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## Functional Independence

### SECTION 9 — MI-ACCESS FUNCTIONAL INDEPENDENCE: SCORING

For the Functional Independence assessments, students earn one point for each correct answer, except on the Expressing Ideas portion of the ELA assessment where they can earn up to 4 points for their prompt response. The scores for each item are added together to determine the student's total earned points for the assessment. In addition to earned points, students receive a scale score and are assigned a performance level, which adds meaning to their score.

#### Performance Levels

There are three performance levels a student can achieve on the MI-Access Functional Independence Assessments: (1) Surpassed the Performance Standard, (2) Attained the Performance Standard, or (3) Emerging Toward the Performance Standard. The charts in Appendix C describe, in detail, what students need to do to achieve each of the three levels for ELA and mathematics. The Performance Level Descriptors (PLDs) for science were under development when the handbook was published and, therefore, will be posted on the MI-Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)) and at the MI-Access Information Center ([www.mi-access.info](http://www.mi-access.info)).

#### Performance Standard Setting

To determine what it means to Surpass, Attain, or Emerge Toward the Performance Standard, the OEAA involved stakeholders—such as classroom teachers (special and general education), administrators, parents, special education directors, school psychologists, and related services providers—in intensive standard-setting processes. The processes were conducted by Questar—the MI-Access contractor—and involved volunteers who were nominated by their school districts and selected by the OEAA to participate. The participants were divided into panels by content area and grade spans and met over the course of two days.

The standard-setting process worked as follows.

- The full group heard a presentation on the various components of the Functional Independence assessments.
- The group also discussed (1) how the score points from the MI-Access assessments would translate into score reports, (2) the terminology that was selected to describe the three levels of student performance, (3) and how the standard-setting process would work.

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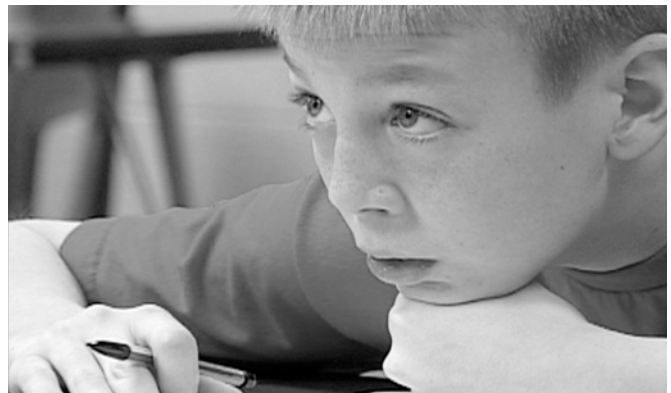
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- The full group was divided into panels, each of which was asked to add more concrete meaning to the performance levels by developing detailed descriptors. Panel members were also asked to make an initial, independent judgment about cut scores (or, in other words, where the lines should be drawn between the minimum number of points needed to Surpass or Attain the Performance Standard).
- During the second day, panelists discussed their initial judgments with their peers, internalized the feedback, and were informed about the difficulty of each assessment item. Panelists were able to use that information, if desired, in making a second round of judgments.
- After the second round, the panelists discussed their judgments again. They also reviewed performance data to see roughly how many students would fall into each performance category if their second-round judgments were adopted.
- Once the data were presented and discussed, the panelists made a final round of judgments to (1) increase the reliability of the judgments, (2) increase panelists' confidence in their determinations, and (3) encourage a convergence of ideas

regarding appropriate cut scores. The judgments made during the final round were considered to be the panelists' recommendations to the OEAA.

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

After the statistics were calculated, the TAC reviewed the standard-setting process to ensure that the proper procedures were followed; the OEAA reviewed and synthesized the data; cut score recommendations were made to the state Superintendent of Public Instruction and the SBE; and the cut scores were approved by the SBE.



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### Performance Level Change

In addition to receiving a scale score and a performance level, information will be provided on (1) where a student's scale score fell *within* the performance level (at the high, middle, or low end); and (2) how his/her performance level changed from one year to the next. Table 9 (below) shows how performance level change is determined.

Fall 2006 Achievement		Fall 2007 Achievement							
		Emerging			Attained		Surpassed		
		Low	Mid	High	Low	High	Low	Mid	High
Emerging	Low	N	I	I	SI	SI	SI	SI	SI
	Mid	D	N	I	I	SI	SI	SI	SI
	High	D	D	N	I	I	SI	SI	SI
Attained	Low	SD	D	D	N	I	I	SI	SI
	High	SD	SD	D	D	N	I	I	SI
Surpassed	Low	SD	SD	SD	D	D	N	I	I
	Mid	SD	SD	SD	SD	D	D	N	I
	High	SD	SD	SD	SD	SD	D	D	N

SI = Significant Improvement, I = Improvement, N = No Change, D = Decline, and SD = Significant Decline