

Michigan

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4	English language arts (with reading and writing scores)	Met expectations	Educator committee generates standards	1995	None
State standards	<p>The state administered the exams, grades 4, 7, and 11 in reading/English language arts and grade 4, 8, and 11 in mathematics. Michigan used four performance levels for reporting purposes: apprentice, basic performance, met expectations, and exceeded expectations.</p> <p>The cut scores for this test were set to the standards based on skills up to mid-grade 4 (mid-Winter semester) and not the full academic year (to the end of grade 4 curriculum). Furthermore, cut score standard setting committees were asked to identify student skills consistent with meeting the state's curriculum standards for mid-grade 4 skills.</p>					
State performance standard for AYP	<p>Grade 4. A student who met Michigan standards identifies important details and how they relate to and support the main/major ideas in narrative and informational text; compares and contrasts characters, settings, and plots within and across texts; addresses specific cross-text task, making connections, revealing understanding despite possible minor misconceptions; identifies text elements and most features of different genres; identifies text elements and features authors use to convey meaning; uses syntactic, semantic, and structural cues to determine meaning of some unknown words and phrases and multiple meanings.</p> <p>Grade 8. A student who met Michigan standards builds inferences, summarizes, and applies knowledge from text; connects relationships, themes, perspectives and universal truths within and across texts; effectively addresses specific cross-text task, revealing overall understanding despite possible minor misconceptions; demonstrates knowledge of different genres, including purpose, text elements, and features; identifies how authors use text elements and features to enhance meaning and to make content accessible to readers; determines meaning of some unfamiliar words and phrases and multiple meaning words encountered in context.</p>					

Michigan

Reading

Grade	2005 NAEP scale equivalent			2005 NAEP exclusion rates				
	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
				Unadjusted	Adjusted ²			
4	Michigan grade 4 data were not available ³					0.6	6.3	0.3
8	Michigan did not test grade 8 in 2005					0.4	5.4	0.2

- 1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.
- 2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.
- 3 The proportion meeting the state proficiency standard calculated from the school-level data differed more than five percent from the state reported proportion meeting the state proficiency standard.

State accommodations not allowed on NAEP

Audiotape version of test, visual cues, administration by others, amplification equipment, audio/video equipment, noise buffer, tape recorder, communication device, speech/text device, taking the test at a time beneficial to the student, carrel, minimizing distractions, taking the test in a special education classroom, and taking the test at the student's home (test must be administered by school district professional). The following are considered non-standard accommodations and are allowed on the state assessment with implications for scoring and/or aggregation: reading questions aloud, and spell checker/assistance.

Michigan

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Numbers and operations, measurement, geometry, and data analysis and probability	Met expectations	Educator committee generates standards	1995	None
State standards	<p>The state administered the exams in grades 4, 7, and 11 in reading/English language arts and grade 4, 8, and 11 in mathematics. Michigan used four performance levels for reporting purposes: apprentice, basic performance, met expectations, and exceeded expectations.</p> <p>The cut scores for this test were set to the standards based on skills up to mid-grade 4 (mid-Winter semester) and not the full academic year to the end of grade 4 and 8 curriculum. Furthermore, cut score standard-setting committees were asked to identify student skills consistent with meeting the state's curriculum standards for mid-grade 4 and 8 skills.</p>					
State performance standard for AYP	<p>Grade 4. Students who scored at the met level consistently applied grade-level-appropriate, integrated procedural knowledge and conceptual understanding to solve problems consistent with the mathematics content in the Michigan Curriculum Framework. Such evidence was exhibited by, but was not limited to, students: applying basic concepts, algorithms, properties, and procedures to solve multi-step, routine problems (e.g., computation, math facts, properties, shapes, problem-solving strategies); using appropriate tools (such as tables, charts, graphs, compasses, protractors, and/or formulas) to obtain and interpret mathematical information (e.g., can apply, recognize, and interpret, read, and construct graphs and tables; are proficient using tools; can perform special tasks with accuracy and understanding on calculators; can give written explanations/solutions with supporting information; can support solutions; and can demonstrate conceptual understanding); generating examples and counterexamples of mathematical ideas (e.g., can write own problems; are able to analyze; and can analyze mathematical info to make a connection inside mathematics).</p>					

**State performance
standard for AYP**

Grade 8. Students who scored at the Met level consistently applied grade-level appropriate, integrated procedural knowledge and conceptual understanding to solve problems consistent with the mathematics content in the Michigan Curriculum Framework. Such evidence was exhibited by, but was not limited to, students: (1) Applying basic concepts, algorithms, properties, and procedures to solve multi-step, routine problems (basic computation with integers and rational numbers; reading, interpreting, and applying routine multi-step problems; reading, interpreting, and applying routine multi-step problems; comparing/contrasting properties of shapes; recognizing and applying proportional reasoning to multi-step problems; performing multi-step measurement with structure; interpreting data, organizing/creating graphs and tables; knowledge of scientific calculator functions (basic operations, some independence); some introduction to graphing calculators uses (data, graphs)); (2) using appropriate tools – such as tables, charts, graphs, compasses, protractors, and/or formulas – to obtain and interpret mathematical information (interpreting and applying graph/charts; analyzing and displaying data; performing special tasks with accuracy and understanding on calculators; collecting data – random population; proficiently use tools; constructing tables, charts, and graphs with basic explanation; using/interpreting calculator; generating one-step examples/representations; solving multi-step routine problems; verbally translating; expressing simple algebraic expressions using symbols; measuring accurately using rulers (inches and centimeters), protractors, compasses); (3) generating adequate written explanations that show solutions with supporting information (answering what was asked, drawing some conclusions; minor misunderstanding; possibly making minor calculation errors; making mathematical connections; giving examples and analyze; writing one-step and follow multi-step; understanding math vocabulary; making complete/informal arguments; using data to substantiate reasoning; mastering computations with fractions, decimals, percents with one-step (equivalence implied) problems; performing one-step ration/proportion applications; solving problems: identify and solve one-step using a strategy with possible minor errors; identifying geometrical relationships between two dimensional shapes using attributes; choosing correct formula from list and manipulating to solve one-step problem (backwards, too)); and (4) generating examples and counterexamples of mathematical ideas (evaluating appropriateness of answer to routine problems; recognizing equivalent representations of more complicated decimal, fractions, and percents; understanding basic properties/attributes plus LCM, GCF scientific notation; solving two-step routine problems; applying/extending; visualizing geometric representation and manipulate visualization through written test).

Michigan

Mathematics

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	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities	
				Unadjusted	Adjusted ²				
4	222	1.7	1.7	0.59	0.71	0.3	3.5	0.2	
8	269	1.9	1.1	0.84	0.91	0.2	4.1	0.1	

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