answer choices. Also keep in mind that readers may be used ONLY in small group (defined as five or fewer students) or one-on-one assessment situations.

2. Text Comprehension

All directions printed in bold, italic type should be read aloud to the students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: ***Turn to page __ in your assessment booklet.*** (The assessment administrator will need to fill in the page number prior to administration depending on the grade level of the students being tested.)

Make sure students are looking at the correct page.

SAY: ***Part 2 of the assessment is called ELA: Accessing Print—Text Comprehension. It tells me how well you understand what you have read (or heard). Follow along as I read the directions aloud.***

"Read the passage. Then, answer the questions that follow. Choose the BEST answer for each question."

Turn to the next page of your assessment booklet. There are four passages in this part of the assessment. Each passage is followed by seven questions to answer. You may begin with the first passage now.

If you want students to stop between each passage (as they are directed to in the student assessment booklet) or if you are not administering all four passages in one sitting, tell your students when

you would like them to stop and start. Otherwise, direct them to continue reading the passages and answering the questions until they have answered question 52. Please note that, if all the passages are not administered in one sitting, you must reread the directions above, starting with "Part 2 of the assessment is called ELA: Accessing Print—Text Comprehension," each time you begin. You will need to modify page and question numbers depending on where you start.

If you are reading the assessment aloud to a student, begin reading the passages and questions now. The passages, questions, and answer choices may be read (by the student and/or the assessment administrator) as many times as necessary. However, each time a passage or question is read aloud by the assessment administrator, he or she MUST read it from beginning to end, unless the student requests to have a specific sentence, paragraph, or word reread. Be sure to fill in the bubble in Section 5 of the student's answer document indicating that a reader was used. Keep in mind that readers may ONLY be used in small group (defined as five or fewer students) or one-on-one assessment situations.

DIRECTIONS AND SCRIPT FOR ADMINISTERING ELA: EXPRESSING IDEAS

In this assessment, students are asked to respond to two different prompts contained in questions 1 and 2 of each ELA: expressing ideas assessment booklet. Students may respond by writing, drawing, or using a combination of the two response modes to express their ideas. Students may also dictate their responses if their disability prevents them from writing or drawing them. The scoring rubric in Appendix I of this manual provides additional details on how students may respond to the prompts.

The assessment administrator and the student should work together to determine which mode the student will use to respond to each of the prompts. (Students do NOT have to use the same response mode for both prompts.) Please note that the student is permitted to use one mode or a combination of modes as necessary and appropriate.

There are two places on the student answer document where students can complete their responses to each prompt. Option 1 contains lines and, therefore, is probably best suited for written or transcribed responses. Option 2 contains a blank space, which is probably best suited for visual representations (or drawings). The assessment administrator will need to direct each student to record his or her response in the most appropriate place given his or her chosen response mode. If a student needs more space than is available, he or she may use the adjacent page of the student answer document. Please note that ALL responses—written, drawn, or dictated/transcribed—MUST be completed using a Number 2 pencil.

Following is some important information regarding each of the different response modes.

- If a student **writes** his or her response, the assessment administrator may NOT transcribe and/or translate what the student has written. Scorers are trained to read all types of student handwriting.

- If a student **visually represents** (or draws) his or her response, he or she may enhance the drawing with labels (one or more words or sentences) or provide a brief oral explanation

of the drawing for the assessment administrator to transcribe onto the student's answer document. See the scoring rubric in Appendix I of this manual for more information.

- If the student **dictates** or **Brailles** his or her response, the assessment administrator must transcribe the response verbatim onto the student answer document using Option 1. Then, he or she must indicate that the response was transcribed by initialing the space at the bottom of the student's answer document where indicated and by filling in the appropriate accommodation section.

- If the student **word processes** his or her response, the assessment administrator should (1) label each word-processed page as described on page 19 of this manual, (2) fill in the appropriate bubble in accommodation section of the student's answer document, and (3) insert the word-processed response into the student's answer document.

Prior to beginning this part of the assessment, distribute the students' assessment booklets, but keep the answer documents until distribution is called for. The assessment administrator will also need to keep a copy of the appropriate assessment booklet AND the corresponding student answer document on hand to refer to while giving directions.

The directions printed in bold, italic type should be read aloud to the student exactly as written.

SAY: ***Turn to page __ of your assessment booklet.*** (The assessment administrator will need to fill in the page number prior to administration depending on the grade level of the students being tested.)

Make sure students are looking at the correct page.

SAY: ***This assessment is called ELA: Expressing Ideas. It shows me how well you can tell about your ideas. Follow along as I read the directions aloud.***

"Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response."

Now turn to the next page of your assessment booklet. Listen and follow along as I read the prompt for question 1.

Read the prompt aloud from the booklet.

SAY: ***You will complete your response to the prompt on the student answer document that I give you. I will show you where you should put your response.***

Give the students their answer documents and direct them to the page where they should complete their response, either Option 1 or Option 2, for question 1 depending on the response mode chosen. Make sure they have a Number 2 pencil to record their responses.

SAY: ***When you are finished with your response, you may use the checklist in your booklet to review and proofread what you have written (drawn or said).***

Review the checklist with the students and encourage them to use it. A reprint of the checklist is provided on the following page.

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

_____ Did I answer each part of the prompt?
_____ Did I support my ideas with details?
_____ Did I organize my ideas and details clearly?
_____ Did I review my response one more time to make sure it is just the way I want it?
_____ Did I put my response on the student answer document?

SAY: ***Now, complete your response to the prompt in question 1. Raise your hand when you are finished.***

The assessment administrator may reread the prompt if necessary. He or she also will need to determine when students are ready to continue with the prompt in question 2. If the assessment administrator decides to continue with question 2 at a later time, he or she MUST collect the student answer documents and store them in a SECURE location. If not, the assessment administrator may continue with the following directions.

SAY: ***Now, turn to page __ of your assessment booklet.*** (The assessment administrator will need to fill in the page number prior to administration depending on the grade level of the students being tested.)

Make sure students are looking at the correct page.

SAY: ***Follow along as I read the directions aloud.***

"Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response."

Now, turn to the next page of your assessment booklet. Listen and follow along as I read the prompt for question 2.

Make sure students are looking at the correct page. Then, read the prompt aloud from the booklet.

SAY: ***As before, you will complete your response to the prompt on your student answer document. I will show you where to put your response to question 2.***

Direct students to the page on their answer documents where they should complete their response, either Option 1 or Option 2, for question 2 depending on the response mode chosen. Make sure they have a Number 2 pencil to record their responses.

SAY: ***When you are finished with your response, you may use the checklist in your booklet to review and proofread what you have written (drawn or said).***

Review the checklist with the students and encourage them to use it. A reprint of the checklist is provided below.

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

_____ Did I answer each part of the prompt?
_____ Did I support my ideas with details?
_____ Did I organize my ideas and details clearly?
_____ Did I review my response one more time to make sure it is just the way I want it?
_____ Did I put my response on the student answer document?

SAY: ***Now, complete your response to the prompt in question 2. Raise your hand when you are finished.***

The assessment administrator may reread the prompt if necessary. When all the students are finished, collect their booklets and students answer documents and store them in a SECURE location.

DIRECTIONS AND SCRIPT FOR ADMINISTERING MATHEMATICS

Directions that are printed in bold, italic type should be read aloud to students exactly as written. You will need to have the extra booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets. Also make certain that all students have one of the acetate rulers (or Braille/Large Print rulers) provided for their use (if applicable).

SAY: ***Turn to page 3 in your assessment booklet.***

Make sure all students are on page 3.

SAY: ***This assessment will help me know what you understand about mathematics. Follow along as I read the directions aloud.***

"Read each question. Choose the BEST answer for each question."

You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet. (These directions will need to be altered if you are not administering the entire assessment in one sitting.)

If you are reading aloud to a student, begin reading now. You will need to fill in the bubble in Section 5 of the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used ONLY in small group (defined as five or fewer students) or one-on-one assessment situations, and that some item stems, answer choices, and/or keys must NOT be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those items, or parts of items, that cannot be read.

