3rd
4th
5th
6th
7th
8th

Grade 6

M-Step™

Michigan Student Test of Educational Progress

2015 Paper/Pencil Summative Assessment Form 1

Administration Directions

Revised: 3/24/2015

Paper/Pencil Test Dates — Grade 6

May 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19 ELA Day 1	20 ELA Day 2	21 Makeup - ELA	22	23
24	25 Memorial Day	26 Makeup ELA	27 MATH Day 1	28 MATH Day 2	29 Makeup any content area	30
31						

June 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
	Makeup - any content area					
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Paper/Pencil Test Session Information

The Classroom Activity must be completed prior to administration of the PT.
Inadvertently administering the PT before the Classroom Activity is considered a testing irregularity.

English Language Arts

- Day 1 ELA paper/pencil test will include parts 1 and 2 (fixed-form plus a listening part).
- Day 2 ELA paper/pencil test will be the Performance Task.
- The 30-minute ELA Classroom Activity for paper/pencil may be administered the Monday before testing, on Day 1 (before or after testing), or on Day 2 (before the Performance Task).

Mathematics

- Day 1 mathematics paper/pencil test will include one part (fixed-form).
- Day 2 mathematics paper/pencil test will include the 30-minute Classroom Activity and the Performance Task.

Spring 2015 Test Session Timings
(in hours and minutes)

		Grade → 6
ELA	Day 1 Fixed Form plus a listening part	1:30
	Classroom Activity	0:30
	Performance Task	2:00
Math	Day 1 Fixed Form	2:00
	Classroom Activity	0:30
	Performance Task	1:00
Science	Part 1	
	Part 2	
Social Studies	Part 1	
	Part 2	
Total Time Required		7:30

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PART 1: Introduction

This manual provides an overview of the M-STEP paper and pencil Summative Assessment administration. Use this document to familiarize yourself with what your students will experience in participating in the assessment, how to prepare for the assessment, and general rules for testing. Test Administrators (TAs) should become familiar with this document well in advance of the test administration date so materials for distribution to students are prepared and made available prior to the administration of the test.

These guidelines define considerations for test administration in terms of universal tools, designated supports, and accommodations available during test administration. While the online test administration offers more flexibility, the static paper/pencil assessment administration is more limited than the current online test and future paper/pencil test options. The *M-STEP, MI-Access, and WIDA Student Supports and Accommodations Table* (at www.michigan.gov/MSTEP) provides guidance regarding specific accessibility resources available for this administration and should be reviewed in advance of the test administration sessions.

ENSURING TEST SECURITY

The security of the summative assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of summative assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the summative assessment results.

Establishing Appropriate Testing Conditions

Building Test Coordinators (BCs) and Test Administrators (TAs) will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of students in each testing grade and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

The test administration should be conducted in a secure environment. Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. Students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test.

Table 1, on pages 2-3, describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Table 1: Requirements of the Test Environment	
Requirement	**Description**
Before Testing	
Instructional materials removed or covered	Instructional materials **must be removed or covered, including, but not limited to** information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to turn to each other's work, or they should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
During Testing	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, personal digital assistants (PDAs), iPods®, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources that are permitted for each specific test (or portion of a test).
Access to assessments	Only students who are testing can view items. Students who are not being tested or unauthorized staff or other adults must not be in the room where a test is being administered. Based on the item type (i.e., performance tasks), trained Test Administrators (TAs) may also have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any items.
No answer key development	No form or type of answer key may be developed for test items.

Table 1: Requirements of the Test Environment	
Requirement	**Description**
During and After Testing	
No access to responses	District Test Coordinators (DCs), Building Test Coordinators (BCs), TAs, and other staff are not permitted to review student responses.
No copies of test materials	No copies of the test items, stimuli, performance task materials, or classroom activity may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media, and websites.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	DCs, BCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, or writing prompts at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of a performance task.
All test materials must remain secure at all times	Test booklets and answer booklets, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
After Testing	
No test materials used for instructions	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Scratch paper must be collected at the end of each test session and then immediately shredded. Once the student completes the performance task, the graph and scratch paper must be collected and securely destroyed to maintain test security.

Verifying Student Information

TAs should verify student information upon completion of the summative assessment. However, it is important for anyone with access to this information to remember that students' personal information is confidential. If materials containing student names are distributed to students, these materials must be collected before the students leave the testing room and must be either securely stored to be used in a subsequent test session or shredded. Personal information includes any information that could potentially identify a student, including student name, state student identification number, and birthdate.

