



Michigan Student Test of Educational Progress

Spring 2016

M-STEP Test

Administration

Manual

(TAM)

March 4, 2016

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How to Use This Manual

Introduction

This manual is intended to help those involved with administering the Michigan Student Test of Educational Progress (M-STEP) assessments understand (1) how the administration process works from beginning to end, (2) key dates when specific assessment activities take place, (3) the roles that school personnel play in the administration process, and (4) how to use available supports and accommodations.

To make it easier to read, the manual is divided into nine sections:

- **Important Dates** gathers calendar-related information in one place to help school personnel prepare for, schedule, and administer the tests.
- **What's New** highlights key aspects of the assessment process that have changed since last year's administration.
- **Overview** describes general information that everyone involved in the M-STEP administration process needs to know, including District M-STEP Coordinators, Building M-STEP Coordinators, Test Administrators, Technology Coordinators, and other relevant school personnel.
- **District Coordinators** covers information specific to fulfilling the role of a District M-STEP Coordinator before, during, and after testing.
- **Building Coordinators** covers information specific to fulfilling the role of a Building M-STEP Coordinator before, during, and after testing.
- **Test Administrator** covers information specific to fulfilling the role of a Test Administrator. (**Please note** that this section does not include actual test directions; those can be found in separate manuals for administering the online and paper/pencil tests.)
- **Supports and Accommodations** discusses the numerous supports and accommodations available to students

when taking the M-STEP tests, as well as how and when to use them and where to obtain additional information.

- **Materials Return Instructions** describes, in detail, how to return secure materials to the M-STEP contractor for scoring, as well as how to handle non-scorable materials.
- **Appendices** includes detailed information on the state's calculator policy, common test administration scenarios, a direct link to the eDIRECT User Guide, and a list of important dates for 2016 M-STEP.

Everyone involved in M-STEP testing must read the Important Dates, What's New, and Overview sections of the manual. They also must read the section (or sections) related specifically to their role(s) in the test administration process. All other sections are optional; however, it is strongly encouraged that people read the entire manual, if time permits, to better understand how their role fits into the overall administration process. The table below shows which sections of the manual must be read by whom, as well as where to find those sections.

Role	Required Sections	Pages
District Coordinator	<ul style="list-style-type: none"> • Important Dates • What's New • Overview • District Coordinator • Building Coordinator 	8-11 12-13 14-31 32-39 40-49
Building Coordinator	<ul style="list-style-type: none"> • Important Dates • What's New • Overview • Building Coordinator • Test Administrator • Supports and Accommodations • Materials Return Instructions 	8-11 12-13 14-31 40-49 50-57 58-71 72-79
Test Administrator	<ul style="list-style-type: none"> • Important Dates • What's New • Overview • Test Administrator • Supports and Accommodations 	8-11 12-13 14-31 50-57 58-71

The M-STEP assessments are administered primarily online. However, there are two instances in which they may be administered using paper/pencil versions of the test: (1) when required to meet an individual student's needs, or (2) when a waiver has been applied for by a district and approved by the Michigan Department of Education (MDE). November 20, 2015, was the latest date by which districts could apply for Spring 2016 waivers.

Since this manual provides information on both types of test administration (online and paper/pencil), the MDE has developed two icons—a computer to represent online testing and a pencil to represent paper/pencil testing. When a section of the manual applies only to **one mode** of testing, the corresponding icon will appear. Sections without icons pertain to both online and paper/pencil testing.

Icon	Mode
	Paper/Pencil
	Online



Important Dates

Although many of these dates are mentioned elsewhere in the manual, the Michigan Department of Education (MDE) thought it was important to have one place where readers could go to find all of the key dates related to M-STEP testing. Please feel free to print, copy, and distribute these pages to others involved in the testing process.

