

GLOSSARY

Alternate Assessment: An assessment used to measure the learning progress and performance of students with disabilities whose IEP Teams have determined it is inappropriate for them to participate in general education assessments (i.e., the MEAP).

Assessment Accommodation: The goal of an assessment accommodation is to minimize the impact of a student's disability on his/her performance on an assessment. Decisions regarding assessment accommodations should be made on a case-by-case basis and should be based on relative appropriateness to a disability and the impact it has on the student. The IEP Team should make decisions about assessment accommodations well in advance of the actual assessment.

Assessment for Students with Disabilities Program (ASWDP): A program in the MDE's Office of Educational Assessment and Accountability. The ASWDP staff are responsible for overseeing the assessment of all students with disabilities at the state level, regardless of which state assessment they take (MEAP, MI-Access, and/or ELPA).

Benchmarks: While content standards describe what all students should know and be able to do in certain broad subject areas, benchmarks indicate what students should know and be able to do at

various developmental levels (i.e., early elementary, later elementary, middle, and high school) within the content standard. (*Michigan Curriculum Framework*, page 8.)

BETA/TASA: The MI-Access operational contractor—Beck Evaluation and Testing Associates, Inc./Touchstone Applied Science Associates, Inc.

Comprehensive Reports: Reports at the local and intermediate school district (ISD) level that show the overall performance of students by school, grade, and content area (district report), or by district, grade, and content area (ISD report).

Content Standards: As identified in the *Michigan Curriculum Framework*, content standards are presented as models for the development of local district curriculum by the Michigan State Board of Education and the Michigan Department of Education (MDE). They represent rigorous expectations for student performance and describe the knowledge and abilities needed to be successful in today's society.

Cut Score: A specific point on a score scale, such that scores at or above that point are interpreted or acted upon differently from the scores below that point. (*Standards for Educational and Psychological Testing*, 1999.)

Demographic Reports: Reports at the school, district, and state level that show the overall performance of students by various demographic categories, such as gender, ethnicity, additional reporting groups (such as economically disadvantaged, English language learners, formerly limited English proficient, migrant, and homeless), and accommodations.

Economically Disadvantaged: A student from a low-income family as defined by the income guidelines for free and reduced-price meals. (This information is required for all districts that receive Title I funds. The U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)

English Language Learner: The Michigan definition is a student who has a primary or home language other than English who—because of limited proficiency in speaking, reading, writing, and understanding the English language—requires alternative programs or services to equally access the local educational agency's total academic curriculum.

English Language Proficiency Exam (ELPA) (previously referred to as ELL-Access): One of three components of the MEAS that is designed to include all limited English proficient students in

the state assessment system. It responds to the Title I requirement that students be able to take assessments in the language and form most likely to yield accurate and reliable information on what such students know and can do.

Ethnicity: The following classifications and definitions are based on the U.S. Office of Management and Budget's directives on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal programs." The classifications will be used only for the purpose of reporting.

- **American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition.
- **Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian sub-continent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

- **Black, not of Hispanic Origin:** A person having origins in any of the black racial groups of Africa.
- **Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White, not of Hispanic Origin:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** A person of mixed racial and/or ethnic origins.

Extended Benchmark (EB): Benchmarks indicate what students should know and be able to do at various developmental levels (i.e., early elementary, later elementary, middle, and high school) within the content standard. Extended Benchmarks are those that have been "extended" to more appropriately reflect what the student population taking MI-Access should know and be able to do based on their cognitive functioning level, curriculum, and instruction.

Extended Grade Level Content Expectations (EGLCE): GLCEs indicate what students should know and be able to do in specific grades within the content standards. (To date, GLCEs have been

developed only at the elementary and middle school levels.) Extended GLCEs are those that have been "extended" to more appropriately reflect what the student population taking MI-Access should know and be able to do based on their cognitive functioning level, curriculum, and instruction.

Formerly Limited English Proficient (FLEP): A student who was, but no longer is, designated LEP (or ELL) by a school or school district or who is no longer receiving support services to acquire English language proficiency. As required by federal law, this designation must be used to track student achievement for two years after the LEP designation has been removed.

Functional Independence Assessments: The MI-Access English Language Arts and Mathematics assessments for students who have, or function as if they have, mild cognitive impairment.

Grade Level Content Expectations (GLCE): GLCEs indicate what students should know and be able to do in specific grades within the content standards. To date, GLCEs have been developed only at the elementary and middle school levels.

Homeless: A student who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings,

cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

IDEA 1997: The federal Individuals with Disabilities Education Act, which describes and regulates educational opportunities for individuals with disabilities. It also requires that students with disabilities be included in statewide assessments.

IDEA 2004: The reauthorization of IDEA 1997.

Individual Student Reports: Reports that provide comprehensive information on how an individual student performed on MI-Access.

