Competency Assessment, Standards, and Supports for Competency-Based Education

Michigan Assessment Consortium

MiPAC Assessment Administration Manual

Version 6.0

Michigan Department of Education

with support provided by the

Michigan Assessment Consortium

Performance Assessments and supporting documents available at www.MiPAC.net

Michigan Assessment Consortium
Improve learning.
Increase success.

MICHIGAN Department of Education

LETTER FROM THE MICHIGAN ASSESSMENT CONSORTIUM

Dear Educator,

Thank you for partnering with us in the development of competency-based education (CBE) assessments for elementary and middle school students as part of the Michigan Performance Assessment Cadre (Mi-PAC). We sincerely appreciate your willingness to pilot these assessments in your classroom. This project is commissioned by the Michigan Department of Education (MDE) and directed by the Michigan Assessment Consortium (MAC). When completed, the use of these model assessments will be entirely voluntary.

Our goal is to create high-quality, standardized student assessments that measure the "big ideas" and competencies in English language arts and mathematics. Once finalized, these resources will be available to all Michigan educators to support improved instruction, enhance student learning, and help ensure students are well-prepared for their futures.

This work builds on several years of collaboration among Michigan educators, national experts, and assessment specialists who are committed to designing meaningful performance assessments. These assessments are intended to help local educators reflect on and refine their instructional programs in support of student readiness for post-secondary education, training, and work—aligned with MDE's Portrait of a Graduate.

The MiPAC assessments are designed to be teacher-selected, used throughout the school year, and embedded within instruction planned by Michigan teachers. A pool of performance tasks and performance events is being developed in each content area. Because these tasks are substantial and intentionally rich, we anticipate that teachers and students will use only a small number of them each year.

We hope you find these assessments valuable and informative. Your feedback—and your students' feedback—will be essential as we continue refining the tasks to ensure they are as useful as possible for Michigan teachers and learners.

Thank you again for your partnership and your commitment to advancing high-quality assessment in Michigan.

Warm regards,

Kathy Dewsbury-White
CEO
Michigan Assessment Consortium

Ellen Vorenkamp
Assessment Director-MiPAC
Michigan Assessment Consortium

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Chapter 1

Overview of the MiPAC Assessments

The Michigan Assessment Consortium (MAC) thanks you for your interest in using the newly developed competency-based performance assessment items written by the Michigan Performance Assessment Cadre (MiPAC).

Overview of the MiPAC Program

Development of the MiPAC assessments began in 2020 and is continuing. The Michigan Department of Education (MDE) continues to support the creation of new MiPAC assessments that measure Michigan's academic standards and model Big Ideas and Competencies in mathematics in grades 3-5 and 6-8 and in English language arts (ELA) in grades 3-5, 6-8, and 9-10 and 11-12. The pool of high-quality assessments continues to grow each year as additional performance assessments are written, and pilot tested.

The goal of MiPAC is to create a pool of performance assessments for voluntary use by educators and their students, and to promote competency-based approaches to instruction, learning, and assessment in the state's school districts. The MiPAC performance assessments can assist teachers and students in determining the level of competency of students and may serve to guide them to increased proficiency in the competencies being assessed.

In the future, MiPAC will expand to high school mathematics (grades 9-12) as well as K-2 ELA and mathematics assessments. Plans also call for the development of MiPAC assessments for science and social studies.

MiPAC Big Ideas and Competencies

The essence of competency-based learning is the recognition that students differ in the pace of their learning, with some students ready for advanced learning before others. Assessments, particularly performance assessments, are used to verify student achievement and readiness for more advanced learning.

Competency-based education can be implemented in a variety of ways: district- or school-wide, at various grade levels, or by individual teachers. At any of these levels, CBE might be used with all students or only a subset of them.

The Michigan Department of Education created resources (i.e., *Michigan Model Competencies for English Language Arts* and *Michigan Model Competencies for Mathematics*) for Michigan educators interested in competency-based education. These documents include Big Ideas and related Competencies in English language arts and mathematics. These resources were described as follows by MDE in 2021:

> *MDE, with support from English language arts (ELA) and mathematics educators from across the state, identified model student competencies for K–8 ELA and mathematics. These competencies are distilled from the current Michigan K–8 content standards and represent the foundational understandings at each grade level. Written as performance indicators, these competencies are organized into cross-grade progressions of related concepts, skills, and procedures; they eventually evolve into the ELA and mathematics understandings students need for success in their high school course taking pathways.*
>
> *The Model Competencies for English Language Arts and the Model Competencies for Mathematics were developed as models that a district might choose to use as tool for focusing lessons, resources, and supports so that students are provided the opportunity to deeply engage in the important content*

of each discipline. Districts and educators can also use these models to guide the development of local assessments and competency-based grading and reporting systems.

The intent of each resource is that school systems interested in competency-based approaches to learning and assessment could use these resources to guide the development and implementation of such programs. (MDE, 2021).

MDE subsequently created Big Ideas and Competencies for ELA in grades 9-10 and 11-12.