Pre-Identification Label Directions

Before testing, apply pre-ID labels to the Student Answer Booklets/Documents.

Every Student Answer Booklet/Document must have the correct barcode label affixed before being returned to the scoring contractor.

TEST ADMINISTRATOR NOTE: In addition to applying the pre-ID labels to the Student Answer Booklets/Documents, the Codes in the Accommodations/Supports and Report Code sections of the Student Data Grid on the Answer Booklet/Document cover should be completed by a Test Administrator or Building Coordinator, ONLY. This can be done before or after testing. Follow the directions that begin on page 5 for pre-bubbling specific sections of the Student Data Grid.

PART 2: Student Data Grid Information and Administration Directions

Directions for Completing the Student Demographic Page

Use the following information and script to assist students in completing the Student Data Grid on the front cover of each Student Answer Booklet at the start of EVERY test administration. Repeat these directions and script for all subjects.

Please remember that the script must be followed exactly and used each time a test is administered.

All directions that a TA needs to read to students are indicated by the word "**[SAY]**" and are in gray boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. (All other information is for the Test Administrator and should not be read to the students.) If the TA makes a mistake in reading a direction, the TA should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

Important Test Administrator Notes

The Accommodations and Supports available for English Language Arts and Mathematics are the same except for Abacus, Calculator, and L1 Glossary Reference Sheet, which are available for Mathematics only.

Administration Directions for Completing the Student Data Grid

(Follow this script to begin every test administration.)

The following directions and script must be followed exactly at the beginning of each assessment.

NOTE TO ADMINISTRATORS: Non-personal information the students will be entering on the Student Data Grid at the start of testing may be posted so that all students can see it (e.g., on a whiteboard, smartboard, etc.) prior to the start of test administration. This information can include:

- Teacher Name
- School Name
- District Name (leave blank for non-public schools)
- Class/Group Number (optional information)
- Assessment Date (today's date)
- Form Number*

**For ELA and Mathematics, standard forms are Form 1. Braille forms are Form 88. Emergency forms are Form 2. For Science and Social Studies, a student could have either Form 1 or Form 2. Note that form numbers always appear on the front cover of the Test Booklet.*

WHEN YOUR ARE READY TO BEGIN:

Distribute test materials to students. Remind students not to open their test booklets until told to do so and to put away all materials that may not be used during the test. Scratch paper is allowed but must be collected with all other materials at the end of the test, and securely handled and destroyed.

Make sure each student has his or her own Answer Document before the test begins. If a student's name is misspelled in Box 8, corrections can be made at a later date prior to the return of materials to the scoring contractor. Immediately notify the school M-STEP coordinator, who can help you resolve this problem after the test is completed.

Please read aloud the directions in gray blocks preceded by the word **[SAY]** *for students.*

Test administration may proceed.

[SAY] Do not open your test booklet until told to do so.

During this test, you must turn off and put away all electronic devices, including cell phones and media players like iPods®. The only items you may have on your desk or table are the materials necessary for the test.

All answers must be marked in your answer document using a No. 2 pencil only.

[SAY] Make sure that you have a 2015 M-STEP *(insert grade and subject)* Test Booklet.

Write your name on the line labeled "Student Name" on the front cover of your test booklet.

Pause.

[SAY] Please look at your Answer Document. Please make sure you have ***your*** own Answer Document. The box in the lower left-hand corner should contain a label with your name and other information.

Raise your hand if your name does not appear in this box or if the label is missing.

Every Student Answer Booklet must have the correct barcode label affixed before being returned to the scoring contractor.

[SAY] Please follow these steps to complete the Student Data Grid.

Turn to the front cover of your answer booklet.

Write your name on the line that says, "Student Name."

Write *(insert teacher name)* on the line that says "Teacher Name."

Write *(insert school name)* on the line that says "School Name."

Write *(insert district name)* on the line that says "District Name."

Non-public schools may leave "District Name" blank.

Pause.

[SAY] Find the section labeled "Birthdate." In the column under "Month," fill in the bubble next to the month in which you were born.

Pause.

[SAY] In the space labeled "Day," print the digits of the day on which you were born. If there is only one digit in your day of birth, print a zero before the numeral. For example, if your day of birth is the seventh, you would print the digits zero and seven.

