

Michigan Alternate Assessment Updates

MAASE SLIP Winter Conference

January 16, 2020

Assessment Updates for 2020

MI-Access- Functional Independence

- ▶ The blueprints for MI-Access are not changing for 2020
 - ▶ FI ELA - Both AP and EI are required for a valid ELA score
 - ▶ Accessing Print and Using Language
 - ▶ Vocabulary, Language, Research/Inquiry, Listening, Understanding Text
 - ▶ 2 parts for online
 - ▶ Expressing Ideas (constructed response)
 - ▶ FI Mathematics
 - ▶ 2 parts for online
 - ▶ FI Science
 - ▶ 2 parts for online
 - ▶ FI Social Studies
 - ▶ 2 parts for online
 - ▶ Part 1: Independent Items
 - ▶ Part 2: context-based items

Assessment Updates for 2020

MI-Access: Supported Independence and Participation

- ▶ The *blueprints* for MI-Access are not changing for 2020
 - ▶ ELA, Mathematics, Science
 - ▶ Selected Response
 - ▶ With Picture Cards (or objects, customization of materials is allowable)
 - ▶ Activity Based Observation
 - ▶ All adaptations must measure the scoring focus and resemble the print item as much as possible
















Assessment Updates for 2020

M-STEP Testing Window

- ▶ Second Testing window was moved up a week to account for action needed regarding “Read By Grade 3”
- ▶ This shortened the overall testing window for M-STEP by 1 week - with the grade bands overlapping 2 weeks
- ▶ **NOTE: MI-Access is not changing for 2020...it remains a 7-week window**






Assessment Resources 2020

Current Assessment Administration

- [Guide to State Assessments 2019-2020](#) 
Updated 1/9/2020
- [Summative Testing Schedule, Spring 2020](#) 
Updated 1/9/2020
- [Excel File of Important Dates for All Spring 2020 Assessments](#) 
Updated 1/9/2020
- [Assessment Integrity Guide](#) 
- [Participation \(P\) and Supported Independence \(SI\) Test Administration Manual - Spring 2019](#) 
- [Functional Independence \(FI\) Test Administration Manual - Spring 2019](#) 
- [Functional Independence Assessment Administration Flow Chart](#) 
- [Participation and Supported Independence Assessment Administration Flow Chart](#) 
- [Functional Independence Audio CD Track List, Spring 2019](#)
- [Supported Independence and Participation Scoring Documents, Spring 2020](#)
- [List of Important Dates, Spring 2020](#) 
- [Guidelines for Participation in MI-Access](#) 
- [MDE-Approved INSIGHT Tools Poster](#)
- [Accountability Best Practices: Data Reporting Guide for Trouble-free Accountability 2018-19](#) 
- [P/SI Online Answer Document Instructions for Score Entry Instructions](#) 
- [Instructions for Materials Return](#) 
- [Security Compliance Form](#) 
- [DRC INSIGHT Portal \(formerly eDIRECT\)](#)
- [Who Must/Can take the MME \(Including MI-Access Students\)](#) 

Assessment Resources 2020

Professional Development

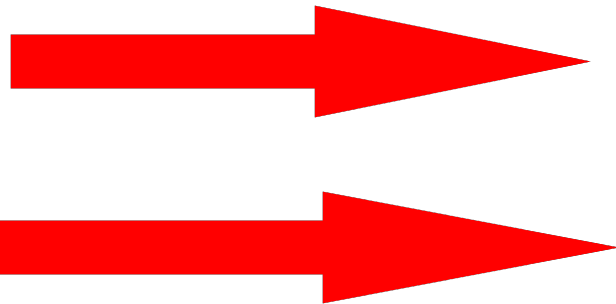
- Assessment Security Training Information 
 - Directions on how to access assessment Security Modules
- MI-Access 2019 Test Administration Training Video
- Assessment Administrators Resources
 - Important Dates, Test Administration Manuals, and other documents in one location for all state assessments.
- Assessment Selection Guidelines Training
- Assessment Selection Interactive Decision-Making Tool
- Assessment Coordinator Training Guide
- August 2018 State Assessment Webinar Questions and Answers 
- Functional Independence (FI) Assessment Administration Flow Chart 
- Participation (P) and Supported Independence (SI) Assessment Administration Flow Chart 
- Michigan's Alternate Content Standards for English Language Arts (ELA), Mathematics, Social Studies, and Science
- Student Supports and Accommodations Webinar Links & Powerpoints
- MI-Access FI Online Tools Training 
- Assessment Committee Participation Application
- Secure Site Training Documentation
- Essential Elements with Michigan Range of Complexity
- Scoring Rubrics Online Learning Program, Participation and Supported Independence

Works best with Internet Explorer and allowing pop ups. The video is not working with most web browsers, including newer versions of IE at this time. All information and more required to administer the P and SI can be found in the Test Administration Manual.