For more information on the work of MDE on competency-based education, please review the resources on MiPAC.net and michiganassessmentconsortium.org. These sites also provide links to other resources on competency-based education.

Development of the MiPAC Assessments

The MDE Model Competencies in ELA and Mathematics served as the basis for performance assessments in ELA and mathematics created by the MiPAC. Five cohorts of Michigan educators, under the direction of the MAC and supported by MDE, created a pool of 73 performance assessments in English language arts for grades 3-5, 6-8, 9-10, and 11-12, as well as 97 performance assessments in mathematics for grades 3-5 and 6-8. These assessments are suitable for use by school districts engaged in or considering competency-based approaches to education and assessment.

The cohorts included volunteer educators who drafted the items working in five teams (mathematics grades 3-5 and 6-8, and English language arts grades 3-5, 6-8, 9-12), each with a team lead. They determined how the Big Ideas and Competencies could be assessed and then created assessments to measure some of those. Editorial support was provided by discipline leads as well as the MAC.

The educators in the cohorts were among those who pilot tested the new assessments. Additional classroom teachers were recruited to pilot the assessments where needed. The MAC is especially grateful to these voluntary teachers and their willingness to try the items with their students, assist in scoring their responses, and provide feedback to the cohort about how the assessments could be enhanced. Following the pilot of the assessments, the cohorts used student performance and student survey results to update their assessments. Then, the editorial team finalized the items.

Overview of the MiPAC Assessments

As of fall 2025, there are 170 performance assessments in ELA and math available for use by Michigan educators. Each MiPAC assessment measures one or more Big Ideas and Competencies in the MDE ELA or Mathematics Model Competencies.

An online catalog of MiPAC assessments at MiPAC.net shows detailed information about each assessment, including the Big Ideas and Competencies being measured; an overview of the assessment; a list of materials needed; the grade at which the assessment is designed to be used; the anticipated total time; the parts to each assessment; and directions to teachers and students. Each assessment also includes any worksheets needed for students to respond to the assessment. There is a Teacher Booklet and a corresponding Student Booklet available for each assessment.

MiPAC assessments can be explored in two ways:

1. **Download a PDF document (**https://mipac.net/assets/Docs-for-Pages/Catalog-of-MiPAC-Assessments.pdf**)** to explore descriptions of the assessments for each subject area (ELA or mathematics) and grade range.

This document is designed to assist teachers in selecting assessments that measure skills they are teaching and wish to see if students have mastered.

2. **Explore the online searchable catalogs** for ELA and math on the MiPAC website (MiPAC.net). Assessments can be searched by key words, grade level, and Big Ideas and Competencies. You can also download the Teacher Booklets and Student Booklets to preview them.

Both methods permit teachers to view the amount of classroom time needed for an assessment. Some MiPAC assessments are short, taking a class period or less to complete. Others are more extended performance assessments that may require multiple class periods/days to carry out. Each MiPAC assessment is self-contained.

Use of the MiPAC Performance Assessments

The MiPAC assessments are designed to be selected by teachers, used throughout the school year, and embedded in instruction planned by Michigan's teachers.

Districts or schools that are implementing competency-based educational (CBE) programs based on MDE's Model Competencies may be interested in using the MiPAC performance assessments to determine student proficiency before, during, and after instruction. Listed below are several of the many ways the MiPAC assessments might be used, depending on the nature and scope of (CBE) implementation:

1. District-level implementation: Use of the MiPAC assessments by teachers at multiple school sites, in one or more grades at each school site. These could be common assessments used by all teachers at a grade level or academic course.
- School-level implementation: Use of the assessments in two or more grades within a school. This could permit the teachers to measure student growth in learning from one grade or course to another.
2. Classroom-level implementation: Use of assessments by individual teachers. Students learning at their own pace can engage in a MiPAC assessment when the teacher and the student feel they are ready.
- The assessments might be used as a pre-assessment, to determine what students are able to demonstrate prior to instruction, or as post-assessments, used at the conclusion of instruction to determine student mastery and potential readiness for more advanced learning.

Questions

A comprehensive list of Frequently Asked Questions is available on MiPAC.net. The FAQs may answer many of your questions about the MiPAC program, the MiPAC assessments, and how the assessments can be used. Additional questions should be directed to these members of the MiPAC project team:

3. Ellen Vorenkamp at evorenkamp@michiganassessmentconsortium.org or (810) 923-0327
4. Karrie LaFave at klafave@michiganassessmentconortium.org or (517) 816-4520
5. Kathy Dewsbury-White at kdwhite@michiganassessmentconsortium.org.