DIRECTIONS AND SCRIPT FOR ADMINISTERING SCIENCE

Directions that are printed below in bold, italic type should be read aloud to students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: ***Turn to page 3 in your assessment booklet.***

Make sure all students are on page 3.

SAY: ***This assessment will help me know what you understand about science. Follow along as I read the directions aloud.***

"Read each question. Choose the BEST answer for each question."

You may begin now. Start with question 1 and continue until you have completed all the questions in your booklet. (These directions will need to be altered if you are not administering the entire assessment in one sitting.)

If you are reading aloud to a student, begin reading now. You will need to fill in the bubble in Section 5 of the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used ONLY in small group (defined as five or fewer students) or one-on-one assessment situations, and that some answer choices (those with graphics and no accompanying labels) must NOT be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those answer choices.

DIRECTIONS AND SCRIPT FOR ADMINISTERING SOCIAL STUDIES

Directions that are printed below in bold, italic type should be read aloud to students exactly as written. You will need to have the extra assessment booklet provided to you on hand to show students where the directions, questions, and answer choices appear in their booklets.

SAY: ***Turn to page 3 in your assessment booklet.***

Make sure all students are on page 3.

SAY: ***Part 1 of this assessment will help me know what you understand about social studies. Follow along as I read the directions aloud.***

"Read each question. Choose the BEST answer for each question."

You may begin now. Start with question 1 and continue until you have completed all the questions in Part 1. (These directions will need to be altered if you are not administering the entire assessment in one sitting.)

If you are reading aloud to a student, begin reading now. You will need to fill in the bubble in Section 5 of the student's answer document indicating that a reader was used. Keep in mind, however, that readers may be used ONLY in small group (defined as five or fewer students) or one-on-one assessment situations, and that some answer choices (those with graphics and no accompanying labels) must NOT be read aloud. Refer to the Do Not Read Aloud Table in the front of each student's assessment booklet for a list of those answer choices.

When the student has completed part 1 you may proceed to part 2 below.

SAY: ***Turn to page __ in your assessment booklet.*** (The page number for grade 5 and 8 is 19, and page 25 for grade 11.)

Make sure students are looking at the correct page.

SAY: ***Part 2 of this assessment tells me how well you understand what you have read (or heard) in each passage. Follow along as I read the directions aloud.***

"Read the passage. Then, answer the questions that follow. Choose the BEST answer for each question." Turn to the next page of your assessment booklet. There are five passages in this part of the assessment. Each passage is followed by four questions to answer. You may begin with the first passage now.

If you are reading the assessment aloud to a student, begin reading the passages and questions now. The passages, questions, and answer choices may be read (by the student and/or the assessment administrator) as many times as necessary. However, each time a passage or question is read aloud by the assessment administrator, he or she MUST read it from beginning to end, unless the student requests to have a specific sentence, paragraph, or word reread. Be sure to fill in the bubble in Section 5 of the student's answer document indicating that a reader was used. Keep in mind that readers may ONLY be used in small group (defined as five or fewer students) or one-on-one assessment situations.

If you want students to stop between each passage (as they are directed to in the student assessment booklet) or if you are not administering all five passages in one sitting, tell your students when you would like them to stop and start. Otherwise, direct them to continue reading the passages and answering the questions until they have answered all the questions. Please note that, if all the passages are not administered in one sitting, you must reread the part 2 directions above each time you begin.

After

Completing the Student Answer Document

Obtain the student's answer document and complete all sections using a Number 2 pencil. (Be sure to print all requested information AND mark all corresponding grids unless otherwise directed.) Detailed directions, along with a graphic representation of one or more answer documents, are provided on pages 90 and 91 of this manual and MUST be followed. (The directions apply to ALL Functional Independence answer documents, regardless of the content area or grade assessed, because they are formatted in similar ways.)

Please note that each answer document has a report code section that should be marked if they apply to the student being tested. Following are definitions for those report codes.

- Home Schooled (NOT Homebound): A student who is tested, but because he or she is home schooled, should not be included in the district's or school's reports. Home-schooled students are not required to take MI–Access assessments, but may be tested during the district's assessment window if they wish. (Public school districts are required to administer MI–Access assessments to home-schooled students who want to be tested.) Districts will receive separate *Individual Student Reports* for home-schooled students, as well as separate *Parent Reports*. The reports should be forwarded to the parents of each home-schooled student.

- Student Prohibited Behavior: A student engages in prohibited behavior when he or she
  - communicates or collaborates in any way with another student (including written, electronic, verbal, or gestured forms of communication);

- copies another student's answers, or requests or accepts help from another person;
- uses any material or equipment that is not expressly permitted by the OSA;
- answers an assessment question or any part of an assessment for another student or provides any other assistance to another student before or while that student is being tested;
- uses prohibited communication or information storage devices (e.g., pagers, cell phones, etc.) and/or;
- engages in any other practice with the intent of artificially affecting a student's score or the score of another student.

If an assessment administrator observes a student who appears to be engaged in one or more of these behaviors, he or she should allow the student(s) to finish the assessment and code the student's answer document by filling in the "Student Prohibited Behavior" bubble. Then follow the procedural directions for reporting the behavior in the *Assessment Integrity Guide* available at **www.mi.gov/mi-access**.

Once each student answer document is complete, go back over it one more time to make sure everything has been recorded accurately and there are no stray marks. Then, put the completed answer documents in one pile, making sure they are all facing the same direction.

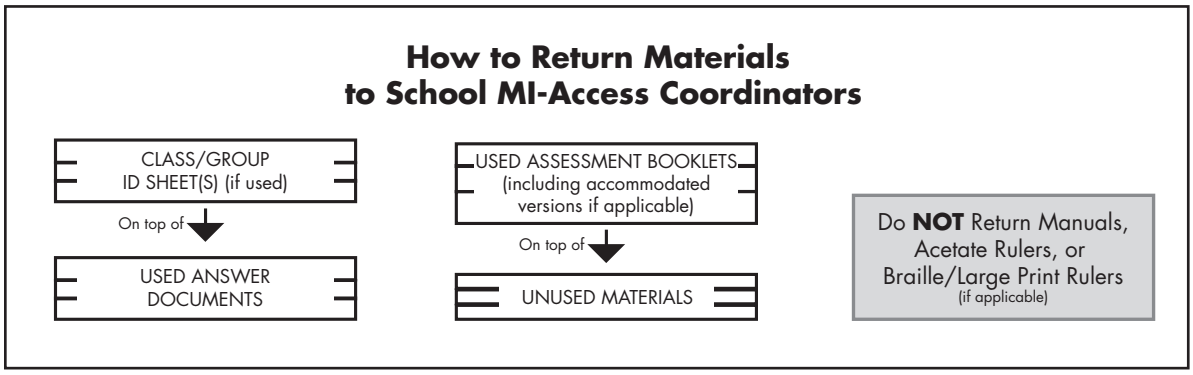
Completing the Class/Group ID Sheet

If your district or school has opted to use *Class/Group ID Sheets*, complete the sheets as instructed. Detailed directions, along with a graphic representation of the sheet, are provided on page 92 of this manual and MUST be followed.

Returning Materials to the School MI–Access Coordinator

Gather up all **used** student answer documents and put them in one pile. Then, place the completed *Class/Group ID Sheet(s)* (if used) on top of that pile. Next, put all the other used and unused assessment materials in a separate pile and return both piles to the School MI–Access Coordinator by the date requested. Do NOT return manuals or rulers (they may be shredded or recycled). (See Figure 8 on the following page for a graphic representation of how to prepare the materials for return.)