Spring 2016 Testing Schedule for Summative Assessments																	
Assessment	Week Beginning																
	2/8	2/15	2/22	2/29	3/7	3/14	3/21	3/28	4/4	4/11	4/18	4/25	5/2	5/9	5/16	5/23	
M-STEP Grades 5, 8, and 11 											3 weeks						
M-STEP Grades 3 and 6 												3 weeks					
M-STEP Grades 4 and 7 													3 weeks				
MI-Access Alternate Assessments 											7 weeks						
College Entrance: SAT with Essay 										4/12 only		4/26 only					
Accommodations Testing										4/12-4/15		4/26-4/29					
Work Skills: ACT WorkKeys 										4/13 only		4/27 only					
Accommodations Testing										4/13 – 4/27							
PSAT* 										4/12 or 4/13		4/26 or 4/27					
Accommodations Testing										4/12 – 4/27							
WIDA ACCESS for ELLs 2.0 	7 weeks																
WIDA Alternate ACCESS for ELLs 	7 weeks																

* Schools can elect to administer the PSAT test to 9th graders on one day, 10th graders on the other day, or test both grades on the same day. As long as all students in the **same grade** are tested on the **same day**, schools can choose which date works best for them for both the initial test dates and the makeup test dates.

Icon Legend  Online Assessment  Paper/Pencil Assessment

10/12/15

Paper/Pencil Test Dates

Grades 5 and 8						
April 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12 ELA Day 1	13 ELA Day 2	14 ELA Day 3	15 Makeup ELA	16
17	18 Makeup ELA	19 MATH Day 1	20 MATH Day 2	21 SOCIAL STUDIES	22 Makeup any content area	23
24	25	26	27	28	29	30
Makeup - any content area						

Grade 11						
April 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12 SAT w/Essay	13 WorkKeys	14 M-STEP SCI/SS	15 Makeup SCI/SS	16
17	18	19	20	21	22	23
Makeup SCIENCE/SOCIAL STUDIES						
24	25	26 Makeup SAT w/Essay	27 Makeup Work- Keys	28	29	30
Makeup SCIENCE/SOCIAL STUDIES						

Grades 3 and 6						
April 2016						
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	20	21	22	23
24	25	26 ELA Day 1	27 ELA Day 2	28 Makeup ELA	29 Makeup ELA	30
May 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Makeup ELA	3 MATH Day 1	4 MATH Day 2	5 Makeup any content area	6 Makeup any content area	7
8	9	10	11	12	13	14
Makeup - any content area						
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Grades 4 and 7						
May 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10 ELA Day 1	11 ELA Day 2	12 Makeup ELA	13 Makeup ELA	14
15	16	17 MATH Day 1	18 MATH Day 2	19 SCIENCE	20 Makeup any content area	21
22	23	24	25	26	27	28
Makeup - any content area						
29	30	31				



Important Pre-Testing Activities			
M-STEP Pre-ID Window	Opens: January 11, 2016 Closes for preprinted barcode labels (paper/pencil testers): February 26, 2016 Closes for online test session pull: February 26, 2016 Remains open for new students through the last day of the grade-specific test window		
M-STEP Initial Order Window	January 11–February 26, 2016		
M-STEP Additional Order Window	Grades 5, 8, and 11: March 30–April 26, 2016 Grades 3 and 6: April 13–May 10, 2016 Grades 4 and 7: April 27–May 24, 2016		
M-STEP Spring Coordinator Live and Taped WebEx	March 2, 2016 (live) The recorded version will be available in eDIRECT on March 4, 2016 (This Webex relates only to online testing)		
Spring 2016 M-STEP Test Recorded Presentations	Released in chapters on the M-STEP web page starting the week of February 15, 2016 , through March		
M-STEP Initial Test Materials Arrive in Districts	Grades 5, 8, and 11: March 24–29, 2016*	Grades 3 and 6: April 11–12, 2016	Grades 4 and 7: April 25–26
<p>* Schools not in session on March 24–29, 2016 (due to spring break) may request an alternate delivery date of April 4–6 via the Alternate Initial Materials Delivery Request survey, which is open February 4–19, 2016.</p> <p>Two other surveys being conducted by the OSA include: (1) the Off-site Test Administration Request survey, which opened on November 5, 2015 for grade/schoolwide testing and remains open for individual students (e.g., homebound, expelled, etc.) through the end of each grade-specific testing window; and (2) the Alternate INSIGHT Availability Request survey for schools that provide regular classroom instruction after 4:00 PM (this survey opened on January 28, 2016, and will remain open through February 19).</p>			