Chapter 2

Assessment Procedures

Types of Student Work to be Collected

Several types of student work can be collected as part of the MiPAC assessments. Each assessment specifies the type(s) of student work to be produced. The types of student work may include:

6. Digital photographs or digital images
7. PDFs of documents
8. PDFs of student work from their Student Booklet
9. Scanned files of hand-written work, such as essays, a math problem where work is to be shown, sketches, graphs, diagrams, or worksheets
10. Student work files from Google Sheets, Google Slides, or Google Docs
11. Web pages or other online created work, saved to a PDF
12. Video files
13. Audio files

Students might produce two or more of these types of work in a MiPAC assessment. For example, within one assessment a student might be asked to produce a poster, create a PowerPoint (PPT) slide deck, and make a brief class presentation using both the poster and PPT. All of this evidence can be used to score student responses to the assessment.

Scoring Student Work—Individually or Collaboratively

The Teacher Booklet for each assessment includes scoring rubric(s). Student responses can be scored by individual teachers or collaboratively, depending on how the MiPAC assessments are used by a site. If only one or two teachers choose to use a MiPAC assessment, or if multiple teachers choose different assessments, it may be more expeditious for teachers to hand-score student responses.

Collaborative scoring means two or more teachers sharing in the scoring of student responses from the same MiPAC assessment(s) from all of the classrooms that used the same assessments. The Michigan Collaborative Scoring System (MI-CSS) is a software tool created by the MDE and the MAC to support collaborative scoring. More about MI-CSS is provided in Chapter 3.

When teachers score responses from students of other teachers, it can help each of the teachers see how other teachers taught the skills being measured and the levels of performance the students achieved. The latter can help teachers to create “common standards” for what constitutes mastery. This internalized view of mastery performance can guide teachers in both future instruction and assessment in their classrooms.

This Learning Point (https://qr.link/XOs4gu) produced by the MAC describes the general purpose and benefits of collaborative scoring.

Chapter 3

Using the MI-CSS System

The Michigan Collaborative Scoring System (MI-CSS) is a software platform created for voluntary use in Michigan and elsewhere that can be used to upload and score student responses to the MiPAC assessments. MI-CSS permits educators to work together with colleagues to score student responses. Such collaborative scoring can take place virtually or in-person, with the software guiding the process (first scoring by the teacher who assigned the assessment; second scoring by a colleague in the same discipline and grade range; and resolution scoring to resolve differences between first and second scorers).

MI-CSS is most useful when several teachers choose to use the same assessment or are interested in looking at student performance on a particular assessment. These teachers may be in the same school, same district, or even working in different school districts.

If a teacher has selected and used a MiPAC assessment on their own, MI-CSS won't be useful for scoring students' responses since there are no colleagues with which to "collaboratively score" student work.

Learning More About Using MI-CSS

Follow this link to view an informational video about the MI-CSS software (https://www.youtube.com/watch?v=tIeMIVj8obA)

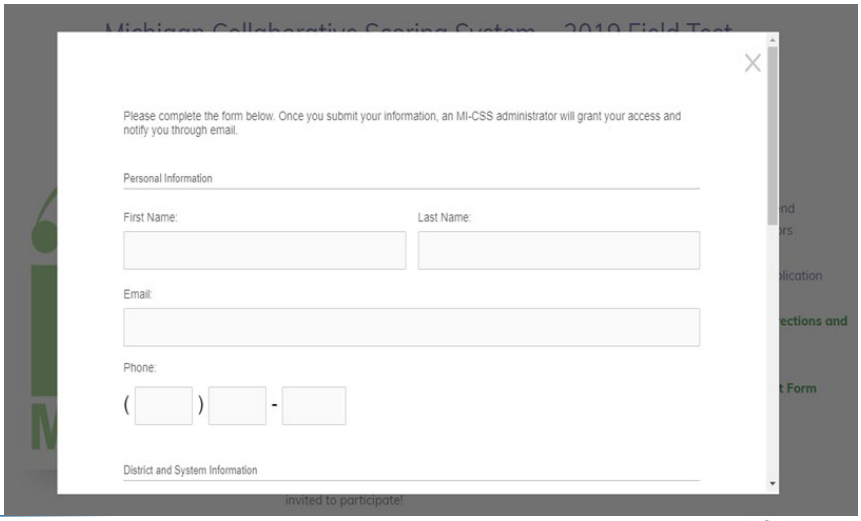
Setting Up and Using MI-CSS

There are several steps that each MiPAC assessment user needs to follow to prepare to use the MI-CSS platform to score student work. All educators who will administer a MI-CSS assessment need to register in MI-CCS. Any educators who will help to score student work but did not administer an assessment also need to register in MI-CSS.

Steps in Learning About and Using MI-CSS

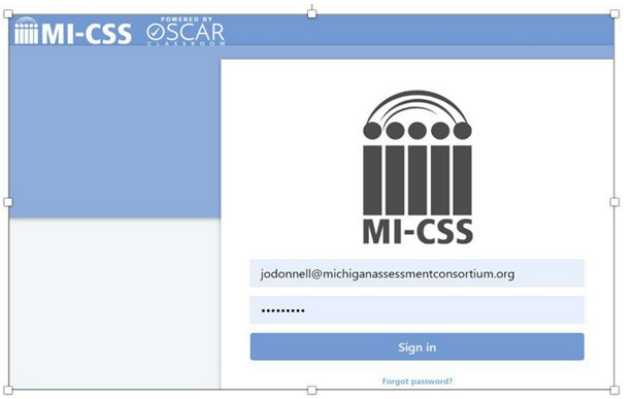
Register in the MI-CSS system using this step-by-step process to do so.