Assessment Updates for 2020

****NEW****

MI-Access Supported Independence



Which one of these contains mostly gas?



balloon



bottled water



ice tray

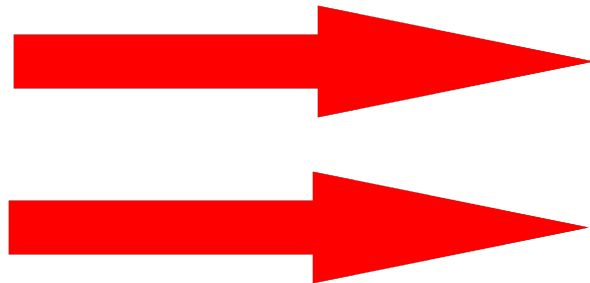
SCORING FOCUS: Identifying attributes/properties of common objects

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: A. Use a blown up balloon B. Use a water bottle containing water C. Use an ice tray with ice

Assessment Updates for 2020

****Format Update****

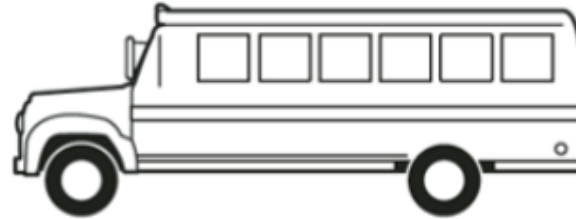
MI-Access Participation



Which one is longer?



car



bus

SCORING FOCUS: Identify the object that is longer or shorter

Type	Specialized Administration Instructions	Sample Adaptation for Students who are Blind or have Visual Impairments
Stem Text, Graphics/ Labels	May read/describe any text, graphics/ labels in stem.	None needed Alter answer choice names if using pencil or objects different than what appears in the booklet.
Answer Choices Text, Graphics/ Labels	May read/describe answer choice text, and graphics/ labels.	Use objects: A. Use a toy car B. Use a toy bus that is longer than the toy car OR A. Use a short pencil B. Use a long pencil

Michigan's approach to the 1% rule



- ▶ Michigan received the waiver in 2018-2019
- ▶ Waiver for 2019-2020 submitted on January 13, 2020
- ▶ Justification activity still required regardless of waiver
 - ▶ Will be a task in Catamaran - Available 1/31/20
 - ▶ Required from last waiver
 - ▶ Definition of “Students with the Most Significant Cognitive Disabilities”
 - ▶ Post Justification Forms (ISD summaries from 2019 review were posted)

New Definition of “Students with the Most Significant Cognitive Disabilities”

- ▶ **Students with the most significant cognitive disabilities, for the purpose of determining instructional targets and state assessment selection, have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.**
- ▶ **Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly impacted, the individual is unlikely to develop the skills necessary to live independently and function safely in daily life.**
- ▶ **Students with the most significant cognitive disabilities are supported with an Individualized Education Program (IEP) and the instruction is based on Michigan’s alternate content standards in English Language Arts (ELA), mathematics, science and/or social studies.**
- ▶ **Significant cognitive disabilities impact students both in and out of the classroom and across multiple life domains, including academic domains.**
 - ▶ **Special Note: MI-Access is not designed for most students whose primary disability is a specific learning disability, speech language impairment, emotional impairment or other health impairment.**

Sample ISD Data set: Three Year Change

Table 1. Alternate Assessment Rate in English Language Arts (ELA) from Spring 2017 to Spring 2019, Listed by ISD and Constituent Districts.