Materials Return Dates				
Grades	Final date to ship without penalty and inclusion in Answer Document Verification	Shipping dates with \$250 late fee charge	Shipping dates with \$250 late fee and \$25 processing fee per Answer Document	Dates after which materials will NOT be scored
Grades 5, 8, and 11	May 4, 2016	May 5–11, 2016	May 12–18, 2016	May 18, 2016
Grades 3 and 6	May 18, 2016	May 19–25, 2016	May 26–June 1, 2016	June 1, 2016
Grades 4 and 7	June 1, 2016	June 2–8, 2016	June 9–15, 2016	June 15, 2015



What's New



Transition Completed

In Spring 2015, the Michigan Department of Education (MDE) moved from the Michigan Educational Assessment Program (MEAP) to a new assessment system called the Michigan Student Test of Educational Progress (M-STEP). The M-STEP includes numerous summative assessments designed to measure students' proficiency in relation to the state's educational standards. Under the new system, English language arts (ELA) and mathematics are assessed in grades 3–8; science is assessed in grades 4, 7, and 11; and social studies is assessed in grades 5, 8, and 11.

Now, the transition is complete. From here forward, there may be minor modifications to the M-STEP tests and how they are administered, but the overall testing system will remain the same.

Reduced and Revised Testing Times

After the Spring 2015 test cycle, the Office of Standards and Assessment (OSA) received feedback from the field that many of the M-STEP tests were too long. Therefore, the OSA has made a number of changes for Spring 2016 to reduce testing time.

Michigan Merit Examination Shortened

The Michigan Merit Examination (MME), which is administered to grade 11 students (and eligible students in grade 12), will consist of only (1) the SAT with Essay, (2) ACT WorkKeys, and (3) M-STEP science and social studies. There will no longer be an M-STEP ELA or mathematics component. This will reduce state-required testing time in 11th grade by about eight hours. As a result of this change, this manual will include only information related to the grade 11 M-STEP science and social studies tests. Information

on administering the SAT with Essay and ACT WorkKeys may be found on the [MME web page](http://www.michigan.gov/mme) (www.michigan.gov/mme).

Performance Tasks Reduced for ELA

Last year, the M-STEP included Performance Tasks (PTs) as part of the ELA and mathematics assessments at every grade. This year, however, the ELA PTs will only be administered once in elementary school (grade 5) and once in middle school (grade 8). This will reduce testing time on the ELA assessments by 2.5 hours in grades 3, 4, 6, and 7. Mathematics PTs will continue to be administered in grades 3–8.

No Classroom Activities

Classroom Activities will NOT be used in Spring 2016, because all of the Performance Tasks for the test cycle have sufficient embedded resources to allow students to demonstrate what they know and can do without participating in a preceding classroom activity.

Tests Schedule Changed

To further streamline testing, the OSA has determined that testing will not begin until after most spring breaks have ended and will conclude before Memorial Day. The entire window will span seven weeks (April 11–May 27, 2016) this year, compared to eight weeks last year. These adjustments, along with moving the administration of the SAT and ACT WorkKeys to April, will reduce the overall footprint that testing has in schools, while still allowing flexibility to successfully administer the tests.

Computer Adaptive Testing for ELA and Mathematics

This year, a portion of the ELA and mathematics M-STEP tests in grades 3–8 will use computer adaptive testing (CAT).

Which means that item presentation will vary depending on a student's responses. For example, if a student answers question 1 correctly, he or she will be presented with a more challenging second question than a student who answers question 1 incorrectly. In this way, the computer adjusts, or adapts, itself to each student. This is not true of science and social studies or of PTs; these will be tested using fixed forms (i.e., items will be presented in the same order, regardless of student responses).