[SAY] In the two columns below "Day," fill in the bubbles for the digits of the day on which you were born. Fill in only one bubble in each column.

Pause.

[SAY] In the space labeled "Year," print the last two digits of the year in which you were born.

In the two columns below "Year," fill in the bubbles for the last two digits of the year in which you were born. Fill in only one bubble in each column.

Pause.

To ensure accurate student identification, the "Birthdate" section must be completed correctly. Make sure each student has filled in the correct bubbles for the month, day, and year of birth.

The section labeled "Class/Group Number" is optional. If you choose to use this section, please direct students to find it, enter your Class/Group Numbers, and fill in the corresponding bubbles in the columns below each digit of the Class/Group Number.

[SAY] Next, find the section labeled "Assessment Date."

In the first column, fill in the bubble next to the current month.

The next two spaces are for today's date. Write the numbers for today's date in the spaces provided. If there is only one digit in today's date, print a zero before the numeral. For example, if the date is the seventh, you would print the digits zero and seven.

[SAY] In the two columns below today's date, fill in the bubbles for the numerals of the date. Fill in only one bubble in each column.

[SAY] The year is already filled in for you.

Pause to allow students to finish.

[SAY] Now find the section labeled "Form." Then check the front cover of your Test Booklet to find the correct form number. Please bubble in that form number.

Check to make sure all students have bubbled the correct form number.

When the students have completed the Student Data Grid, turn to the appropriate page in this document for subject-specific test directions, and continue with test administration.

PART 3: General ELA Test Administration Information

This section provides an overview of the paper/pencil testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, how to prepare for the assessments, and to review general rules for paper/pencil testing. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing.

Student Participation

Participation of Students with Disabilities and/or English Language Learners

All students, including students with disabilities, English Language Learners (ELLs), and ELLs with disabilities, should have equal opportunity to participate in the M-STEP Summative Assessments.

Preparation for the Assessment

Before administering the assessment, make sure that you have the following materials available for students:

- A Test Booklet for each student
- A Student Answer Booklet for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper for each student

All students enrolled in grades 3–8 and High School (11/12) are required to participate in the M-STEP English Language Arts Summative Assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed English Language Arts alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).
- ELLs who enrolled within the last 12 months prior to the beginning of testing in a U.S. school have a one-time exemption. These students may instead participate in their state's English language proficiency assessment consistent with state and federal policy.

General Rules for the Paper/Pencil Assessment

This section provides a brief overview of the general test administration rules for different portions of the assessment.

Test items and performance tasks will be presented as separate sessions. Students may not return to a test session once it has been completed.

The Student Test Booklet, Answer Booklet, Glossaries, scratch paper, Listening CD, and Listening Script are secure materials. Maintaining the security of all test materials is crucial to obtaining valid and reliable study results. Therefore, test materials must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

Testing Times

The "Spring 2015 Test Session Timings" table on the inside front cover contains the estimated times it will take most students to complete the M-STEP Paper/Pencil Test. This information is for scheduling purposes only, as the **assessments are not timed**.

Testing Schedules

When developing a testing schedule, use the estimated testing times to calculate the amount of time it will take to complete an assessment in each content area and grade level.

The assessments are comprised of three sessions for ELA. The Performance Task (Session 3) contains two parts. All PTs must be preceded by the administration of a Classroom Activity.

For ELA, the order of administration should be Session 1 and Session 2, followed by the Classroom Activity, PT Part 1, and then PT Part 2. Districts/Schools may opt to administer in a different order if needed; however, the Classroom Activity, which is designed to introduce the PT, **must** occur prior to the PT.

Classroom Activity

The purpose of the Classroom Activity is to introduce students to the context of a performance task so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom Activities do not address content information; instead, they focus on vocabulary and key contextual topics. The Classroom Activity is designed to be an introduction and not an assessment.

