

SECTION 12 — CONCLUSION

The data contained in the MI-Access reports provide a great deal of information about student performance on the MI-Access assessments. They do not, however, provide all the answers to curricular and instructional questions. For that reason, it may be helpful to think of MI-Access results as one part of a much larger puzzle. The assessments provide some of the pieces, but educators and parents need to put them together with other data—and what they already know about the student—to see a more complete picture of the student's performance. The important thing is that, with MI-Access, educators and parents have reliable, concrete state-level information to help them.

In future years, the handbook will include a section (as it has in the past) on how to interpret and use MI-Access data to inform instruction and curriculum. The OEAA hopes this information will help parents and educators as they strive to increase learning and improve student achievement.



Share your experiences on using MI-Access data in meaningful ways to improve student achievement at

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