Those students who take CATs may notice that when they get to the end of the test, they will receive a congratulatory message and need to click on an "Exit" button. There is no "End Test" button on the CAT like there is for fixed-form online tests.

Closed Captioning Only for ELA Listening

This year, closed captioning is available only for the listening items on the ELA online assessments. It will not be available for any other ELA items or for the mathematics, science, or social studies tests.

English Glossaries

Based on feedback received from multiple stakeholder groups, the OSA has decided not to provide English glossaries for the ELA and mathematics paper/pencil tests. The decision was made after all groups indicated that (1) the glossaries were not particularly useful for students, and (2) it was difficult to determine which students might benefit from this support. The OSA will continue to re-evaluate all supports and accommodations on a yearly basis in an effort to improve access to state assessments.

No Online Testing "Do Not Score" Requirements

Last year, District and School M-STEP Coordinators were asked to mark some students taking online assessments as "Do Not Score" in eDIRECT (under certain defined circumstances). This year, the OSA will be responsible for making this notation in eDIRECT after an Incident Report has been filed.

Returning Answer Documents for Testers Using Braille or Enlarged Print

Starting this year, transcribed Answer Documents for students using Braille or enlarged print versions of the test do NOT have to be returned in the orange Special Handling Envelope. Instead, they should be returned along with all other used Answer Documents, using the directions in the Materials Return Instructions section of this manual (see pages 78–84).

Insight Availability

INSIGHT—DRC's Online Learning System, which provides a secure online testing environment—will only be available from 7:00 AM to 4:00 PM unless an Alternate INSIGHT Availability Request was submitted and approved.



Overview

M-STEP Assessments

The Spring 2016 Michigan Student Test of Educational Progress (M-STEP) includes summative assessments designed to measure student growth in English language arts (ELA), mathematics, science, and social studies. Each of these subject-area tests has unique characteristics.

English Language Arts

English language arts (ELA) is assessed in grades 3–8. It covers four claims: reading, writing, listening, and research. The assessments for grades 5 and 8 have two components: a test (computer adaptive, paper/pencil, administered over two days, or online fixed forms for Braille and video sign language) and a Performance Task. The tests for grades 3, 4, 6, and 7 have just one test (i.e., no Performance Task).

Listening

Listening is part of the ELA assessment for all students. Students testing online will be required to have headphones to hear the audio presented for this portion of the test. Paper/Pencil Test Administrators will receive a CD and a Listening Script that must be used for the Listening portion of the paper/pencil assessment. Both of these materials are provided to Building M-STEP Coordinators; it is up to them to determine which method (CD or script) will be used in their building. Test administration directions are explicit and must be followed exactly as written.

If stand-alone CD players are not available to play the M-STEP ELA Listening CD for paper/pencil testers, Test Administrators may use the CD player in a classroom computer **IF the computer is equipped with speakers that enable each student to clearly hear the passages**. If there is any doubt about whether all students can hear each passage properly, the Listening Script should be used instead of the CD. Audio files cannot be copied and the CDs must be returned with secure, non-scorable materials.

Once initial materials orders are placed, the Office of Assessment and Accountability (OSA) will send CDs and Listening Scripts to schools at a rate of 1:20. If necessary, additional CDs and scripts may be requested during the Additional Materials Order window (see page 8 of this manual for window dates). To determine the need for CDs in a particular building, first distribute the CDs and Listening Scripts within the school. Test Administrators need only one or the other, but not both. CDs can also be shared.

Mathematics

Mathematics is assessed in grades 3–8. It covers four claims: concepts and procedures, problem solving, communicating reasoning, and modeling and data analysis. The assessments at all grades have two components: a test (computer adaptive, paper/pencil, or online fixed form for Braille, video sign language, and stacked Spanish) and a Performance Task.

Calculator Policy

Calculator use varies by grade and assessment type (online or paper/pencil). Therefore, it is important for Test Administrators to understand the state's policy on their use.