Guidelines for administering the Classroom Activity for ELA are as follows:

- Classroom Activities should be administered by a teacher. It is preferable—but not essential—that the teacher or TA administering the Classroom Activity has content knowledge in the area of assessment.
- The teacher/TA should be able to record information—including any tables, graphs, formulas, or other information contained in the Classroom Activity materials—for students to see, such as on a chalkboard or dry-erase board. Computers, projectors, and other technology are allowed but not required for the Classroom Activity. Recorded information should not be available when students participate in the PT. When the PT is being administered, content from the Classroom Activity should not be available (i.e., do not put any content from the Classroom Activity on the board, in handouts, etc.).
- Students may take notes during the Classroom Activity, but the notes may not be used during the administration of the PT. Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.
- There should be no more than a **three-day lapse** between the Classroom Activity and the PT administration. Inadvertently administering the PT before or without the Classroom Activity constitutes a testing irregularity.
- The Classroom Activity should only be administered to students once. In the rare instance that a lapse of time greater than 3 days occurs between the administration of the Classroom Activity and the Performance Task please file an incident report and OSA will assist in a possible resolution.
- The Classroom Activity is nonsecure; however, it should not be supplemented with any other content that the administrator may think is helpful. Supplementing the Classroom Activity may detract from the intended purpose of the Classroom Activity and is not advised. Providing students with additional information that is not displayed in the prompt impacts the validity of results and could invalidate student tests.
- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. The *M-STEP, MI-Access, and WIDA Student Supports and Accommodations Table* (at www.michigan.gov/MSTEP) contains information on those student resources that can be provided during the Classroom Activity.
- In the event a student is absent during the Classroom Activity, a make-up session must be scheduled. The Classroom Activity may be recorded; however, the make-up session should provide students with an experience similar to that of his or her peers. To the greatest extent possible, the make-up session should provide students an opportunity to interact with the teacher or TA and his or her peers.

PART 4: Administering the M-STEP ELA Summative Assessment

Grade 6, Session 1

You must follow the Student Data Grid Administration directions and script, on page 5, and have students complete that process before administering this subject-specific assessment. Once the Student Data Grid steps are finished you may proceed to administer this assessment using the following directions and script:

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 4. However, wait until students answer all sample items in their answer booklet before directing them to check their answers against the keys shown on page 4 in the test booklet.

DO NOT READ SAMPLES ALOUD.

[SAY] Now you will be taking Session 1 of the M-STEP English Language Arts Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

We will begin by doing some sample questions. You will mark your answers to the sample questions on page 1 of your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample A.

The correct answer to Sample A is choice D.

[SAY] Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your marks heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample B.

The correct answers to Sample B are choices B and E.

[SAY] Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains a passage and two parts. For Sample C, read the sample passage. Then do Part A and Part B. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your marks heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample C.

The correct answer to Part A is choice C, and the correct answer to Part B is choice C.

[SAY] Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now go to Sample D. For some questions in the test, you will need to complete a table. For Sample D, fill in the bubbles in your answer booklet that go with the answer you choose for each row in the table. Be sure to fill in the bubbles completely and make your marks heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. When you have finished, stop working.

Give students time to answer Sample D.

The correct answer to Sample D is

a. D

b. N

c. D

d. N

[SAY] Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now go to Sample E. For this type of question in the test, you will write your own response. You will write your answer to Sample E on the lines in the answer booklet. Now read the essay and then do Sample E. Make sure you follow directions and make sure your response is complete. When you have finished, stop working.

Give students time to answer Sample E. They do not need to finish the entire response.

[SAY] There are several ways to answer this type of question. Now turn to page 4 in your test booklet and read the sample answers provided in your test booklet.

Are there any questions?

Give students time to read the sample responses in their test booklet.

Pause to answer any questions, then continue.

[SAY] This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 1 through 39 in your answer booklet.

Pause.

[SAY] When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

[SAY] Turn to page 8 in your test booklet. Now turn to page 2 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

[SAY] Stop. This is the end of M-STEP English Language Arts Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions. Students must close their test booklets and answer booklets and leave them on their desks.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store them until you begin Session 2.*

Grade 6, Session 2

*For Session 2, the Test Administrator must use a Listening Audio CD **or** a Listening Script to administer the test.*

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

[SAY] Turn to the front cover of your answer booklet. Make sure you have the answer booklet with ***your*** name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

[SAY] Now, you will be taking Session 2 of the M-STEP English Language Arts Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

[SAY] This test session includes passages that you will listen to rather than read, and it includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to questions 40 through 48 in your answer booklet.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

[SAY] Turn to page 44 in your test booklet. Now turn to page 5 in your answer booklet.

Make sure that the students are on the correct page.

For this portion of the test, you will play Track One of the Audio CD, or read aloud Passage One of the Listening Script.