3. **Signing Into MI-CSS**
   a. Register for MI-CSS by completing the form at this link: https://www.mi- css.org/v3/registration/mi-css. All users must register before being given credentials to log into MI-CSS. The application asks for name, email, phone number, school district, content area(s), grade level(s), requested role (teacher, scorer only, or resolution scorer). The telephone number is needed in case contact with the teacher is necessary. Applications are reviewed



before access to the site is approved.

b. Once you receive your sign-in credentials, open the MI-CSS software.

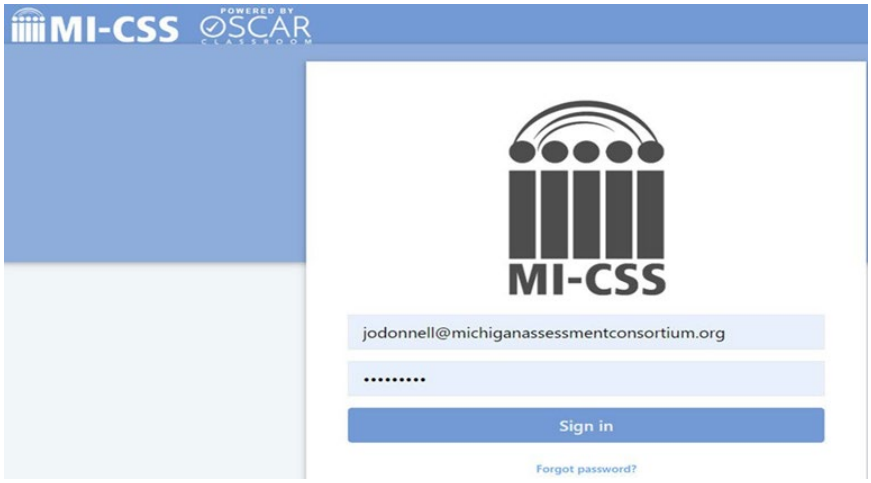


c. Select the appropriate subject area (ELA or Math) and **all grade levels** that apply (Mathematics grades 3, 4, 5, 6, 7, and/or 8 and/or ELA grades 3, 4, 5, 6, 7, 8, 9&10 and 11&12). Access to scoring student work is determined by the selected discipline and grades.

d. Teachers should register under the role of "Teacher."

e. District or school leaders should register under the role of "Teacher + Resolution."

4. Logging in for the First Time



a. Upon completion of your registration form, the MAC will receive a notification from the site to approve your account.

b. Upon approval of your account, you will receive an automated notification from MI-CSS with the direct URL to MI-CSS. Upon logging in for the first time, you will be asked to set up a site password for yourself, and you will be asked to review and accept the site Term & Conditions. You should save the MI-CSS login information for later use.

c. After logging in, you will be able to download the Teacher Booklet and Student Booklet for the assessment in MI-CSS you wish to use, using the URLs that were sent to you.

5. Adding a Classroom Folder

a. Each teacher who has registered and been granted access to the MI-CSS system should first set up a Classroom folder for their classroom.

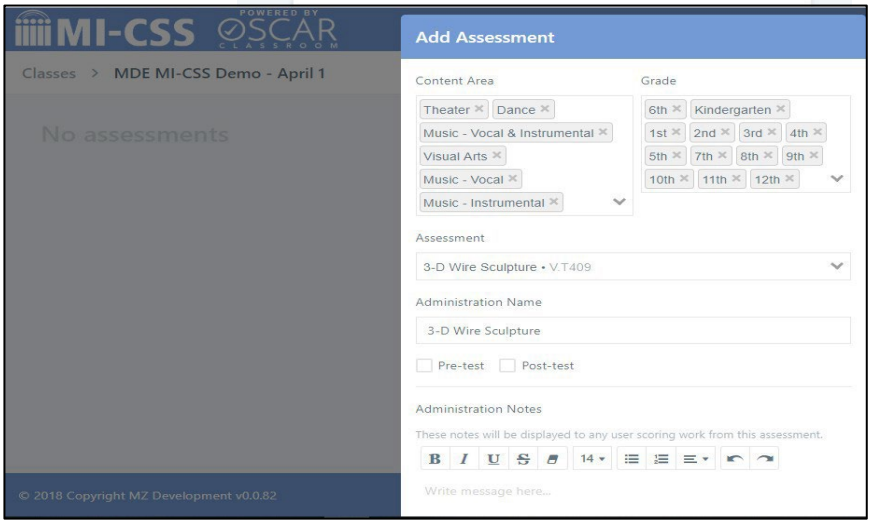
b. Assign a name for the Classroom folder, including school name, grade, and last name of teacher, using the naming convention shown below. The folder name should include the school's name, grade, and last name of teacher. Here are some examples:

- Hawthorne Elem Gr 6 – Smith
- Tappan MS Grade 7 – Foster

6. Adding an Assessment

a. Once the Classroom folder has been created, the teacher should select the assessment(s) to be scored. If only one assessment will be scored, only one assessment folder will need to be selected.

b. The names of the assessment folders will be provided to you; please use the item code and brief description of the item you received to locate the assessment in the drop-down menu in MI-CSS. The item codes and titles of all MiPAC assessments are pre-loaded into MI-CSS.



c. Choose ELA or Math, and the grade level of the students to be assessed.