- **No Calculators Allowed in Grades 3, 4, and 5**

Regardless of the type of test a student is taking (online or paper/pencil), calculators may NOT be used for any item on the mathematics grades 3, 4, and 5 assessments; their use would change the construct of the items, or what they are intended to measure. All students must abide by this policy, even students whose Individualized Education Programs (IEPs) or Section 504 Plans specify otherwise. The use of a calculator at grades 3, 4, and 5 is considered a nonstandard accommodation, which will render the assessment invalid. If a student in one of these grades uses a calculator, his/her paper/pencil Answer

Document should be bubbled “nonstandard accommodation” and returned with the scorable materials.

• **Embedded Calculators Provided for Online Testers in Grades 6, 7, and 8**

Students in grades 6, 7, and 8 taking an online test will use the calculator embedded in the online delivery engine. A basic calculator is provided for students in grade 6 (**students MUST use order of operations with this calculator**) and a scientific calculator is provided for students in grades 7 and 8.

Students taking a fixed-form accommodated online version of the mathematics test (including Braille, video sign language, and stacked Spanish translations) will not be able to use a calculator at all times because the test is divided into two parts: one that does not permit the use of calculators, and one that does permit calculator use. In the first part of the test, the calculator will not be available in the tool bar; it will appear only when the student begins the calculator-permitted part. Students will NOT be allowed to go back and forth between the two parts of the test. (It should be noted that a student may ONLY use a hand-held calculator while taking an online test **IF** it is required by his or her IEP or Section 504 Plan; otherwise, he or she MUST use the embedded online calculator.)

• **Resources Available to Practice Using Embedded Online Calculators**

The OSA has developed resources and tools for online testers to help prepare them for online testing. One of the resources is an online calculator practice tool. It is recommended that online testers visit the practice environment in [eDIRECT](https://mi.drceirect.com) (<https://mi.drceirect.com>). Once there, students can go to General Information → Documents → Document Type: Mini-Modules to see sample mathematics items and familiarize themselves with the tool.

• **Calculator Use for Paper/Pencil Testers**

Students in grades 6, 7, and 8 taking a paper/pencil test will use a hand-held calculator. Students in grade 6 will use a basic calculator, and students in grades 7 and 8 will use a scientific calculator. The test booklets are divided into three parts: Part 1 does NOT allow the use of calculators, but Parts 2 and 3 do. Once a student starts Part 2, he or she may not return to the non-calculator items in Part 1. Since external hand-held graphing calculators are programmable, there is potential for a security breach. Therefore, all programmable calculators must be set to TEST mode during testing sessions.

The state’s full calculator policy may be found in Appendix A in case Coordinators and/or Test Administrators want to copy and share it in its entirety with others involved in testing mathematics.

Gridded Responses

In some cases, a grid is used to capture student responses on the paper/pencil mathematics assessments. For a description of response grids and a sample grid that may be duplicated for use with teacher-made tests throughout the school year, go to the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

L1 (First Language) Glossaries

Glossaries are available in a number of different languages for use on the paper/pencil mathematics tests. The following languages are available:

- Arabic (which can be ordered during Initial Materials Orders in the Secure Site or downloaded)
- Eastern Punjabi
- Ilokano
- Korean
- Mandarin
- Russian
- Spanish (which can be ordered during



Initial Materials Orders in the Secure Site or downloaded)

- Tagalog
- Ukrainian
- Vietnamese
- Western Punjabi

Stacked Spanish

A “stacked” Spanish test is available for use on the mathematics online and paper/pencil tests for students who are fluent in Spanish but may need a parallel version to fully demonstrate what they know and are able to do. “Stacked” refers to the presentation of one part of the item in Spanish followed by the same part in English. Spanish-speaking students are presented with both Spanish and English as they work through the test. It is possible that a Spanish-speaking student may not be able to read Spanish; in that case, the stacked Spanish could be used as a Spanish Reader Script by a qualified translator who follows the *Spanish Read-Aloud Guidelines* found on the [M-STEP web page](#) (www.michigan.gov/mstep). The Spanish mathematics tests for online test takers should be selected in eDIRECT. For paper/pencil testing, the Spanish mathematics test booklet should be ordered as a material from the Secure Site and marked as a support on the student’s mathematics Answer Document. (**NOTE:** Responses MUST be written/entered in English; those written or entered in Spanish will not be scored.)

