

SECTION 4 — MI-ACCESS FUNCTIONAL INDEPENDENCE: ASSESSMENT DESIGN

To understand how students taking part in MI-Access Functional Independence are scored, it is important to first understand how the assessments are designed.

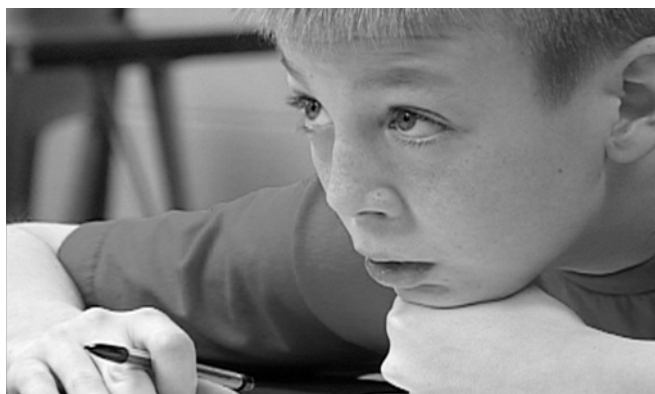
English Language Arts

The MI-Access Functional Independence English Language Arts (ELA) assessments have two components: (1) Accessing Print, which includes word recognition and text comprehension; and (2) Expressing Ideas.

Accessing Print: Word Recognition

The Accessing Print: Word Recognition portion of the ELA assessment assesses high-frequency sight words and high-utility functional vocabulary that are relevant to the student population being assessed.

Depending on their grade, students are either asked to examine a picture and select a printed word that matches the picture (grade 3) or to select a word that correctly completes a sentence (grades 4 through 8 and 11). Students have three words from which to choose. During the assessment, the assessment administrator indicates on the student's answer document which answer choice (A, B, or C) he/she



selected. Students can earn a maximum of twenty points for this portion of the assessment.

Accessing Print: Text Comprehension

In the Accessing Print: Text Comprehension portion of the assessment, students read or listen to three types of passages—narrative, expository, and functional. These passages consist of content and vocabulary that are appropriate for the students being assessed.

Each text comprehension passage is followed by seven multiple-choice questions, each with three answer choices. During the assessment, the assessment administrator indicates on the student's answer document which answer choice (A, B, or C) he/she selected. Students can earn a maximum of twenty-one points for this portion of the assessment.

Expressing Ideas

In the Expressing Ideas component of the ELA assessment, students are asked to respond to 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 response modes, to express themselves. Students may also dictate their responses if dictation is indicated as a needed assessment accommodation in their IEP.

Student responses are evaluated through a four-point rubric that measures topic focus, organization, and the use of language and visual conventions. Students can earn a maximum of four points for this component of the assessment.

Mathematics

The MI-Access Functional Independence Mathematics assessment focuses on four mathematics areas or strands: (1) data and probability, (2) geometry, (3) measurement, and (4) numbers and operations. Grade 8 and 11 assessments also include algebra. These areas or strands reflect a complexity level that is appropriate for the students being assessed.

Each mathematics question is followed by three answer choices. During the assessment, the assessment administrator indicates on the student's answer document which answer choice (A, B, or C) he/she selected.

The number of points a student can earn on this assessment varies by grade. Students in grades 3, 4, and 5 can earn a maximum of thirty points; students in grades 6, 7, and 8 can earn a maximum of thirty-five points; and students in grade 11 can earn a maximum of forty points.

Core and Embedded Items

Each year, a number of MI-Access Functional Independence ELA and mathematics items are released to the public. Therefore, to replenish the item bank, the assessments must contain some embedded (or field test) items to replace them. Students are *not* scored on the embedded items; they are only scored on the core items. Released items are compiled into booklets and posted on the MI-Access Web page (www.mi.gov/mi-access). Results for released items are provided in *Individual Student Reports*, *Item Analysis Reports*, and *Parent Reports*.