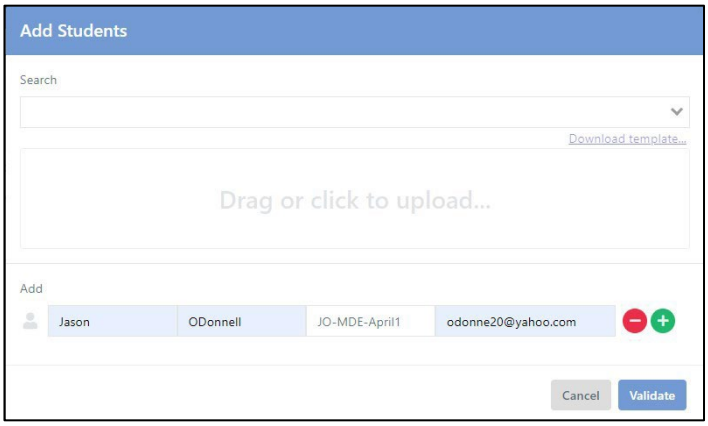
d. Brief descriptions of each assessment can be found in the drop-down menu under the word "Assessment" in the middle of the "Add Assessment" panel.

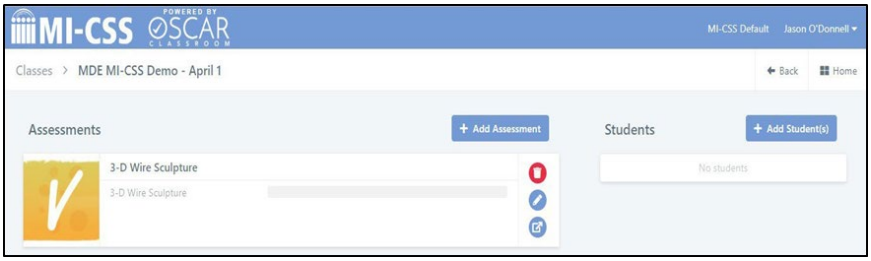
e. Select the assessments you wish to score.

f. If you plan to use the assessment only once, select "pre-test." If you plan to use the *same* assessment as both a pre-test and a post-test, select which use this is.

g. Include in the "Administration Note" anything unusual scorers may need to know about how you assessed students.

7. **Uploading Students into MI-CSS**
   a. The names of all students who will participate in the assessment need to be loaded into MI-CSS
   b. After loading, student names can then be moved into the assessment folder within the Classroom folder.
   c. Adding student names can be done in two ways:
      i. Using a Microsoft Excel file that contains all of the students in the class.
      ii. One at a time, manually, by the teacher.

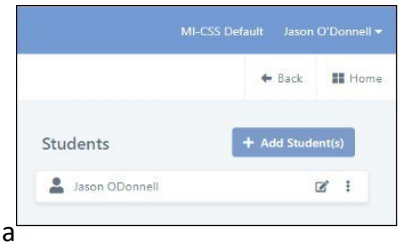




8. **Types of Student Work to be Uploaded into MI-CSS**
   There are several types of MiPAC student work that may result from a MiPAC performance assessment. These include:
   - Digital photographs or digital images
   - PDFs of documents
   - PDFs of student work from their Student Booklet
   - Scanned files of student handwritten work, such as essays, a math problem where work is to be shown, sketches, graphs, diagrams, or worksheets
   - Student work files from Google Sheets, Google slides, or Google docs
   - Web pages or other online created work, saved to PDF
   - Video files
   - Audio files

As noted earlier in this manual, students might produce two or more of these types of work; for example, a document (PDF), PPT slides, and video recording of a presentation. The work that students will create is described in each assessment. To be scored collaboratively, all student work needs to be uploaded into the MI-CSS online platform. All Word documents need to be saved as PDFs before being uploaded to MI-CSS. If you need help with this process, refer to these instructions online. If you need additional help, contact Karrie LaFave at Karrie LaFave at klafave@michiganassessmentconsortium.org or (517) 816-4520.

9. **Assigning Work to Students by the Teacher**



Teachers can assign work to each student by dragging and dropping files from the Files module directly into Student folders. Click the *Upload Work* icon to assign work to a student.