M-STEP Multiplication Table

For students in grades four and above who have a need (such as a persistent calculation disability [e.g., dyscalculia]) that is documented in their Individualized Education Program (IEP) or Section 504 Plan, the OSA has developed the M-STEP Multiplication Table. It can be used for both the online and paper/pencil mathematics tests. The table can be found on the [M-STEP web page](#) (www.michigan.gov/mstep).

Science

Science is assessed in grades 4, 7, and 11 with a fixed-form online or paper/pencil test. There are no Performance Tasks for this content area.

Social Studies

Social studies is assessed in grades 5, 8, and 11 with a fixed-form online or paper/pencil test. There are no Performance Tasks for this content area.

The Michigan Merit Examination

The Michigan Merit Examination (MME) is administered to students in eleventh grade (and eligible 12th-grade students). In Spring 2016, it consists of the SAT with Essay, ACT WorkKeys™, and M-STEP summative assessments in science and social studies. To learn more about administering the MME, go to the [MME web page](#) (www.michigan.gov/mme).

ELA and Mathematics Performance Tasks

A Performance Task (PT) is a multi-item task that is administered online (to online testers) or via a test booklet (to paper/pencil testers). It is designed to assess student understanding of ELA (grades 5 and 8 only) and mathematics (all grades 3–8) content and is aligned to Michigan’s content standards.

For ELA PTs, students are asked to (1) review 2–5 pieces of source material (reading passages), (2) respond to 1–2 selected-response items and 2–3 short constructed-response items, and (3) complete one full-write essay (sometimes referred to as a long constructed or extended-response item).

For mathematics PTs, students will be asked to construct numerical responses, as well as written responses, to explain their answers.

ELA PTs for paper/pencil testers will be administered on Day 3 of ELA testing and on Day 2 of mathematics testing (the PTs are

including in the student’s test booklet). For online testers, the PTs require separate test tickets.

Any notes taken while completing the PT must be collected immediately following the session and securely destroyed. They may not be used during any other part of the test.

Scratch Paper Guidelines

Scratch paper use varies by test type, grade, and subject area.

Online Mathematics

Scratch paper is allowed in all test sessions and on all test parts. For students in grade 6–8, **blank graph** paper, which can serve as scratch paper, is required and provided in the online material order. Additional graph paper can be downloaded from the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

For grades 3–5, **scratch** paper may be **blank** ruled, unruled, or graph paper. Testers in grades 6–8 must use only **blank graph** paper.

Online ELA, Science, and Social Studies

Scratch paper is allowed in all test sessions and on all test parts. For all grades, scratch paper must be **blank** ruled or unruled paper.

Paper/Pencil Mathematics

Scratch paper is allowed in all test sessions and on all test parts. For grades 3–5, this must be **blank** ruled, unruled, or graph paper. Students in grades 6–8 may be provided **blank graph** paper in place of blank ruled or unruled paper; however, students may use the graphs in their test booklets to solve problems. If needed, graph paper can be downloaded from the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

Paper/Pencil ELA, Science, and Social Studies

For paper/pencil ELA, science, and social studies, scratch paper is allowed in all test

sessions and on all test parts. For all grades, scratch paper must be **blank** ruled or unruled paper. (NOTE: There is adequate space for note taking in the test booklets.)

Scratch Paper is Secure

Used scratch paper is considered a **secure** material regardless of which test it is used for, and, therefore, must be handled like all other secure materials. Fresh scratch paper must be distributed at the start of each test session.

Handling Scratch Paper for Online Testers

Fresh scratch paper must be distributed at the start of each new test session. That is, when a student receives a new test ticket for log in, then a fresh sheet of scratch paper must be provided at that time. Once a test session is completed, used scratch paper must be returned with the test tickets to the Building Coordinator for secure shredding.