	Alternate Assessment Rate SY 17	Alternate Assessment Rate Change from SY 17 to 18	Alt. Assessment Rate SY 18	Alt. Assessment Rate Change from SY 18 to 19	Alt. Assessment Rate SY 19	Total Alt. Assessment Rate Change from SY 17 to 19
Districts						
	1.2	-0.5	0.7	-0.2	0.5	-0.7
	2.3	-1.1	1.2	-0.1	1.1	-1.2
	0.6	0.1	0.7	0.0	0.7	0.1
	0.2	0.0	0.2	0.0	0.2	0.0
	2.9	0.5	3.4	-0.4	3.0	0.1
	1.1	-0.2	0.9	-0.2	0.7	-0.4
	2.8	-0.3	2.5	-0.7	1.8	-1.0
	1.5	-0.1	1.4	-0.5	0.9	-0.6
	65.9	8.5	74.4	-9.5	64.9	-1.0
ISD Total	2.6	-0.1	2.5	-0.3	2.2	-0.4

Note: Data are based on all students tested each year for the past 3 years. Final verification of valid tests is not reflected in these data.

1% Cap - Where Are We Now? State of Michigan

	Spring 2017		Spring 2018		Spring 2019	
	Percent	Counts	Percent	Counts	Percent	Counts
ELA	2.4%	18830	2.2%	16958	2.1%	15661
Mathematics	2.4%	18421	2.2%	16688	2.0%	15425

	Percentage Point Change	Count Change
ELA	-.3	-3169
Mathematics	-.4	-2996

Justification
Process will ask
you to project
rate for 2020



Per Student IEP:

Total Students designated to take
MI-Access in 2020 (only students in
grades 3, 4, 5, 6, 7, 8, 11)

Divided By

Total Students to be tested in 2020
(Grades 3, 4, 5, 6, 7, 8, 11)

Professional Development

1% Cap Resources

[www.Michigan.gov
/mi-access](http://www.Michigan.gov/mi-access)

- Interactive Decision-Making Tool
- Assessment Selection Guidelines Training
- Assessment Coordinator Training Guide
- Focus on Test Administration, Spring 2018 Video
- Focus on Test Administration, Spring 2018 
- New Test Coordinator Resources
- Functional Independence (FI) Assessment Administration Flow Chart 
- Participation (P) and Supported Independence (SI) Assessment Administration Flow Chart 
- Michigan's Alternate Content Standards for English Language Arts (ELA), Mathematics, Social Studies, and Science
- Student Supports and Accommodations Webinar Links & Powerpoints
- New Administrator and Coordinator Primer 
- MI-Access FI Online Tools Training 
- Assessment Committee Participation Application
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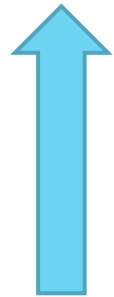
1% Cap Resources

[www.Michigan.gov/
mi-access](http://www.Michigan.gov/mi-access)

Click on

General Information

- [1% Participation Cap on Alternate Assessment: Information and Justification Forms](#)



1% Participation Cap on Alternate Assessment: Information and Justification Forms

2019-2020	
Notice for Request for Public Comment: Alternate Assessment Waiver Request for the 1 Percent Cap Memorandum	Public comment closed on Monday, January 6, 2020.
LEA 1% Cap Justification to be completed as a task in Catamaran. Task becomes available mid-January 2020	Local educational agencies (LEAs) that contribute to the state exceeding its participation cap must submit information justifying the need to exceed the 1% threshold using this form to their Intermediate School District (ISD).
ISD 1% Cap Justification Summary to be completed as a task in Catamaran. Task becomes available mid-January 2020.	All intermediate school districts (ISDs) must complete this summary form regarding the percentage of students assessed using Michigan's Alternate Assessment (MI-Access) in at least one subject area to the Office of Educational Assessment & Accountability.
2018-2019	
1% Cap on Alternate Assessment Waiver Public Notice Request for Comment 2018	Public Comment closed on Tuesday, December 17, 2018
1% Cap Waiver renewal Request and Approval	2018-2019 ESSA waiver request and approval on the participation cap for not exceeding 1% of students tested using the alternate assessment
ISD Justification Summaries Posted	This link contains the location of the posted 1% Cap Justification Form Summaries for each Intermediate School District (ISD) submitted in 2019 based on data from the 2017-2018 testing year.
2017-2018	

Science Assessment Updates

2020 M-STEP Science Assessment

* Operational at grades 5, 8, 11

▶ MI-Access Grade Levels are **not** changing for now

▶ MI-Access Science is assessed at grades

4, 7, and 11



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Developing New Alternate Content Standards in Science