Figure 8



Completing the Coordinator/Assessment Administrator Feedback Survey

Once materials have been returned to the School MI–Access Coordinator, complete the *Coordinator/Assessment Administrator Feedback Survey* at **www.mi.gov/mi-access**. The MDE conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

Student Answer Documents – Front

Pre-ID Label. Make sure the correct Pre-ID label for the student who used the answer document is affixed here. If the label is incorrect or missing, a $10 processing fee will be assessed to the district to cover the costs associated with researching to whom the document belongs.

Section 1. Print the student's first and last name, the teacher's first and last name, the school name, the district name, and the date the assessment was administered.

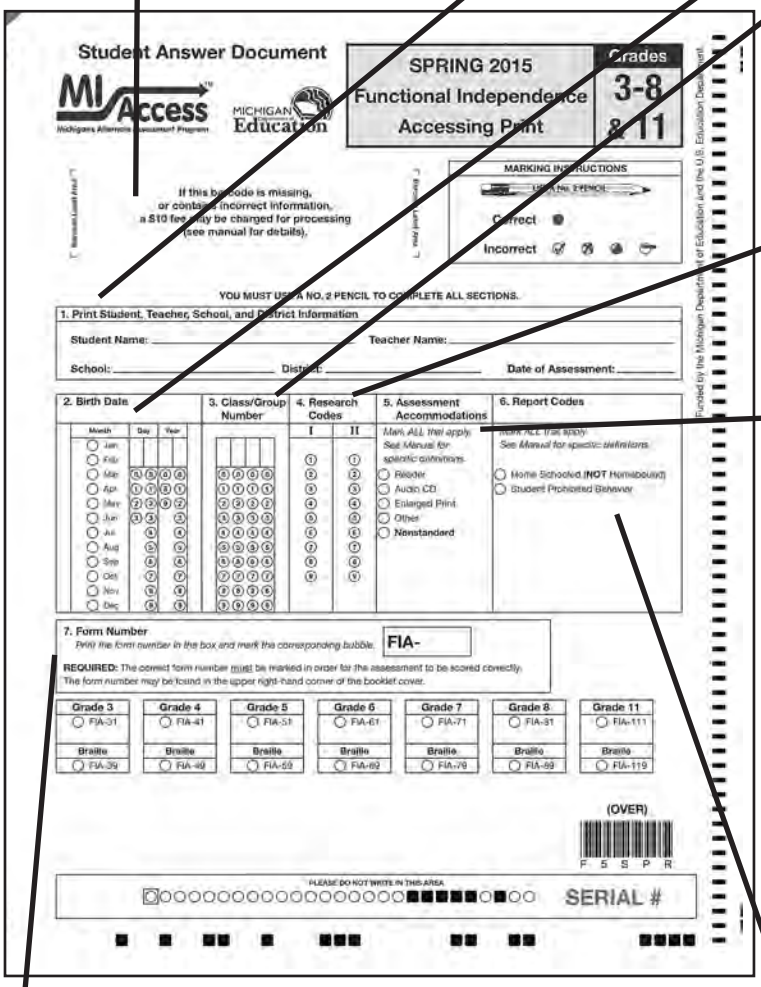
Section 2. Mark the student's birth month, day, and year in the grid. Also, write the student's birth day and year in the boxes above the grid.

Section 3. Write in optional class/group numbers only if the School MI–Access Coordinator has requested that it be done and has provided the proper codes. Mark the corresponding bubbles in the grid, using leading zeros if necessary ("0027" as an example).

Section 4. Fill in research codes only if the School MI–Access Coordinator has requested that it be done and has provided the proper codes.

Section 5. Fill in the appropriate bubbles to indicate which accommodation(s) the student used, if any. (See the *M–STEP, MI–Access, and WIDA Students Supports and Accommodations Table* on the MI–Access web page [**www.mi.gov/mi-access**] that indicates the universal tools, designated supports, and assessment accommodations that are standard.)

NOTE: Filling in the "nonstandard" bubble will indicate an unacceptable accommodtation was used and this will invalidate student responses.

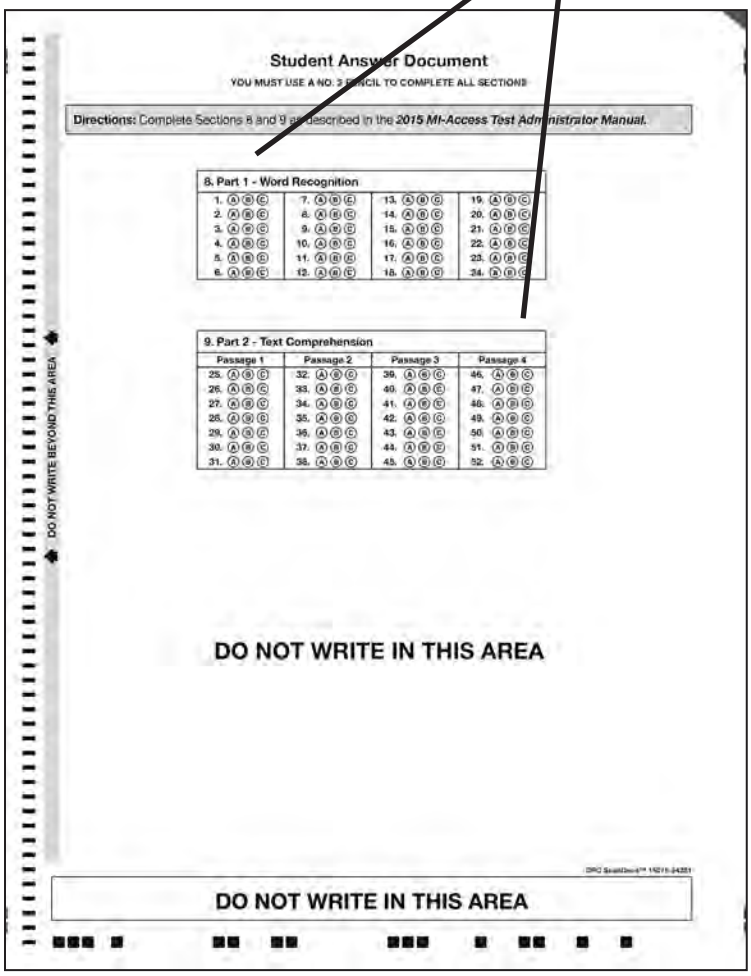


Section 7. **AP, EI, M, S, & SS.** Print the form number in the box and fill in the appropriate bubble to indicate the grade and form number of the assessment taken by the student. The form number can be found in the top right-hand corner of the front cover of the student's assessment booklet. This number MUST be filled in correctly because it determines which answer key is used to score the assessment. (Please note that accommodated versions of the assessment booklets may not have the same form number as the other booklets being used in your school/district. Be sure to print and bubble in the form number that is on the front of the accommodated version if that is what the student was administered.)

Section 6. **AP, EI, M, S, & SS.** Mark as many codes as apply to the student. These codes are used to disaggregate assessment data as required by federal law. Please note that information regarding whether a student is home schooled may already entered in the Secure Site. Therefore, if this report code is filled in on the student's answer document, it will override what is entered in the site. (For code definitions, see page 87 of this manual.)

Student Answer Documents – Back

Section 8/9. AP, EI, M, S, & SS. Working from the student's assessment booklet, transfer the student's responses for each question to the student's answer document. Fill in the A, B, or C bubbles to indicate which selected-response answers were marked by the student (independently or with assessment administrator assistance). Check to make sure that the student's answers have been accurately transferred to the answer document.