Students must write their names on the scratch paper. When students are provided a break, the scratch paper must be collected and securely stored with test tickets until testing resumes. If the scratch paper is clearly identified with each student’s name, then the scratch paper may be redistributed when students resume testing within a test session. If not, fresh scratch paper is required.

Handing Scratch Paper for Paper/Pencil Testers

Fresh scratch paper must be distributed with each “part” of a test and students must write their names on the scratch paper. After students encounter a Stop Sign in the test booklets, scratch paper must be collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If paper/pencil testers are provided a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.

For the state’s full scratch paper policy, see Appendix B.



Supports and Accommodations

The *Michigan Supports and Accommodations Manual* and the *Supports and Accommodations Table* present appropriate accommodations, supports, identification processes, classroom considerations, and guidelines for all state assessments. The documents can be found on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep). The guidance in the documents pertains to general education students, as well as English learners (ELs), students with disabilities (SWDs), and students who are considered ELs but are also identified as SWDs.

Some supports and accommodations for students require that they take paper/pencil versions of the tests. These tests must be specifically requested when ordering materials in the Secure Site.

Conversely, other supports and accommodations may require that a student take the test online. Identifying individual students requiring supports and/or accommodations who will test online must be done in eDIRECT. Remember that testing students online requires that a TSM be set up and that INSIGHT, the test engine, be installed.

Please see the Supports and Accommodations section on pages 64–77 of this manual for more detailed information.

Resources for Students to Prepare for Testing

A number of resources and tools have been developed to help students gain valuable experience with testing. The resources for online testing may be accessed in the *Accessing Online Tools Training* mini-module available in [eDIRECT](https://mi.drccedirect.com) (https://mi.drccedirect.com). Go to General Information → Documents. Sample items and Performance

Tasks for paper/pencil testers are available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

- Grade-level Sample Item Sets
- Sample Performance Tasks
- Calculator Practice
- Online Tools Trainings (OTTs) for general education students
- OTTs for students using supports and accommodations
- Student Tutorials (for use with classrooms of students to provide an overview of what they will practice using the OTTs)

It is highly recommended that schools provide students with as many opportunities as possible to practice using these resources before they take the online or paper/pencil tests.

The Secure Site

Many testing functions take place on the [Secure Site](https://baa.state.mi.us/BAAsecure) (https://baa.state.mi.us/BAAsecure), including

- pre-identification of students,
- test selection and test session creation,
- ordering of paper/pencil test materials (and accompanying Return Materials Kits),
- printing of barcode labels for paper/pencil answer documents (as necessary),
- incident reporting,
- reviewing “Accountable Students and Test Verification” functions, and
- downloading the L1 (First Language) glossaries.

If District or Building M-STEP Coordinators do not have a Secure Site user ID and password (which are required to enter the site), they should contact their district administrator (as assigned by the District Superintendent), who has responsibility for maintaining the site at

the district level. A user must have a MEIS Login to log in to the Secure Site system. The Secure Site login screen will contain a link to the "Request MEIS ID" process. If the user has a MEIS ID but does not have access to the Secure Site, the system will display a screen to request access after logging on. Users requesting district, school administrator, and/or school user access will have the ability to submit a request using the request access screen.

Those who are unfamiliar with the Secure Site can find training resources on the [Secure Site Training web page](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining).

Call Center Contact Information

The Division of Accountability Services (DAS), of which the OSA is a part, has a call center to help answer questions related to M-STEP testing. Agents are available to receive questions at the following toll-free phone number and email address during specific hours.

- Call: 1-877-560-8378
- Email: BAA@michigan.gov
- 12/1/2015–4/10/2016:
8:00 AM–5:00 PM (M–F)
- 4/11/2016–5/23/2016:
7:00 AM–5:00 PM (M–F)

The table below shows the options related to M-STEP testing that are available for selection when calling the DAS Call Center.