- ▶ New Draft Alternate Science Content Expectations are based of Michigan's K-12 Science Standards
- ▶ Alternate Content standards were developed to encourage participation in quality instruction.
- ▶ Whenever possible, alternate standards keep three-dimensionality (Disciplinary Core Idea, Cross Cutting Concepts and Science and Engineering Practices)
 - ▶ Assessment plan has not yet been developed
 - ▶ Assessment will measure one concept at a time (most likely the Disciplinary Core Idea or Science and Engineering Practice), not multiple ideas at once as is measured by M-STEP

Developing New Alternate Content Standards in Science

- ▶ Arranged by Topic Bundle
- ▶ Public Comment: Month of February, 2020
- ▶ Item writing to start March, 2020
 - ▶ We need item writers!
 - ▶ Apply at:
<https://www.cvent.com/surveys/Welcome.aspx?s=cca0a288-2989-49f7-ba37-9c0596722ca0>

Where are the alternate content expectations found?

Step 1: www.Michigan.gov/mi-access



Click here!

MI-Access is Michigan's alternate assessment system, and is designed for students who have, or function as if they have, significant cognitive impairments, and whose IEP (Individualized Educational Program) Team has determined that **General Assessments**, even with accommodations, are not appropriate. MI-Access satisfies the federal requirement that all students with disabilities be assessed at the state level.

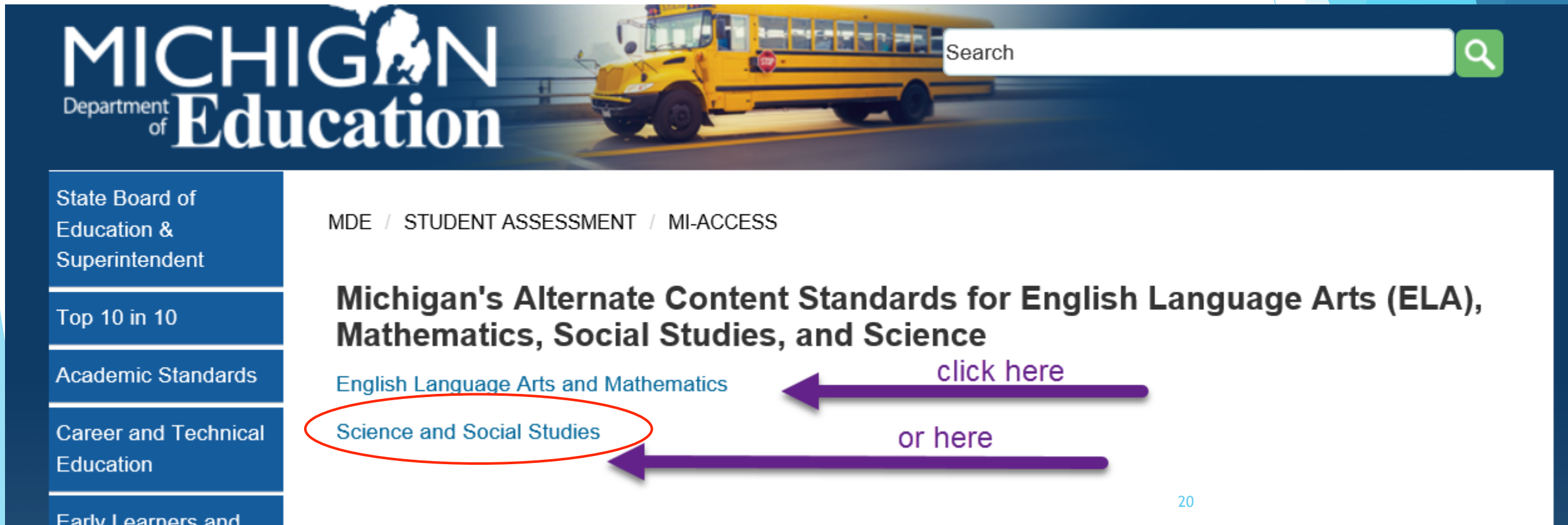
MI-Access is based on **Michigan's alternate content standards** for English language arts, mathematics, science and social studies.

IEP teams must follow the **guidelines for participation in MI-Access**. When any level of MI-Access is selected as the state level assessment for any student, schools must provide the parents/guardians of that student: (1) information regarding the academic achievement standards on which their performance will be measured, and (2) how participation in this assessment may delay or otherwise affect (or prevent) the student from completing the requirements for a regular high school diploma.

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Where are the alternate content expectations found?