Play track one or read aloud passage one, here.

If you are using the audio CD, pause the CD,

[SAY] I will play it one more time.

If reading the script aloud,

[SAY] I will read it one more time.

Play track one of the CD, or read aloud passage one of the script to the classroom again.

Then,

[SAY] Please answer questions 40 through 42. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

[SAY] Turn to page 45 in your test booklet.

For this portion of the test, you will play Track Two of the Audio CD, or read aloud Passage Two of the Listening Script.

Play track two or read aloud passage two, here.

If you are using the audio CD, pause the CD,

[SAY] I will play it one more time.

If reading the script aloud,

[SAY] I will read it one more time.

Play track two of the CD, or read aloud passage two of the script to the classroom again.

Then,

[SAY] Please answer questions 43 through 45. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

[SAY] Turn to page 46 in your test booklet.

For this portion of the test, you will play Track Three of the Audio CD, or read aloud Passage Three of the Listening Script.

Play track three or read aloud passage three, here.

If you are using the audio CD, pause the CD,

[SAY] I will play it one more time.

If reading the script aloud,

[SAY] I will read it one more time.

Play track three of the CD, or read aloud passage three of the script to the classroom again.

Then,

[SAY] Please answer questions 46 through 48. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

[SAY] Stop. This is the end of M-STEP English Language Arts Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

Grade 6, Session 3 (Performance Task)

The Classroom Activity must be completed before the Performance Task.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet. For Part 2, dictionaries and thesauruses are allowed if each student has his or her own copy.

[SAY] Turn to the front cover of your answer booklet. Make sure you have the answer booklet with ***your*** name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

[SAY] In Session 3 of the M-STEP English Language Arts Summative Assessment, you will complete a performance task. The performance task is made up of two parts, Part 1 and Part 2, and includes a number of sources to read.

First, you will read about the task you have been given.

Then, in Part 1, you will read three or four sources and answer three Research Questions. You can take notes on your scratch paper as you read the sources and answer the three questions.

In Part 2, you will be given a writing assignment based on the sources you read.

Be sure to write your answers in your answer booklet.

Open your test booklet to page 50. Now open your answer booklet to page 6.

[SAY] This test session includes different types of questions. Read each question carefully and follow the directions. The questions will require you to pick one or more options from a list of answer choices or write an answer. For test questions with bubbled answer choices, fill in the bubble for your answer completely. Mark your answers to the questions in Part 1 and Part 2 in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

[SAY] When you come to the STOP symbol at the bottom of the page, you have finished Part 1. Do not continue to Part 2 until I instruct you to do so.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

[SAY] You may begin Part 1.

When the students have finished Part 1, collect used scratch paper. When ready to start Part 2, distribute fresh scratch paper, dictionaries, and thesauruses.

[SAY] Turn to page 59 in your test booklet. Now turn to page 8 in your answer booklet. You may begin Part 2.

Make sure that the students are on the correct page.

When the students have finished,

[SAY] Stop. This is the end of M-STEP English Language Arts Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

Please refer to the "After Testing" chapter on page 27 for specific instructions about assembly and return of materials.

PART 5: General Mathematics Test Administration Information

This section provides an overview of the paper/pencil testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in taking the assessments, how to prepare for the assessments, and to review general rules for paper/pencil testing. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing.

Student Participation

Participation of Students with Disabilities and/or English Language Learners

All students, including students with disabilities, English Language learners (ELLs), and ELLs with disabilities, should have equal opportunity to participate in the M-STEP Summative Assessments.

Preparation for the Assessment

Before administering the assessment, make sure that you have the following materials available for students:

- A Test Booklet for each student
- A Student Answer Booklet for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper for each student
- Calculator (Grades 6, 7, 8, and HS—see specifics in the "Allowable Calculators by Grade" section, on pages 17-18.)

All students enrolled in grades 3–8 and High School (11/12) are required to participate in the M-STEP Mathematics Summative Assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed mathematics alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).

General Rules for the Paper/Pencil Assessment

This section provides a brief overview of the general test administration rules for different portions of the assessment.

Test items and performance tasks will be presented as separate sessions. For example, grades 6 through High School mathematics tests include a session in which students may use calculators and other sessions where calculators are not allowed. Students may not return to a test session once it has been completed.