10. **Uploading Student Responses into MI-CSS**

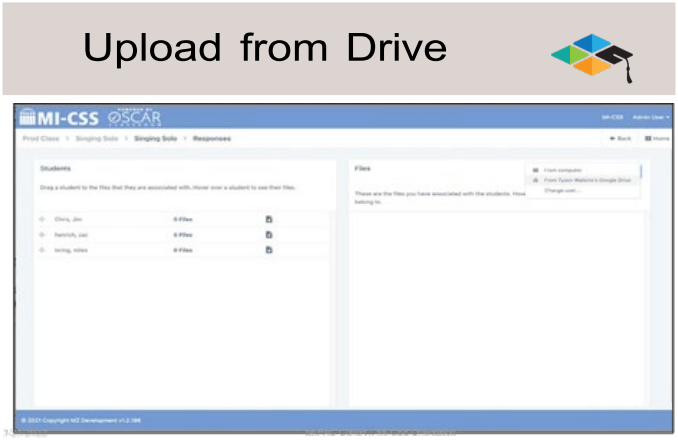
Teachers can upload student assessment responses to MI-CSS in multiple ways:

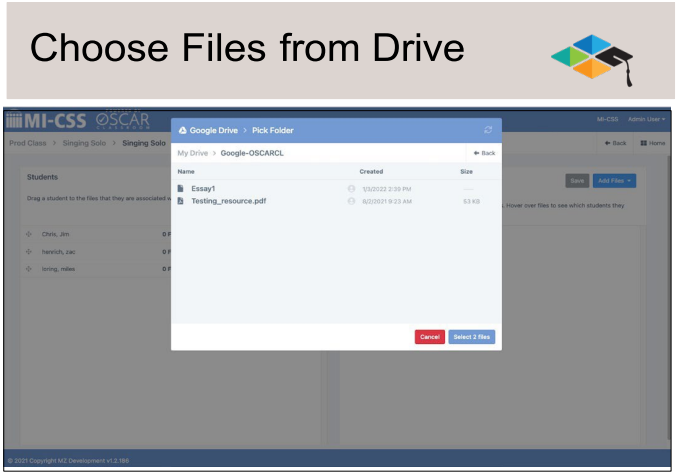
a. Since MI-CSS is integrated with Google Drive, teachers can upload student responses to the assessment. Single files or entire folders can be selected and inserted into the Files module or can be uploaded via the drag and drop feature.
b. Students can upload their own responses to the assessment work directly from their Google folders. Single files or entire folders can be selected and inserted into the Files module or can be uploaded via the drag and drop feature.
c. A unique QR code can be generated for each student and the student can use it to upload their work. If students use their QR code, their work will be uploaded to their folder in MI-CSS.
d. Student responses can be manually uploaded to MI-CSS.

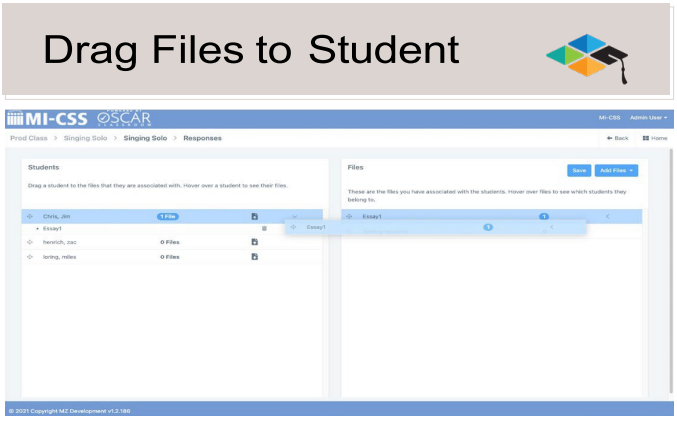
For specific, illustrated instructions, see the next pages.

11. Specific Instructions

a. ***Teacher Uploads Student Responses from Computer or Google Classroom.*** Here are the steps that teachers should follow (with accompanying screenshots) to use Google to upload student work.