Student Answer Document

YOU MUST USE A NO. 2 PENCIL TO COMPLETE ALL SECTIONS

Directions: Complete Sections 8 and 9 as described in the *2015 MI-Access Test Administrator Manual.*

8. Part 1 - Word Recognition

1. Ⓐ Ⓑ Ⓒ	7. Ⓐ Ⓑ Ⓒ	13. Ⓐ Ⓑ Ⓒ	19. Ⓐ Ⓑ Ⓒ
2. Ⓐ Ⓑ Ⓒ	8. Ⓐ Ⓑ Ⓒ	14. Ⓐ Ⓑ Ⓒ	20. Ⓐ Ⓑ Ⓒ
3. Ⓐ Ⓑ Ⓒ	9. Ⓐ Ⓑ Ⓒ	15. Ⓐ Ⓑ Ⓒ	21. Ⓐ Ⓑ Ⓒ
4. Ⓐ Ⓑ Ⓒ	10. Ⓐ Ⓑ Ⓒ	16. Ⓐ Ⓑ Ⓒ	22. Ⓐ Ⓑ Ⓒ
5. Ⓐ Ⓑ Ⓒ	11. Ⓐ Ⓑ Ⓒ	17. Ⓐ Ⓑ Ⓒ	23. Ⓐ Ⓑ Ⓒ
6. Ⓐ Ⓑ Ⓒ	12. Ⓐ Ⓑ Ⓒ	18. Ⓐ Ⓑ Ⓒ	24. Ⓐ Ⓑ Ⓒ

9. Part 2 - Text Comprehension

Passage 1	Passage 2	Passage 3	Passage 4
25. Ⓐ Ⓑ Ⓒ	32. Ⓐ Ⓑ Ⓒ	39. Ⓐ Ⓑ Ⓒ	46. Ⓐ Ⓑ Ⓒ
26. Ⓐ Ⓑ Ⓒ	33. Ⓐ Ⓑ Ⓒ	40. Ⓐ Ⓑ Ⓒ	47. Ⓐ Ⓑ Ⓒ
27. Ⓐ Ⓑ Ⓒ	34. Ⓐ Ⓑ Ⓒ	41. Ⓐ Ⓑ Ⓒ	48. Ⓐ Ⓑ Ⓒ
28. Ⓐ Ⓑ Ⓒ	35. Ⓐ Ⓑ Ⓒ	42. Ⓐ Ⓑ Ⓒ	49. Ⓐ Ⓑ Ⓒ
29. Ⓐ Ⓑ Ⓒ	36. Ⓐ Ⓑ Ⓒ	43. Ⓐ Ⓑ Ⓒ	50. Ⓐ Ⓑ Ⓒ
30. Ⓐ Ⓑ Ⓒ	37. Ⓐ Ⓑ Ⓒ	44. Ⓐ Ⓑ Ⓒ	51. Ⓐ Ⓑ Ⓒ
31. Ⓐ Ⓑ Ⓒ	38. Ⓐ Ⓑ Ⓒ	45. Ⓐ Ⓑ Ⓒ	52. Ⓐ Ⓑ Ⓒ

DO NOT WRITE IN THIS AREA

DO NOT WRITE BEYOND THIS AREA

DO NOT WRITE IN THIS AREA

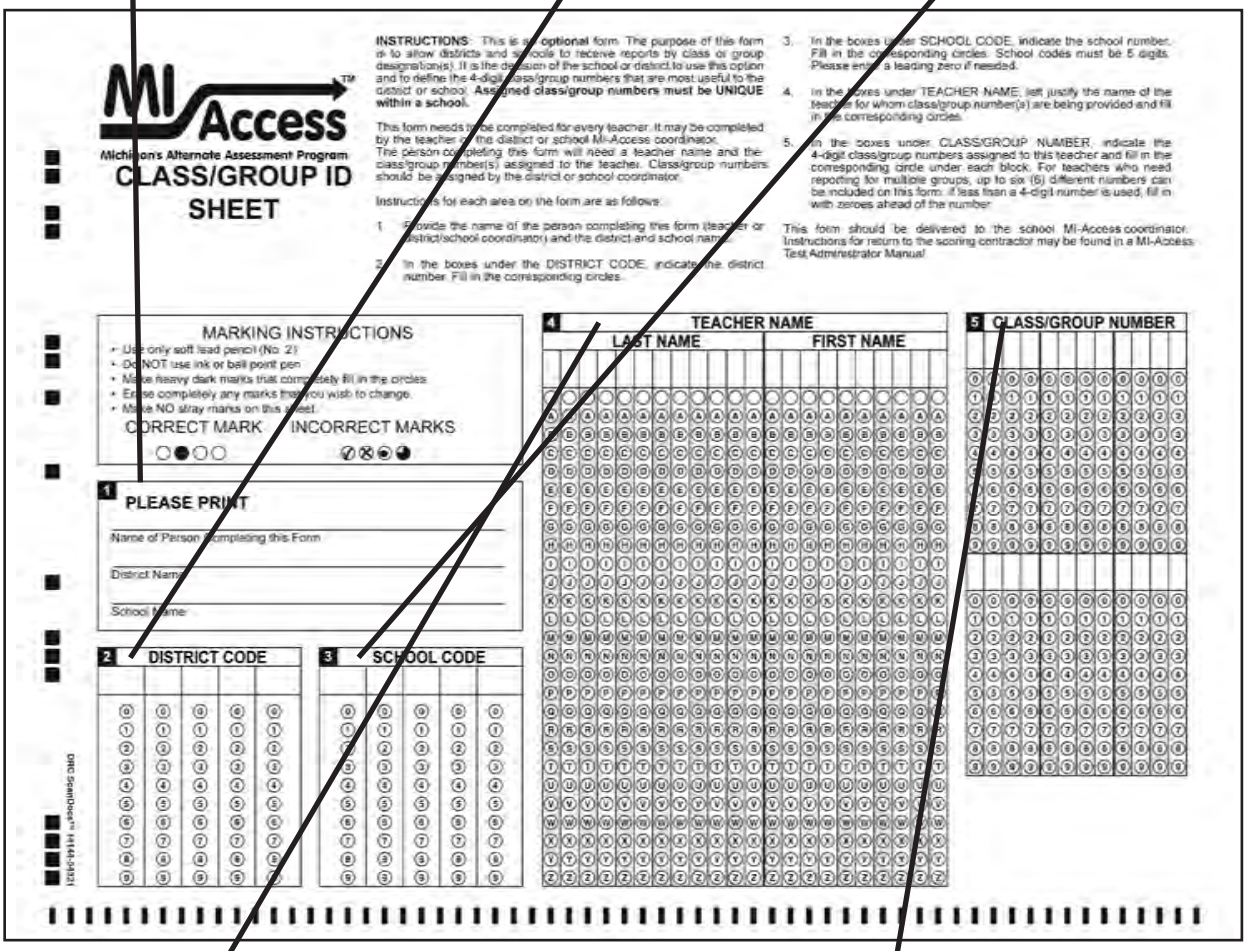
IMPORTANT! After all of the student's answers have been transferred, go back over the answer document one more time to make sure everything has been recorded accurately and there are no stray marks. If a mistake was made, be sure to erase it completely.

Class/Group ID Sheet

Section 1. Write the name of the person filling out this sheet, as well as the district name and school name.

Section 2. Verify the preprinted district code. (If it is incorrect, please notify the School MI–Access Coordinator. Do NOT try to correct the information on the sheet.) If the information is not preprinted, enter the correct information.

Section 3. Verify the preprinted school code. (If it is incorrect, please notify the School MI–Access Coordinator. Do NOT try to correct the information on the sheet.) If the information is not preprinted, enter the correct information.



Section 4. Write the last name of the teacher for whom a class/group number(s) is being provided in the first 12 boxes and the teacher's first name in the following 10 boxes. Omit all spaces, hyphens, apostrophes, Jr., or III, and complete the grid.

Section 5. In the boxes, indicate the 4-digit class/group number(s) assigned to this teacher and mark the corresponding bubbles in the grid. For teachers who need reporting for multiple groups, up to six different numbers may be marked on this form. If the numbers assigned to this teacher have fewer than four digits, use leading zeros ("0032" as an example).

Appendix A

Additional Information on Accommodated Versions

Accommodated versions of the assessment booklets may be used on the Functional Independence assessments. Following is information on these versions as well as assessment administrator and student instructions for using audio CDs.