The Student Test Booklets, Answer Booklets, Glossaries, and scratch paper are secure materials. Maintaining the security of all test materials is crucial to obtaining valid and reliable study results. Therefore, test materials must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

Allowable Calculators by Grade

Students in grades 6, 7, 8, and High School (11/12) are able to use calculators for Sessions 2 and 3. Allowable calculator types include four-function, scientific, and graphing. Students in grades 3, 4, and 5 are not permitted to use any calculators.

For Sessions 2 and 3, please refer to Table 2, on page 18, which defines acceptable calculators based on their maximum functionality.

TABLE 2: Maximum Function Calculators that are Acceptable for Use		
Grade	**Calculator Type**	**Calculator Description**
Grades 3–5 Mathematics	NO CALCULATORS PERMITTED	
Grade 6 Mathematics	Four-function Calculator	Four-function with square root and percentage functions
Grades 7 and 8 Mathematics	Scientific Calculator	A scientific calculator with exponents, trigonometry, and logarithmic functionalities
HS Mathematics	Graphing Calculator	A graphing calculator with similar functionalities to a TI-84

Calculator Use Guidelines

- Calculators may not be used for any portion of the test for students in grades 3–5. If calculators are used for students with accommodation this will result in a non-standard administration and scores will be invalidated.
- Grades 6, 7, 8, and High School (11/12): The first session of each test is a **non**-calculator session. Be sure that no calculators are available until students begin working on session 2.
- Items are placed in the non-calculator section when students are expected to be able to perform the skill without a calculator or if a particular calculator would provide an unfair advantage for a student.
- Test Administrators are responsible for ensuring and verifying that calculators that have the ability to store functions and equations (e.g., graphing or scientific calculators) have the memory cleared before and after each mathematics assessment.
- Calculators cannot have Internet connectivity, or be able to connect to anyone inside or outside the classroom during testing.
- Students cannot use a calculator on a laptop or other portable computer, pocket organizer, cell phone, device with a typewriter-style keyboard, electronic writing pad, or pen-input device unless a particular assistive device is required for a student and is specified on his or her IEP.
- No calculators with QWERTY keyboards are allowed.

Testing Times

The "Spring 2015 Test Session Timings" table on the inside front cover contains the estimated times it will take most students to complete the M-STEP Paper/Pencil Test. This information is for scheduling purposes only, as the **assessments are not timed.**

Testing Schedules

When developing a testing schedule, use the estimated testing times to calculate the amount of time it will take to complete an assessment in each content area and grade level.

The assessments are comprised of three sessions for mathematics. All PTs must be preceded by the administration of a Classroom Activity.

For mathematics, the order of administration should be Session 1 and Session 2, followed by the Classroom Activity, and then the PT. Districts/Schools may opt to administer in a different order if needed; however, the Classroom Activity, which is designed to introduce the PT, **must** occur prior to the PT.

Classroom Activity

The purpose of the Classroom Activity is to introduce students to the context of a performance task so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom Activities do not address content information; instead, they focus on vocabulary and key contextual topics. The Classroom Activity is designed to be an introduction and not an assessment.

Guidelines for administering the Classroom Activity for mathematics are as follows:

- Classroom Activities should be administered by a teacher. It is preferable—but not essential—that the teacher or TA administering the Classroom Activity has content knowledge in the area of assessment.
- The teacher/TA should be able to record information—including any tables, graphs, formulas, or other information contained in the Classroom Activity materials—for students to see, such as on a chalkboard or dry-erase board. Computers, projectors, and other technology are allowed but not required for the Classroom Activity. Recorded information should not be available when students participate in the PT. When the PT is being administered, content from the Classroom Activity should not be available (i.e., do not put any content from the Classroom Activity on the board, in handouts, etc.).
- Students may take notes during the Classroom Activity, but the notes may not be used during the administration of the PT. Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.
- There should be no more than a **three-day lapse** between the Classroom Activity and the PT administration. Inadvertently administering the PT before or without the Classroom Activity constitutes a testing irregularity.
- The Classroom Activity should only be administered to students once and is designed to be completed in approximately 30 minutes or less.
- The Classroom Activity is nonsecure; however, it should not be supplemented with any other content that the administrator may think is helpful. Supplementing the Classroom Activity may detract from the intended purpose of the Classroom Activity and is not advised. Providing students with additional information that is not displayed in the prompt impacts the validity of results and could invalidate student tests.
- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. The *M-STEP, MI-Access, and WIDA Student Supports and Accommodations Table* (at www.michigan.gov/MSTEP) contains information on those student resources that can be provided during the Classroom Activity.
- In the event a student is absent during the Classroom Activity, a make-up session must be scheduled. The Classroom Activity may be recorded; however, the make-up session should provide students with an experience similar to that of his or her peers. To the greatest extent possible, the make-up session should provide students an opportunity to interact with the teacher or TA and his or her peers.