Item Analysis Reports: Content-specific reports that provide detailed, aggregated information on released activities or items. The information included in these reports can be used by schools, districts, the state, and others—along with released item booklets produced by the MDE—to identify areas of collective strength and areas that need improvement.

MDE: Michigan Department of Education.

MI-Access: One of three components of the MEAS. MI-Access, Michigan's Alternate Assessment Program, is intended for students for whom the MEAP or the

MEAP with assessment accommodations is inappropriate as determined by a student's IEP Team.

Michigan Curriculum Framework: A resource for helping Michigan's public and private schools design, implement, and assess their core content-area curricula. Three components are the content standards, benchmarks, and grade level content expectations, which represent rigorous expectations for student performance and describe the knowledge and abilities needed to be successful in today's society. (*Michigan Curriculum Framework*, page 6.)

Michigan Educational Assessment Program (MEAP): One of three components of the MEAS. The Michigan Educational Assessment Program (MEAP) is the state's general education assessment and is used statewide to assess student performance in specific content areas. Its content is linked to the Model Content Standards of the *Michigan Curriculum Framework*.

Michigan Educational Assessment System (MEAS): The State Board of Education-approved assessment system in Michigan, which is comprised of three assessments: the MEAP, MI-Access, and the English Language Proficiency Exam (ELPA).

Migrant: A student who has moved with a parent/guardian within the past year across state boundar-

ies for the purpose of the parent securing temporary or seasonal agricultural employment.

No Child Left Behind (NCLB) Act of 2001: An act that reauthorizes the Elementary and Secondary Education Act, including Title programs I-IX. It is designed, in part, to (1) increase the accountability of states, districts, and schools; (2) expand choices for parents and students, particularly those attending low performing schools; (3) provide greater flexibility for states and local educational agencies in the use of federal dollars; and (4) increase emphasis on reading, especially for young children. In addition, it requires states to implement a single accountability system for all public schools and all students, and increases the number of times students—including those with disabilities and limited English proficiency—must be assessed.

Office of Educational Assessment and Accountability (OEAA): An office established in 2004 when the MEAP was moved from the Michigan Department of Treasury back to the MDE. The OEAA oversees four programs: (1) the MEAP, (2) the Assessment for Students with Disabilities Program, (3) the Assessment of English Language Learners Program, and (4) the Accountability and Accreditation Program.

"Or those who function as if they have such impairment": A phrase that refers to students who may, by diagnostic category, be identified as having a certain disability, but who adaptively function within another level of impairment. These students are considered as "those who function as if they have such impairment," and, therefore, should be given the MI-Access assessment that best suits their adaptive functioning level of independence.

Parent Reports: Reports formatted as letters that provide customized student assessment information to the parents or guardians of students.

Participation Assessments: The MI-Access assessments for students who have, or function as if they have, severe cognitive impairment.

Performance Level: The word or term that correlates with a student's overall scale score. With MI-Access, there are three performance levels a student can achieve: Surpassed the Performance Standard, Attained the Performance Standard, or Emerging Toward the Performance Standard.

Performance Standard: A statement or description that may be used to guide judgements about the location of a cut score on a score scale. The term often implies a desired level of performance.

Performance Standard Setting: A judgement process using expert judges to determine a specific point on a scale as a frame of reference for interpreting test scores ("How good is good?").

Proficient: For MI-Access, assessment scores are considered "proficient" if they fall within "Surpassed the Performance Standard" or "Attained the Performance Standard."

Rosters: Reports provided at the class, school, and district levels that show students' performance levels.

Sample Reports: Reports provided for the sole purpose of showing where various components of assessment data will appear.

Scale Score: A scale score is a psychometrically derived score that, because of its inherent stability, can be reported on the same scale regardless of which year a student is assessed or which test form he/she is administered. Scale scores are not comparable across grade levels or content areas.

Standard Accommodations: The goal of an assessment accommodation is to minimize the impact of a student's disability on his/her performance on an assessment. The assessment accommodation is con-

sidered "standard" if it does not change what a specific assessment is measuring. The score received by a student using a standard assessment accommodation will count when calculating NCLB participation rates. A "nonstandard" assessment accommodation—which does change what a specific assessment is measuring—results in an invalid score.

Student Answer Document: The MI-Access Functional Independence scan document on which teachers record student answers to be scanned and scored by the MI-Access contractor.

Student Labels: Labels—intended for use by schools—that include abbreviated information about students' performance on MI-Access.

Summary Reports: Reports provided at the school, district, and state levels that provide executive summaries of student scores disaggregated by grade and assessment. To protect student anonymity, they are produced only when ten or more students in a particular grade take part in the same assessment.

Supported Independence Assessments: The MI-Access assessments for students who have, or function as if they have, moderate cognitive impairment.