Braille Versions of the Assessments

Braille versions of the Functional Independence assessments are available for students with visual impairment whose IEPs indicate that Braille is an appropriate assessment accommodation and who routinely use it during instruction. All Braille booklets (1) are produced by the American Printing House (APH) for the Blind, (2) follow APH transcription and printing standards, (3) use contracted Braille, (4) use tactile graphics (in place of print graphics), and (5) where needed, use Nemeth numbers.

All Braille versions of the assessments come packaged with a Braille/Large Print ruler (if applicable), a companion *Assessment Administrator Booklet for Braille* (which includes transcriber notes indicating how the items and/or directions have been adapted for Braille), and a student answer document. Students are to indicate their answers in the assessment booklet during administration; the assessment administrator will transfer the responses later to the student's answer document.

Enlarged Print Versions of the Assessments

Enlarged print versions of the Functional Independence assessments are available for students with visual impairment whose IEPs indicate that enlarged print is an appropriate assessment accommodation and who routinely use it during instruction. Enlarged print booklets are produced by APH and printed in approximately 15-point font.

All enlarged print versions of the assessments will come packaged with a companion standard print booklet, a student answer document, and a Braille/Large Print ruler (if applicable). Students are to mark their answers in the assessment booklet during administration; the assessment administrator will transfer the responses later to the student's answer document.

Audio CD Versions of the Assessments

Audio CD versions of the Functional Independence assessments are available for students whose IEPs indicate that CDs are an appropriate assessment accommodation and who routinely use them during instruction. The audio CDs will come packaged with a companion standard print assessment booklet, a student answer document, and a standard acetate ruler (if applicable).

CDs may be used to administer the Functional Independence assessments to small groups (defined as five or fewer students) as long as each student is able to (1) mark his or her own answers in the assessment booklet, and (2) use a headset. Otherwise, CDs may only be used in one-on-one assessment situations.

Instructions for Using Audio CDs

Audio CDs function in very specific ways; therefore, assessment administrators may want to walk students through the following steps on how to use CD versions of the Functional Independence assessments prior to testing.

- CDs must be handled with great care. They will not work properly if they are damaged by fingerprints and scratches.
- If you need to temporarily stop the CD during the assessment, be sure to hit the "Pause" button. When the "Pause" button is hit, the CD will pause and can be restarted at the same place. If you hit the "Stop" button, most CD players will return to the beginning of the CD.
- CD track listings are posted on the MI–Access web page (**www.mi.gov/mi-access**). These listings include a question number and a page number for each CD track. They may be printed out for use during the assessment.
- To avoid confusion, the CD tracks are set up so that the question number always corresponds with the track number on the CD. So, for example, question 11 is located on track 11.
- Please note that CDs may NOT be copied onto a computer hard drive, nor may any copies of the CDs be made.
- All CD versions of the assessments—as well as other accommodated versions—must be returned to the School MI–Access Coordinator along with the other used and unused assessment materials (except manuals and rulers). He or she will pass them along to the District MI–Access Coordinator for ultimate return to the MI–Access contractor.
- The CD for ELA: accessing print and ELA: expressing ideas will continue to be on one CD as in the past even though the test booklets are now separated.

Appendix B

General Directions for "Do Not Read Aloud" Items

Although readers are a standard assessment accommodation on all MI–Access assessments, there are a number of items, or parts of items, that cannot be read aloud because doing so would give the answer away. Therefore, Do Not Read Aloud Tables have been developed and included at the front of each MI–Access assessment booklet. Assessment administrators need to review the tables prior to testing and note any items that cannot be read aloud in their own assessment booklets.

Following are descriptions—organized by content area—of the general types of items where reading aloud would be considered a nonstandard accommodation.

ELA: Accessing Print (FI)/English Language Arts (P/SI)

- For all word recognition items, the answer choices cannot be read aloud. (For P/SI, the graphics in the answer choices may have labels so the student can see the ***word*** being tested, but the assessment administrator may not read the words aloud.)
- For items where picture answer choices are NOT accompanied by labels, the answer choices cannot be read aloud.

Mathematics

- For all coin/money items, the coin(s) or bill(s) must never be identified by name. The item stem can be read, but the money must not be named.
- For all base 10 block items, only the item stem should be read, never the key or answer choices.
- For items where reading the numeral or corresponding word in either the item stem or the answer choices would give the answer away, the answer choices cannot be read aloud. (See the example below.)

  Example: What numeral represents the number seventeen?

  A 7
  B 17
  C 27

- For FI sequencing items with numbers (e.g., 8, 10, __, 14, 16), the numbers in the stem cannot be read aloud.

- For sequencing items comprised of pictures/symbols (e.g., heart, circle, square, heart, circle, _____), the pictures/symbols in the stem and the answer choices cannot be read aloud.
- Keys cannot be read aloud.
- Picture answer choices that are NOT accompanied by labels cannot be read aloud.

Science

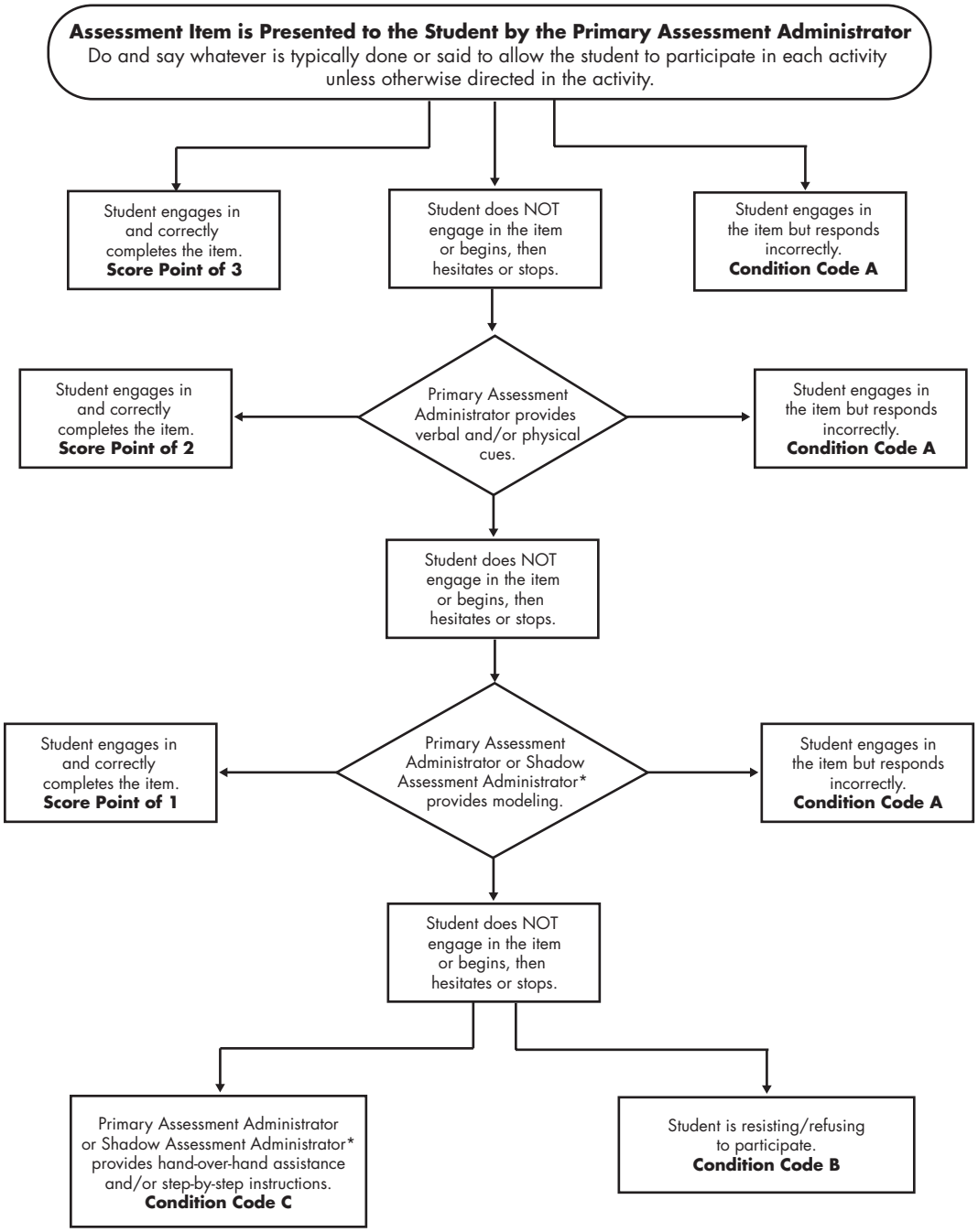
- Picture answer choices that are NOT accompanied by labels cannot be read aloud.