PART 6: Administering the M-STEP Mathematics Summative Assessment

Grade 6, Session 1

You must follow the Student Data Grid Administration directions and script, on page 5, and have students complete that process before administering this subject-specific assessment. Once the Student Data Grid steps are finished you may proceed to administer this assessment using the following directions and script:

Calculators are NOT allowed for Session 1.

Students should respond to the sample items in their answer booklet. The correct answers to the sample items are shown in the test booklet on page 3. However, wait until students answer all sample items in their answer booklets before directing them to check their answers against the keys shown on page 3 in the test booklet.

DO NOT READ SAMPLES ALOUD.

[SAY] Now you will be taking Session 1 of the M-STEP Mathematics Summative Assessment. First, open your test booklet to page 1. Then, open your answer booklet to page 1.

We will begin by doing some sample questions. This test booklet contains several different types of problems as shown below. Each sample shows what a certain type of problem looks like in the test booklet. Respond to each problem in your answer booklet. You will mark your answers to the sample questions in the box above Session 1 in your answer booklet. For Sample A, fill in only the bubble that goes with the answer you choose. Be sure to fill in the bubble completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample A.

The correct answer to Sample A is choice B.

[SAY] Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now go to Sample B. For some questions in the test, there will be more than one correct response. Sample B is an example of this type of test question. For Sample B, fill in the two bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your marks heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample B.

The correct answers to Sample B are choices A and B.

[SAY] Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now go to Sample C. For some questions in the test, there will be more than one part. Sample C is an example of a question which contains three parts. For Sample C, you will need to complete parts a, b, and c. Fill in the bubbles that go with the answers you choose. Be sure to fill in the bubbles completely and make your marks heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

Give students time to answer Sample C.

The correct answers to Sample C are

a. N

b. N

c. Y

[SAY] Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now go to Sample D. For some questions in the test, you will need to write your own response. Other questions on the test may contain blank lines for you to write your answer on. For Sample D, draw a point on the number line to show your answer.

Give students time to answer Sample D.

The correct answer to Sample D is a point placed on the line representing the number 1 and 2/3.

[SAY] Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now turn to page 2 in your test booklet. At the top of page 2, you'll find the directions for completing the grids. Feel free to refer back to this page as you work through Session 1. Now go to Sample E. For this type of question in the test, you will complete a grid. Read the question and work the problem to find an answer. Write your answer in the answer boxes at the top of the grid.

Print your answer with the first digit in the answer box all the way to the left, OR with the last digit in the answer box all the way to the right. Print only one digit in each answer box. Do NOT leave a blank answer box in the middle of an answer.

[SAY] Fill in a bubble under each answer box that you used to write your answer. Fill in one and ONLY one bubble for each answer box. Fill in each bubble by making a solid mark that completely fills the bubble.

You MUST fill in the bubbles to receive credit for your answer.

Give students time to answer Sample E.

The correct answer to Sample E is 3/4 or 0.75.

Pause.

[SAY] At the top of page 3, you'll see a completed answer key for the sample questions we just discussed. Check to be sure you correctly bubbled in your answers to the sample questions in your answer booklet.

Any questions?

Pause to answer any questions, then continue.

[SAY] Read each problem carefully and follow the directions. You may do your work in this test booklet, but **you must mark your answers in the answer booklet**. You may also use the scratch paper provided if you need more room to work the problems.

Pause.

[SAY] When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

[SAY] Turn to page 6 in your test booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

[SAY] Stop. This is the end of the M-STEP Mathematics Summative Assessment, Session 1. Please close your test booklet and answer booklet.

Depending upon whether your school chooses to administer Sessions 1 and 2 in one test sitting or in two separate test sittings, TAs will need to adjust the following procedures.