Step 2:



The screenshot shows the Michigan Department of Education website. At the top left is the logo "MICHIGAN Department of Education" with a silhouette of the state. To the right is a search bar with the text "Search" and a magnifying glass icon. Below the logo is a yellow school bus. On the left side, there is a vertical navigation menu with the following items: "State Board of Education & Superintendent", "Top 10 in 10", "Academic Standards", "Career and Technical Education", and "Early Learners and". The main content area has a breadcrumb trail: "MDE / STUDENT ASSESSMENT / MI-ACCESS". Below this is the title "Michigan's Alternate Content Standards for English Language Arts (ELA), Mathematics, Social Studies, and Science". Under the title are two links: "English Language Arts and Mathematics" and "Science and Social Studies". The "Science and Social Studies" link is circled in red. Two purple arrows point from the text "click here" to the "English Language Arts and Mathematics" link, and from the text "or here" to the "Science and Social Studies" link.

MICHIGAN
Department of Education

Search

State Board of Education & Superintendent

Top 10 in 10

Academic Standards

Career and Technical Education

Early Learners and

MDE / STUDENT ASSESSMENT / MI-ACCESS

Michigan's Alternate Content Standards for English Language Arts (ELA), Mathematics, Social Studies, and Science

[English Language Arts and Mathematics](#)

[Science and Social Studies](#)

click here

or here

Developing New Alternate Content Standards in Science

► Go to bottom of page

The files below represent **draft** alternate content expectations for science for the State of Michigan. These alternate content standards *align with* the general K-12 Michigan science standards (https://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf). These alternate content standards serve as the foundation for science instruction for students with the most significant cognitive disabilities and will be the standards to which Michigan's alternate assessment (MI-Access) in science will be based.

Organization and Structure

Michigan's science standards and the draft alternate standards below are organized by grade level K-5, and then by grade span in middle school and high school.

Within each grade level/span the expectations are organized around topics. While each topic cluster of expectations addresses the topic, the wording of each expectation reflects the three-dimensions of science learning outlined in *A Framework for K-12 Science Education*: cross-cutting concepts, disciplinary core ideas, and science and engineering practices. To learn more about the three-dimensionality of these standards, please visit: <https://www.nextgenscience.org>.

It is important to note that the **draft** standards below are designed to be a foundation for instruction, and that a MI-Access assessment plan for science is currently being developed.

- Draft Alternate Content Expectations for Science – Grade K
- Draft Alternate Content Expectations for Science – Grade 1
- Draft Alternate Content Expectations for Science – Grade 2
- Draft Alternate Content Expectations for Science – Grade 3
- Draft Alternate Content Expectations for Science – Grade 4
- Draft Alternate Content Expectations for Science – Grade 5
- Draft Alternate Content Expectations for Physical Science - Middle School Grades 6-8
- Draft Alternate Content expectations for Life Science - Middle School Grades 6-8
- Draft Alternate Content Expectations for Engineering Design - Middle School Grades 6-8
- Draft Alternate Content Expectations for Earth and Space Sciences - Middle School Grades 6-8
- Draft Alternate Content Expectations for Earth and Space Science - High School Grades 9-12
- Draft Alternate Content Expectations for Engineering, Technology, & Applications of Science - High School Grades 9-12
- Draft Alternate Content Expectations for Life Science - High School Grades 9-12
- Draft Alternate Content Expectations for Physical Science - High School Grades 9-12

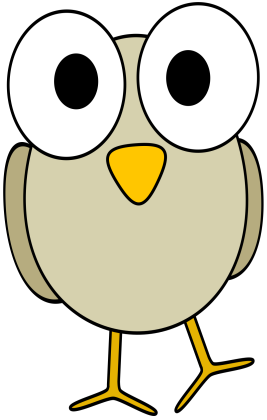


Developing New Alternate Content Standards in Science - Sample from Grade 3 Physical Science

Topic Bundle: Forces and Interactions

Target Alternate Expectation	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan K-12 Science Content Standard: 3-PS2-2: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>			
<p>EE.3-PS2-2: Use observations and/or measurements of an object's repeated motion to identify the pattern and use the pattern to predict the future motion of the object.</p>	<p>EE.3-PS2-H.2: Use observations and/or measurements of an object's repeated motion to identify the pattern and use the pattern to predict the future motion of the object.</p>	<p>EE.3-PS2-M.2: Use observations and/or measurements of an object's repeated motion to identify the pattern of the object's motion.</p>	<p>EE.3-PS2-L.2: Use observations of a repeated motion of an object to match the pattern of motion to an object in motion or one that is not.</p>

Questions?



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