Social Studies

- Social Studies assessments do not contain any "Do Not Read Aloud" items.

Appendix C

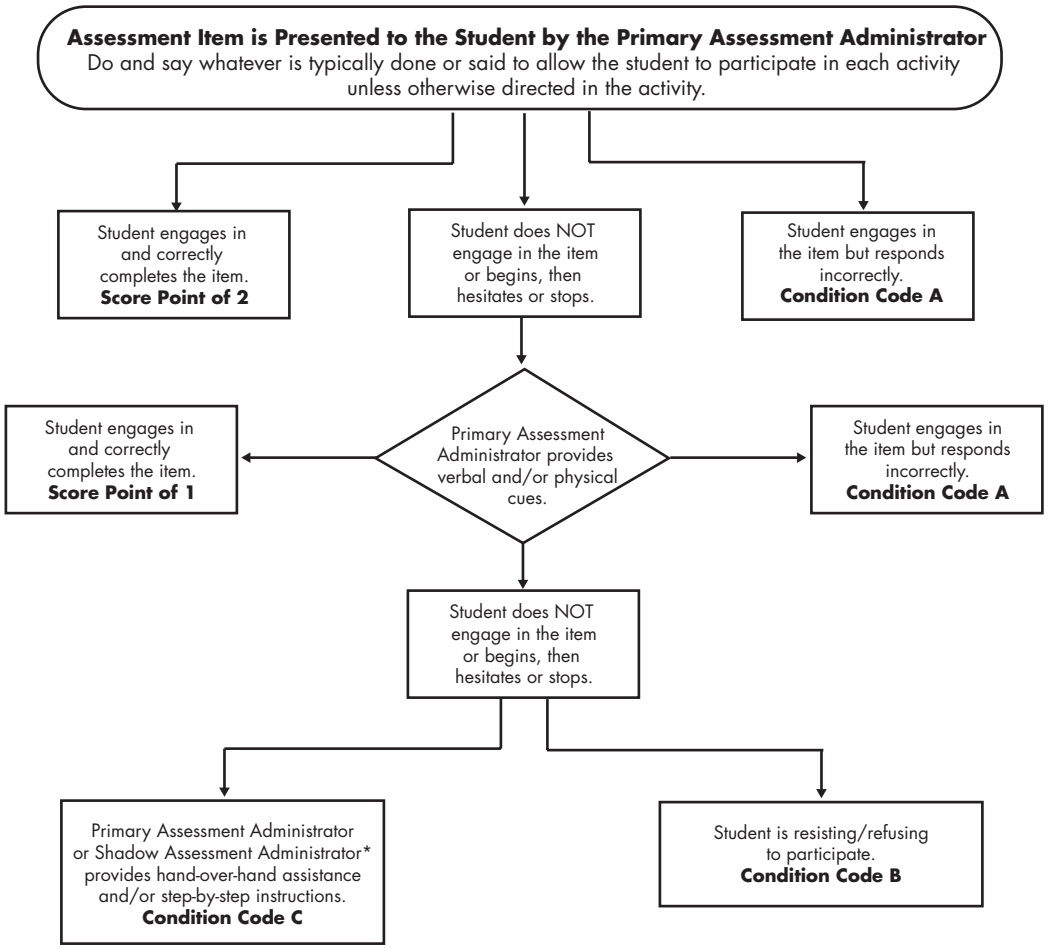
Participation Scoring Rubric Flow Chart



* If directed to do so by the Primary Assessment Administrator.

Appendix D

Supported Independence Scoring Rubric Flow Chart



* If directed to do so by the Primary Assessment Administrator.

Appendix E

Participation Scoring Rubric Score Point and Condition Code Definitions

Following are definitions for the terms used in the score points and condition codes that comprise the MI–Access Participation scoring rubric. Some definitions are accompanied by examples of how to apply them, using sample assessment items that are available for public use.

NOTE: There may be assessment items in which students with physical limitations and or sensory impairment know how to complete the item correctly, but cannot do so—because of their disability—without physical help from another individual. Providing physical assistance in these cases should NOT adversely affect a student's score if he/she is capable of directing and then receiving the requested assistance. For example, if a student in a wheelchair is cognitively able to demonstrate his or her understanding of maps and directions by navigating through the school building to designated locations but he or she needs help to move the wheelchair or open and close doors, the student should not be penalized (or given a lower score) if he or she can direct another person on where to go and when to open and close the doors.

Score Point 3

Correct with No Assessment Administrator Assistance: The student correctly answers/engages in the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

Score Point 2

Verbal and/or Physical Cues: The student does not answer/engage in the item or begins then hesitates or stops, necessitating prompting—or cues—from the PAA to encourage the student to start, continue effort, or get back on track. Verbal and/or physical cues include prompting to continue (e.g., saying "Good," "Keep going," "What's next," or "Show me your answer;" pointing to the area where picture cards are located or where a task is to be completed; or touching the student's arm to bring him/her back on task). The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal AND physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (e.g., saying "Keep going" while touching the student's arm to bring him/her back on task). Verbal/physical cues, however, must not give the answer away, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

Score Point 1

Modeling: The student does not answer/engage in the assessment item after being provided verbal and/or physical cues, necessitating the PAA, or the SAA if asked, to demonstrate the correct comple-

tion of the assessment item in a manner that permits the student to observe what he or she is being asked to accomplish, short of hand-over-hand assistance.

Examples of Modeling

- English Language Arts
  The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student appears not to understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated, or modeled, by having the PAA and the SAA complete the communication exchange, thereby showing the correct process. Following modeling, the PAA would once again attempt to complete the item with the student.

- Mathematics
  The student might be asked to complete a sequence by passing a therapy ball back and forth with the PAA. If the student appears not to understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated, or modeled, by having the PAA and the SAA pass the ball back and forth, thereby showing the correct sequence. Following modeling, the PAA would once again attempt to complete the item with the student.

- Science
  In a selected-response item, the student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA could ask the SAA the question and the SAA would point to the correct answer, thereby modeling what the student is being asked to do. Following modeling, the PAA would once again attempt to complete the item with the student.

Condition Code A
Incorrect Response: The student provides a response that is incorrect after he or she has engaged in the assessment item.

Condition Code B
Resists/Refuses: The student resists and/or refuses to answer/engage in the item.

Condition Code C
Step-by-Step Directions: Specific step-by-step verbal/signed/pictorial instructions provided to the student in order to inform him/her how to complete the task. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his or her response.

Examples of Step-by-Step Directions

- English Language Arts
  The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the verbal exchange (i.e., telling the student what needs to be said next).

- Mathematics
  If the student has not responded to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the activity. For example, an assessment item might call for a student to perform a specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (i.e., if the student is being observed performing 20 sit-ups, he or she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," etc.).

- Science Selected Response
  The student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is frog, so point to the frog."

- Science Activity-Based Observation
  The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (e.g., "Show me where your hand is," or "Point to your hand"). If the student has not responded to verbal and/or physical cues or modeling, the PAA might touch the student's hand and say, "This is your hand. Point to your hand."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

Hand-over-Hand Assistance: Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when a student requires an assessment administrator to physically guide him or her through each step of the item or activity. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his or her response.

Examples of Hand-over-Hand Assistance

- English Language Arts
  An assessment item might require a student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through the process of selecting the correct word or picture.