*For those administering Sessions 1 and 2 in a **single** test sitting, you will need to collect any used scratch paper and distribute new, blank scratch paper before beginning Session 2. Be sure to give students a break between sessions, but you may be able to allow them to leave their test booklets and answers booklets closed on their desks rather than collecting them.*

*For those administering Sessions 1 and 2 in **separate** test sittings, collect all test materials and securely store them until you begin Session 2.*

Grade 6, Session 2

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

Four-function calculators are allowed for Session 2.

[SAY] Turn to the front cover of your answer booklet. Make sure you have the answer booklet with ***your*** name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

[SAY] Now, you will be taking Session 2 of the M-STEP Mathematics Summative Assessment. Be sure to read each problem carefully and mark your answers in your answer booklet. You may use the scratch paper provided if you need more room to work the problems.

You may also use a four-function calculator for this portion of the test.

You may NOT go back to Session 1 in your test booklet. Work through each problem in Session 2 only.

Pause.

[SAY] When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

[SAY] Turn to page 14 in your test booklet. Now turn to page 3 in your answer booklet. You may begin.

Make sure that the students are on the correct page.

When the students have finished,

[SAY] Stop. This is the end of the M-STEP Mathematics Summative Assessment, Session 2. Please close your test booklet and answer booklet.

Collect all test materials.

Grade 6, Session 3 (Performance Task)

The Classroom Activity must be completed before the Performance Task.

Be sure that each student has his or her own test booklet, answer booklet, scratch paper, and a sharpened No. 2 pencil with an eraser. Students will record their answers in their answer booklet.

Four-function calculators are allowed for Session 2.

[SAY] Turn to the front cover of your answer booklet. Make sure you have the answer booklet with ***your*** name on it and not another student's answer booklet. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer booklet.

[SAY] In this session, you will complete a performance task. The performance task is made up of six questions and information that will help you answer the questions.

First, you will read about the task you have been given. Then, you will answer the six questions. You may use scratch paper to help you with this task, but be sure to answer the questions in the space provided in your answer booklet.

You may also use a four-function calculator to help you with this task.

Open your test booklet to page 26. Now open your answer booklet to page 7.

Please read the directions at the top of page 26 in your test booklet along with me as I read them aloud.

Pause to make sure the students have their own test booklet and answer booklet.

[SAY] This session contains a performance task. Read the following information about your task. Then provide answers for each of the six problems that follow, referring back to this information as often as needed. Be sure to write your answers in your answer booklet.

You may NOT go back to Session 1 or Session 2 in your test booklet. Work through each problem in Session 3 only.

Pause.

[SAY] When you come to the STOP symbol at the bottom of the page, you have finished this session. When you have finished, please close your test booklet and answer booklet and sit quietly.

Are there any questions?

Pause to answer any questions the students might have. When you are sure that the students understand the directions, continue.

[SAY] You may begin.

When the students have finished,

[SAY] Stop. This is the end of the M-STEP Mathematics Summative Assessment, Session 3. Please close your test booklet and answer booklet.

Collect all test materials.

Please refer to the "After Testing" chapter on page 27 for specific instructions about assembly and return of materials.

PART 7: After Testing

Assemble Materials for Return

After testing has been completed, prepare materials to be returned to the Building Test Coordinator.

Check to make sure that all Student Answer Booklets have been removed from inside the test booklets.

Check answer booklets and test booklets to make sure there are no sticky notes, staples, pins, paper clips, or tape of any kind on any pages. Check to make sure that no scratch paper was left inside the answer booklets. Remove any extraneous material.

Only one answer booklet per student/content area may be submitted. If multiple answer booklets for any student are identified, please ensure that all responses are transcribed into a single answer booklet.

Make sure that responses for students taking the Braille version of the test have been transferred to standard answer booklets.

Checklist for Test Administrators

1. Remember to affix the student bar code label, complete the requested information on the front of each Student Answer Booklet, and return all Test Booklets to the Building Test Coordinator.
2. Bundle all unused materials together and return them to your Building Test Coordinator.
3. Bundle together all of the scratch paper, and any Glossary Reference Sheets or L1 Glossary Reference Sheets. This material is to be securely handled and destroyed. Do **NOT** dispose of the scratch paper by placing it in the trash. This material must be securely destroyed.

3rd
4th
5th
6th
7th
8th

MICHIGAN Department of Education

M-STEP 2015 Paper/Pencil Summative Assessment Administration Directions

Office of Standards and Assessment (OSA)
Phone: 1-877-560-8378
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