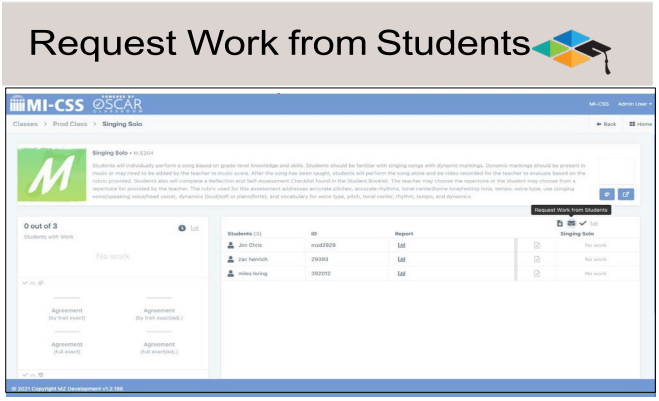




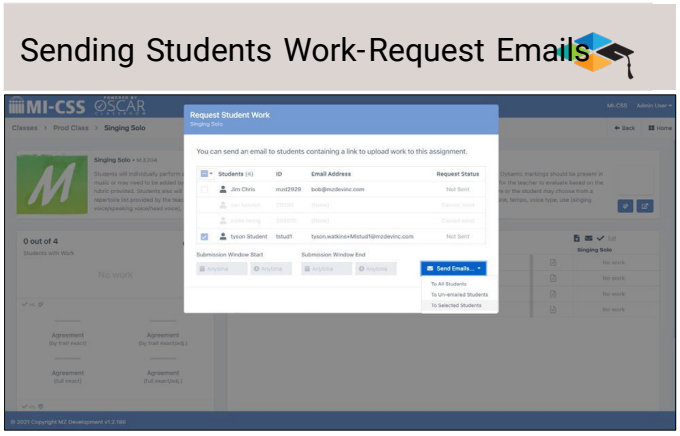


b. ***Student Uploads Their Own Work via Google Classroom or Their Computer.*** Here are the steps that teachers should follow (with accompanying screenshots) to use Google for students to upload their work.

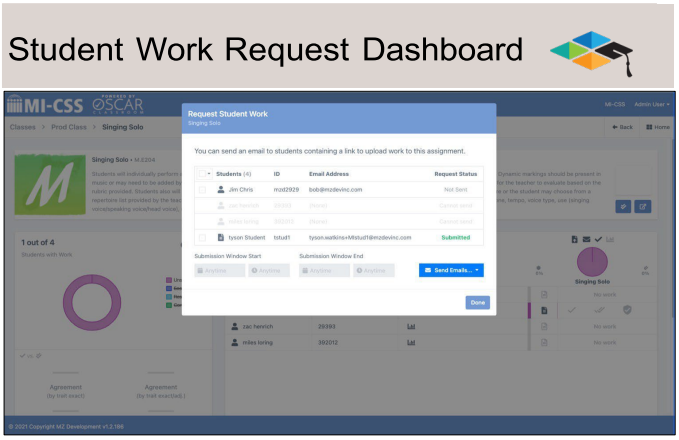
i. In MI-CSS, request work from students directly via email.



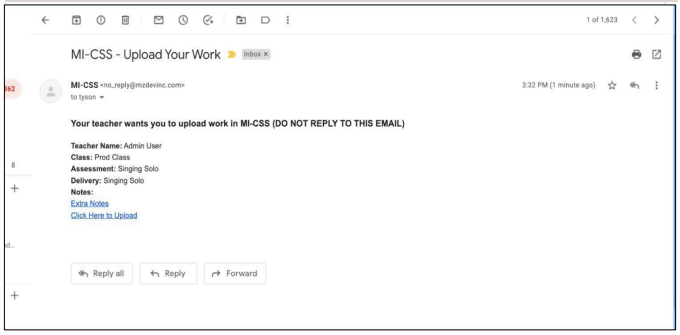
ii. Use the "Send Emails" button, defining what group of students will receive the email.



iii. After selecting the "Request Student Work" button, teachers can shoose one or more students to send work request emails to and see the status of that request here.



Student View of Work Request Email

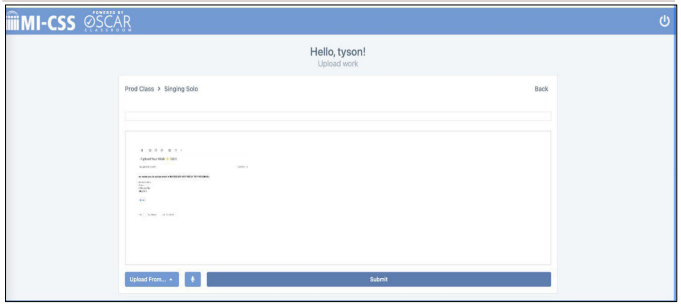


iv. This is what the email will look like to the student when work is requested. They should use the “click here to upload” link to begin submitting work.

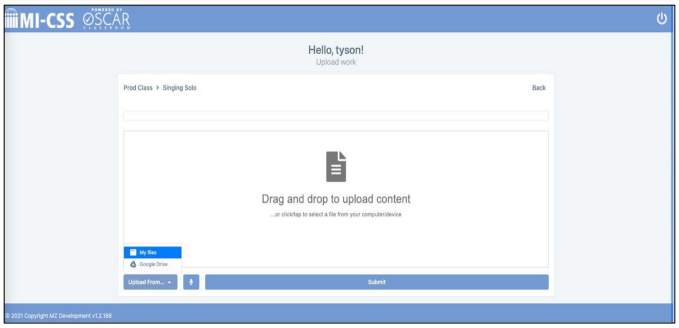
v. When uploading work, the student can either select a file from their computer or select a folder in their Google Drive. They can also drag and drop the file from another window.

vi. After students submit work, they will see an image of what work they will be submitting to ensure they chose the correct file. Then, they will need to hit the submit button for that work to be sent to Classroom.