- Mathematics
  An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may request that the SAA take the student's hands and physically guide him or her through each portion of the sequence.

- Science Selected Response
  The student might be asked to indicate which animal lives in water (a frog or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is frog." He/she would then pick up the student's hand and use it to point to the frog.

- Science Activity-Based Observation
  The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (e.g., "Show me where your hand is," or "Point to your hand"). If the student has not responded to verbal and/or physical cues or modeling, the PAA might pick up the student's right hand and say, "This is your hand." Then, he/she might use the student's left hand to point to the right hand, or wave the student's right hand to indicate it is the answer.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

Appendix F

Supported Independence Scoring Rubric Score Point and Condition Code Definitions

Following are definitions for the terms used in the score points and condition codes that comprise the MI–Access Supported Independence scoring rubric. Some definitions are accompanied by examples of how to apply them, using sample assessment items that are available for public use.

Score Point 2
Correct with No Assessment Administrator Assistance: The student correctly answers the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

Score Point 1
Verbal and/or Physical Cues: The student does not attempt to answer the item or begins then hesitates or stops, necessitating prompting—or cues—from the PAA to encourage the student to start, continue effort, or get back on track. Verbal and/or physical cues include prompting to continue (e.g., saying "Good," "Keep going," "What's next," or "Show me your answer;" pointing to the area where the task is to be completed; or touching the student's arm to bring him/her back on task). The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal AND physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (e.g., saying "Keep going" while touching the student's arm to bring him/her back on task). Verbal/physical cues, however, must not give away the answer, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

Condition Code A
Incorrect Response: The student provides an incorrect response after he/she has engaged in the assessment item.

Condition Code B
Resists/Refuses: The student resists and/or refuses to respond to the item.

Condition Code C
Step-by-Step Directions: Specific step-by-step verbal/signed/pictorial instructions provided to the student in order to inform him/her how to answer the question. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

Examples of Step-by-Step Directions

- English Language Arts
  The student might be asked to participate in a verbal exchange (e.g., demonstrating a common courtesy word and/or phrase) with the PAA. If the student has not responded to verbal and/or physical cues, the PAA may provide step-by-step directions to the student by explaining each step of the verbal exchange (i.e., telling the student what needs to be said next).

- Mathematics
  If the student has not responded to verbal and/or physical cues, the PAA may provide step-by-step directions to the student by explaining each step of the activity. For example, an assessment item might call for a student to perform a specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (i.e., if the student is being observed performing 20 sit-ups, he or she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," etc.).

- Science
  The student might be asked to indicate which animal is a reptile (a turtle, a frog, or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is turtle, so point to the turtle."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

Hand-over-Hand Assistance: Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when a student requires an assessment administrator to physically help him/her answer the item. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

Examples of Hand-over-Hand Assistance

- English Language Arts
  An assessment item might require a student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues, the PAA may request that the SAA take the student's hands and physically guide him or her through the process of selecting the correct word or picture.

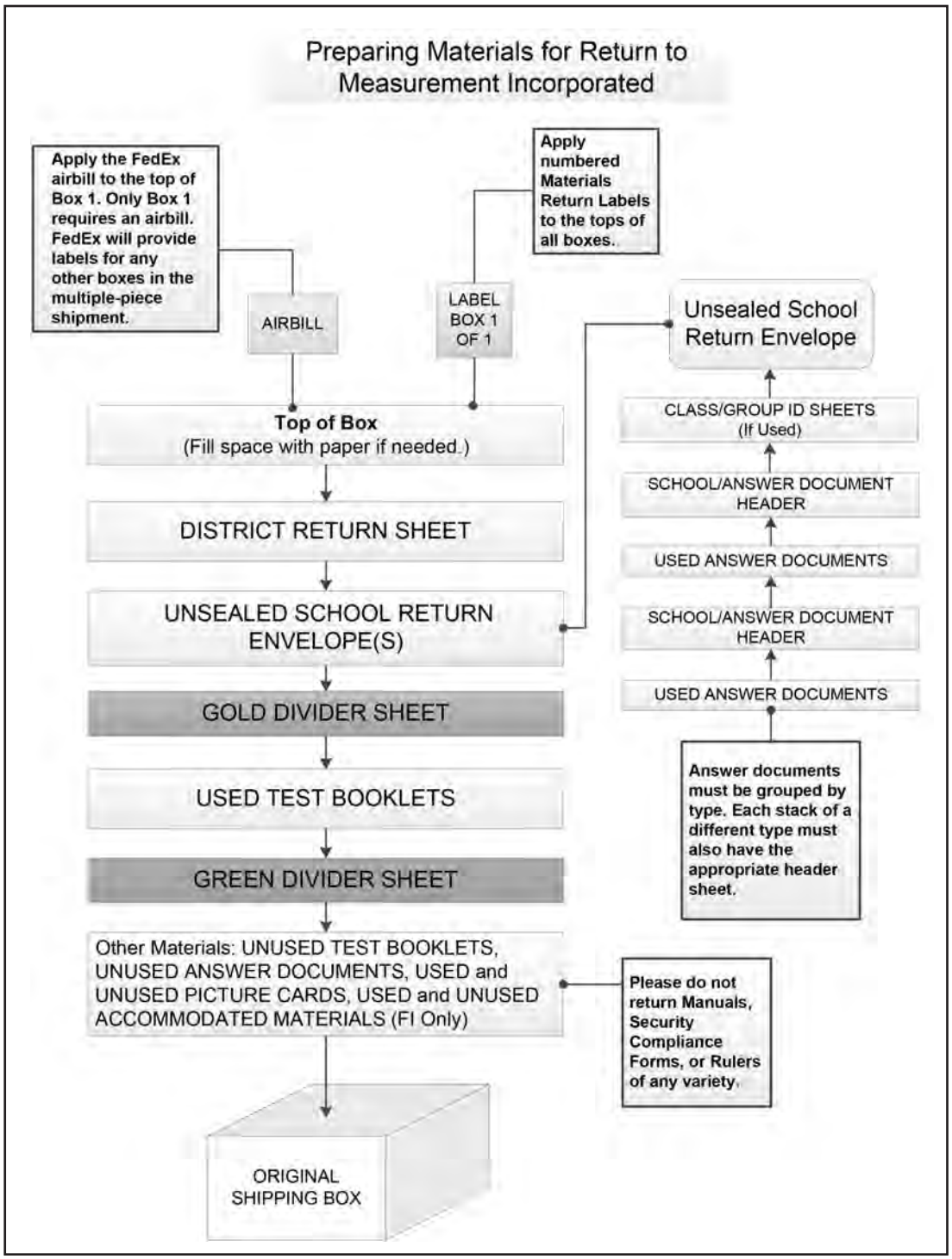
- Mathematics
  An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues, the PAA may request that the SAA take the student's hands and physically guide him or her through each portion of the sequence.

- Science
  The student might be asked to indicate which animal is a reptile (a turtle, a frog, or a mouse). If the student's response mode is pointing, the PAA might say, "The correct answer is turtle." He/she would then pick up the student's hand and use it to point to the turtle.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

Appendix G

Return Materials Packing Diagram



Appendix H

Passage Readability

ELA: Accessing Print—Text Comprehension

The readability target for all narrative, expository, and functional reading passages has been determined by the professional judgment of the MI–Access Functional Independence Assessment Plan Writing Team, item writers, content editors, and item-review committees composed of Michigan educators.

