

The Assist

Helping Students Access and Make Progress in the General Curriculum

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MI-Access Assessment Development Update

Throughout the 2005/2006 school year, the MI-Access team has been working hard to develop science assessments for all MI-Access student populations, and English language arts and mathematics assessments for Participation and Supported Independence students. Following is updated information on the progress that has been made since the last issue of *The Assist* was published. (To learn about how the process started, consult the August 2005 issue of *The Assist*.)

MI-Access Science Assessments

Sensitivity Review Committees (SRCs) and Content Advisory Committees (CACs) gathered in mid-July to review hundreds of science items in preparation for the pilot in 2007. The committees—which were comprised of Michigan teachers, administrators, and parents—were charged with ensuring that the items (1) were prepared according to the draft specifications developed for all three MI-Access populations (Participation, Supported Independence, and Functional Independence), and (2) measured the draft science extended benchmarks (EBs) identified by the Science Assessment Plan Writing Team (APWT).



There were a total of nine committees, each of which reviewed one grade span (elementary, middle, or high school) for one MI-Access population (Participation, Supported Independence, or Functional Independence). For example, one CAC reviewed two hundred and twenty-five items that were written specifically for elementary Functional Independence students. Organizing the committees in this fashion enabled them to concentrate on the content of the items for a single population and a single set of EBs.

Most items were well-received and deemed ready for field testing; however, there were some items that the committees believed needed revision. The CACs or SRCs made comments on how those items could be reconstructed so that they were more appropriate and clear. The committees also made valuable comments on the draft EBs for each population and strand, which will be reviewed and considered by the MI-Access team.

Once all the revisions are made, a pool of items will be ready for field testing. This is a critical step in the assessment development process because it yields data on how students actually perform on the items. Following field-testing, the CACs and SRCs will be reassembled to review the items in light of the data and determine which ones are viable to appear on operational forms.



When to Field Test? We Need Your Input!

The Assessment for Students with Disabilities Program staff is looking for your input regarding when to field test the MI-Access science assessments—either before or during the spring 2007 MI-Access assessment window. Please share your input by August 31st via the survey posted on the MI-Access Web page (<http://www.michigan.gov/mi-access>) under “Survey Information.”

MI-Access English Language Arts and Mathematics: Participation and Supported Independence

Rulings from the U.S. Education Department (USED) regarding the current Participation (P) and Supported Independence (SI) assessments have necessitated the development of new assessment instruments, which will be administered during the 2006/2007 school year. These new assessments, hereafter referred to as P/SI v1.5, need to be explicitly linked to Michigan's English language arts and mathematics content standards.

As noted in the last two issues of *The Assist*, revised P/SI v1.5 assessment activities have been developed based on the English language arts (ELA) and mathematics extended grade level content expectations (EGLCEs) and extended benchmarks (EBs) drafted by the P/SI ELA and Mathematics APWT. These assessment activities underwent a joint, one-day CAC/SRC review on July 21, 2006 to help ensure that they (1) were as appropriate as possible in terms of depth, breadth, and complexity; (2) were clear in regard to scoring; (3) were explicitly linked to EGLCEs and EBs in the content areas of English language arts and mathematics; and (4) contained little, or no, sensitive or biased content.

Following the review, the P/SI v1.5 assessment activities were revised based on CAC/SRC comments. Then, assessment activities were selected and compiled into pilot test booklets, which will be used during the fall 2006 MI-Access assessment window to

obtain data and feedback from Michigan educators regarding (1) the content of the activities, (2) the clarity of expectations for students, (3) the new scoring rubrics, and (4) assessment administration procedures. The pilot is a critical part of the assessment development process because it helps ensure that the operational P/SI v1.5 assessments, which will be administered to students in grades 3 through 8 and 11 during the spring 2007 MI-Access assessment window, are as well-developed as possible. Please note that the grade 3 through 8 P/SI v1.5 assessments will only be administered in spring for the 2006/2007 school year. Next year MI-Access will return to assessing students in grades 3 through 8 in the fall and assessing students in grade 11 in the spring.

MI-Access Assessment Development Status

The table below shows where the MI-Access program is currently and what assessments are on the horizon. It is organized by the grade level at which the assessments are or will be administered once they are finalized. The column labeled “Currently Administered” lists the MI-Access assessments that are operational at this time; the column labeled “Under Development” includes the English language arts, mathematics, and science assessments that are in the process of being developed; and the column labeled “Future Development” indicates the assessments that will need to be constructed at some point in the future.

MI-Access Assessment Development Table

Grade	Currently Administered				Under Development							Future Development				
	P	SI	FI-ELA	FI-M	SI-ELA	SI-M	P-ELA	P-M	P-SC	SI-SC	FI-SC	P-SS	SI-SS	FI-SS	MFL-ELA	MFL-M
3	X	X	X	X	U	U	U	U							F	F
4	X	X	X	X	U	U	U	U							F	F
5	X	X	X	X	U	U	U	U	U	U	U				F	F
6	X	X	X	X	U	U	U	U				F	F	F	F	F
7	X	X	X	X	U	U	U	U							F	F
8	X	X	X	X	U	U	U	U	U	U	U				F	F
9												F	F	F	F	F
11	X	X	X	X	U	U	U	U	U	U	U	F	F	F	F	F

KEY
 P - Participation
 SI - Supported Independence
 FI - Functional Independence
 MFI - Modified Full Independence
 ELA - English Language Arts
 M - Mathematics
 SC - Science
 SS - Social Studies
 X - Currently Administered
 U - Under Development
 F - Future Development

Look for additional updates on assessment development activities in future issues of *The Assist*.