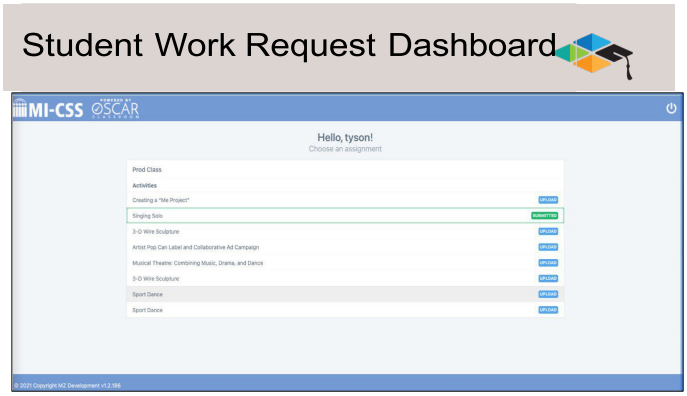
After Student Uploads Work



Student Uploads Work from Computer or Google Drive

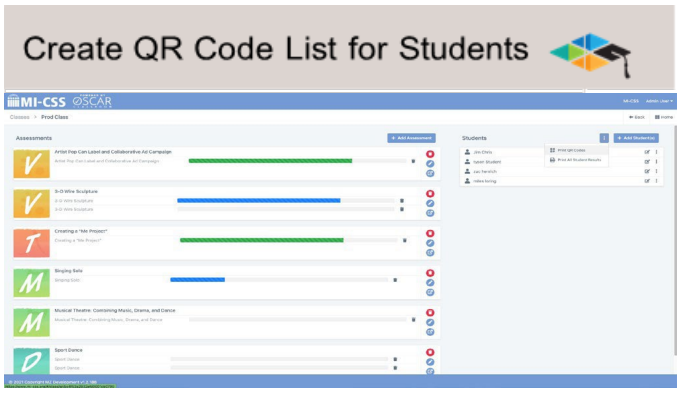


vii. After hitting “Submit,” the student will see a dashboard of all current work requests from the teacher. The dashboard will be titled with the class name. Each Activity is the name of an assessment to which their work is being requested. They can select the upload button on another assessment to upload work for a different assignment or log out using the power button icon or simply exit the tab/browser.

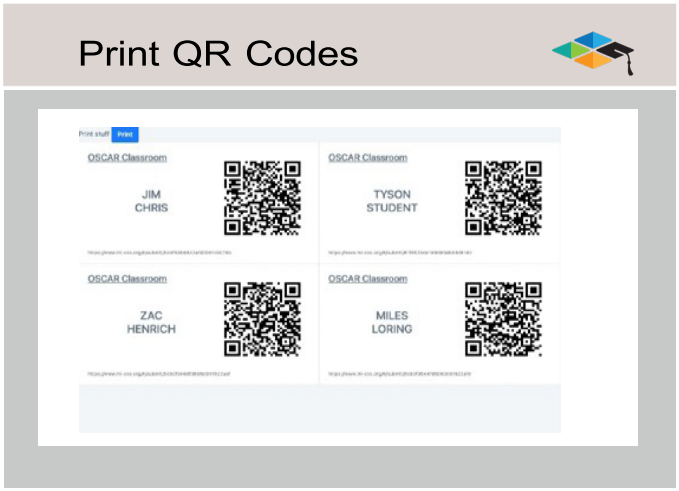


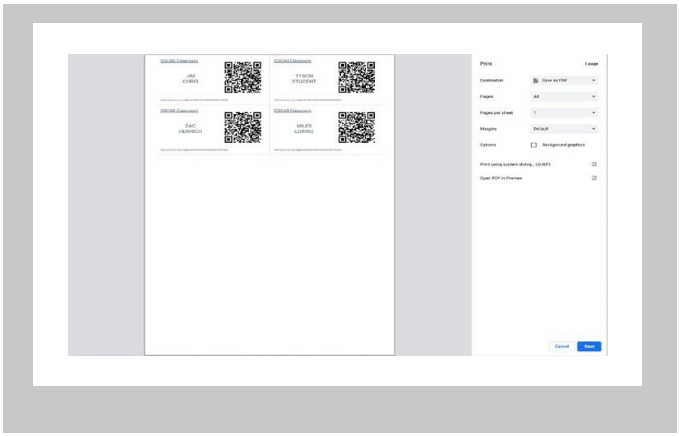
c. ***Student Uploads Their Work via QR Codes.***– The teacher can generate a sheet of QR codes for students in their class and give each student one QR code so that they can use their unique QR code to upload their assessment work to MI-CSS.

viii. From the Class Landing page, teachers can create a list of QR codes by using the button next to “Add Students” and then selecting the Print QR Codes option.



ix. Print the QR codes using the print button or your browser's print feature. When students scan the QR codes with a smartphone/tablet camera, they will be taken to a link to upload their work for that class. The link they will use to upload work is also printed below the QR code.





d. ***Manual Uploads of* Student Work into MI-CSS.** Student work can be manually uploaded.