In addition, the Degrees of Reading Power® (DRP®) software has been used to analyze the difficulty levels of passages. All Text Comprehension passages are written to approximate the following word count and DRP ranges:

Grades	Difficulty Level	Narrative Length (number of words)	Informational/Functional Length (number of words)
3	35–45 DRP units	200–275	100–175
4/5	40–50 DRP units	225–300	150–225
6/7/8	45–55 DRP units	250–325	200–275
11	50–60 DRP units	275–350	250–325

Readability is a systematic method—typically embodied in one formula or another—of quantifying the differences that educators intuitively know exist in written materials. While there are many different formulas for measuring readability (e.g., Dale-Chall, Flesch-Kincaid), all, or nearly all, include the following features of text: word length, sentence length, and the frequency of word use in the language as a whole. This last feature, referred to as word frequency, can be known from the many counts of words in English that have been made over the years. While many of these features are related to one another—for example, the tendency of shorter words to also be words that occur with higher frequency—each feature makes its own contribution to the various formulas and, therefore, to the measures that each formula provides of readability. While the many formulas share features in common, each has been developed to serve slightly different purposes.

The DRP approach to readability makes use of many of the surface, countable features of text mentioned above to measure readability. DRP readability values reflect the important features of text that will interact with a student's reading ability to determine the likelihood of success in reading comprehension. Because DRP values are based upon such things as word length, word frequency, and sentence length, they also reflect the semantic (i.e., vocabulary) and syntactic challenges that students will confront and will need to master if they are to become successful readers.

Passage Readability
ELA: Accessing Print—Text Comprehension (cont'd)

In order to illustrate the DRP readability scale, the table below provides selected titles that might be used at various MI–Access Functional Independence grade levels, along with their DRP readability values. The selections are mostly award winners, popular titles, and newer copyrights.

Grades	Difficulty Levels	Selections
3	**33 DRP units**	*One Fish, Two Fish, Red Fish, Blue Fish*, Dr. Seuss
	37 DRP units	*Clifford, the Big Red Dog*, Bridwell
	41 DRP units	*Frog and Toad Together,* Lobel (Newbery Honor) *Strong to the Hoop*, Coy (32 pgs)
4/5	**42 DRP units**	*What a Trip, Amber Brown*, Danziger *Teach Us, Amelia Bedelia*, Parish
	45 DRP units	*Tales of a Fourth Grade Nothing*, Blume *Train to Somewhere*, Bunting (Children's Notable—Middle Readers) *Superfudge*, Blume
	48 DRP units	*Because of Winn-Dixie*, DiCamillo *The Middle Moffat*, Estes (Newbery Honor)
6/7/8	**47 DRP units**	*Toning the Sweep*, Johnson (Coretta Scott King Award) *Somewhere in the Darkness*, Myers (Boston Globe-Horn Honor, Coretta Scott King Honor, Newbery Honor)
	49 DRP units	*Holes*, Sachar (Boston Globe-Horn Award, National Book Award, Newbery Medal) *My Louisiana Sky*, Holt (Boston Globe-Horn Honor, Children's Notable—Older Readers, Josette Frank Award)
	53 DRP units	*A Girl Named Disaster*, Farmer (Newbery Honor) *Postcards from No Man's Land*, Chambers (Michael L. Printz Award)
11	**48 DRP units**	*The Cuckoo's Child*, Freeman (Children's Book Award) *Miracle's Boy*, Woodson
	52 DRP units	*Before We Were Free*, Freeman (Children's Notable—Older Readers) *Hope Was Here*, Bauer (National Book Award)
	55 DRP units	*The Amber Spyglass*, Pullman (Children's Notable—Older Readers) *Kit's Law*, Morrissey (Alex Award)

Degrees of Reading Power and DRP are registered trademarks of Questar Assessment, Inc.

Appendix I

ELA: Expressing Ideas Scoring Rubric

Scoring Rubric - Grades 3–8, and 11		
	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are (1) clearly present in the drawing, (2) present in the drawing and enhanced through written explanation by the student and/or oral explanation transcribed by the assessment administrator, or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing, (2) mostly present in the drawing and supported through written and/or transcribed oral explanation, or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing, (2) present in the drawing and supported through minimal written and/or transcribed oral explanation, or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:
A — off topic, **B** — illegible, **C** — written in a language other than English, **D** — blank/refused to respond

Appendix J

What's New?

This year the statewide assessment windows shifted from fall 2014 to spring 2015. This brought about major changes to the way the tests are developed and administered. The biggest differences are that all of the grades (3–8, and 11) will be administered during this time, will have some online features available for each test, and Social Studies will be available operationally for the first time for students taking Functional Independence in grades 5, 8, and 11. In addition the ELA: Expressing Ideas content area has now been expanded to include 3–8, and 11 (ELA: EI is available in paper/pencil format only).

This purpose of this appendix is to assemble all of the changes listed throughout this manual and provide a quick reference list of the changes in one convenient document. The MI–Access web page (**www.mi.gov/mi-access**) will host the *MI–Access Online Test Administrator Manual* which provides the testing instructions for the FI online administration and the *MI–Access P/SI Online Answer Document Instructions* for the P/SI online answer documents.

Changes to Functional Independence

- When making a decision to use the online testing mode for FI students, you need to consider if this is a part of the student's typical instructional routine. This decision is best made by the IEP team to help ensure the best testing experience for the student.

- FI will be delivered and administered online. For students who cannot be assessed online schools/districts may order paper/pencil for them. Online waivers requests were submitted through November 21, 2014 allowing entire school buildings to opt out of testing online for all their students. All other schools would administer the tests online with potentially some paper/pencil students as necessary.

- Past cycles of MI–Access (FI) have been based on the prior year EGLCEs. In moving the testing cycle to spring we aligned the EGLCE with the actual grade of the students.

- FI ELA: Expressing Ideas will be assessed in **ALL** grades (previously was grades 4, 7, and 11).

- FI ELA: Expressing Ideas will **NOT** be online for any grades. This will be a paper/pencil administered test for all grades since the technology currently is not in place to capture constructed responses for the FI population.

- The audio CD for ELA: accessing print and ELA: expressing Ideas is still **combined on one CD** and the label indicates that it is for both content areas even though the booklets are separated this year.

- Social studies will be available for FI students grades 5, 8, and 11 (P/SI will be locally developed/approved as in the past).
- Science will be assessed in 4, 7, and 11 (previously was grades 5, 8, and 11).
- For the FI online assessments, there will be two parts (two test tickets). A test ticket will be issued for each part of the test, which are designed to be taken in one day. See Online Assessment documents on the MI-Access web page for more information.
- Students would need to have students pre-identified for FI before an order may be placed for materials.
- The participating flexibility between the general and alternate assessments (FI only) will be continued in the future and will include grade 11 for M–STEP. **Note:** the ELA portions may not be split between any assessments.

Changes to Supported Independence and Participation

- Students would need to be pre-identified for P or SI before an order may be placed for materials.
- P/SI will continue to be paper/pencil including the picture cards. This is not a change for this year.
- P/SI Answer Documents will be an online portal. NO paper answer documents will be produced for P/SI. This is different than last year. Instructions for using the online answer document are posted on the MI–Access web page (**www.mi.gov/mi-access**) in the *MI–Access P/SI Online Answer Document Instructions*.
- Test tickets will be issued for online testing, including P/SI for entering scores. (See the *MI–Access P/SI Online Answer Document Instructions* for more information)
- P/SI has removed the administrators tear out sheets (usually found in back of booklets) and will be provided as a separate material called "Scoring Documents." These documents mirror the look and feel of the online answer document to provide an easy method of transferring the student scores.
- Science will be assessed in 4, 7, and 11 (previously was grades 5, 8, and 11).
- ELA, mathematics, and science for P/SI grade 11 will be combined in one test booklet and one set of matching picture cards.

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Important MI-Access Dates	
	Spring 2015 Grades 3–8, and 11
Assessment Materials Start Arriving in Districts	Week of March 30
MI-Access Assessment Window	April 13–May 29
Assessment Materials Return Date	Ship to the contractor no later than June 5

* At this time, there is no state-level alternate assessments covering social studies for P/SI. Therefore, Individualized Education Program Teams must determine how students in grades 5, 8, and 11 will be assessed in social studies. Please see the *Secure Site User Manual* for information on reporting which social studies assessments students took, as well as other P/SI social studies-related information.

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