Topic	Option
Known or suspected cheating or unethical testing practices on any state assessment	1
eDIRECT, INSIGHT, TSM, or online assessment tools	2
Secure Site, M-STEP, MI-Access, Accountability Reporting, or Educator Evaluations	3

OSA Communications with Schools and Districts

Keeping educators up to date regarding changes in assessment and accountability is critical. The OSA communicates with the field in a number of different ways, including:

- Spring 2016 webex (live and recorded) and video tutorials for online M-STEP Coordinators in [eDIRECT](https://mi.drccdirect.com) (https://mi.drccdirect.com) (online focus only)
- Spring 2016 M-STEP Test Administration recorded presentations (online and paper/pencil testing information in chapters) on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep)
- A weekly published newsletter called SPOTLIGHT sign up to receive the newsletter and/or read archived copies on the [M-STEP web page](http://www.michigan.gov/mstep) (scroll down to General Information).
- The [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep)
- [eDIRECT](https://mi.drccdirect.com) (https://mi.drccdirect.com)
- The "Announcement" page on the [Secure Site](https://baa.state.mi.us/BAAsecure) (https://baa.state.mi.us/BAAsecure)
- Presentations at state conferences, including the Michigan School Testing Conference in February

Please check these sources regularly to stay up to date on assessment- and accountability-related issues and activities.

The Educational Entity Master (EEM)

The Educational Entity Master (EEM) is a repository that contains basic contact information for public schools, nonpublic schools, intermediate school districts, and institutions of higher education.

Because the EEM serves as the directory for identifying and linking educational entities with other data collection applications, it is imperative that districts and schools keep their



information up to date. The OSA will use that information in various ways throughout the M-STEP testing process.

The EEM may be accessed on the [EEM web page](http://www.michigan.gov/eem) (www.michigan.gov/eem). Those who are unfamiliar with its many functions can find a number of helpful resources on the site.

M-STEP Roles and Responsibilities

District and school professional staff members play a key role in the fair and equitable administration of state assessments. While districts may adjust the roles and responsibilities to fit their size and organizational structure, all roles must be filled in some way. Each role may be carried out by one individual or split among several individuals. No function or responsibility, however, should be ignored.

There are four roles associated with M-STEP testing: District Coordinators, Building Coordinators, Test Administrators, and Technology Coordinators. Each of the first three roles has a section in this manual dedicated entirely to describing the responsibilities that must be carried out before, during, and after assessment administration. Technology Coordinators, however, have a separate manual that provides detailed information on how to install and configure the software used for testing. It is called the Technology User Guide and can be found in [eDIRECT](https://mi.dracedirect.com) (https://mi.dracedirect.com).

Following is a brief description of each M-STEP role.

Technology Coordinators

Technology Coordinators (TCs) are responsible for numerous tasks related to the software used for testing (INSIGHT) and Testing Site Manager (TSM), a local caching system that securely caches test content and student responses. TCs must

- download and install INSIGHT and the TSM (if the school is new to online testing);

- verify that the latest versions of INSIGHT and the TSM are installed (if the school participated in online testing before, this may require that old programs be uninstalled);
- configure all devices used for testing in schools to communicate with the TSM (if not already done);
- be available during testing to troubleshoot and help Building M-STEP Coordinators and Test Administrators;
- clear the TSM at the end of each testing window (this can be done daily, if desired, but only after testing is finished for the day); and
- provide contact information to District and Building M-STEP Coordinators so they can easily request help in solving any technology issues that arise before, during, or after testing.

The person fulfilling this role must be identified in the EEM with current and accurate contact information.

District Coordinators

District M-STEP Coordinators are responsible for overseeing ALL testing at the district level and acting as backup support at the school, or building, level. The person (or people) fulfilling this role must develop necessary testing policies, ensure that all other roles associated with testing are filled, lead professional development activities associated with testing, ensure that Building Coordinators and Test Administrators are aware of training opportunities for students, and so forth. In addition, the person fulfilling this role must be identified in the EEM with current and accurate contact information. For more detailed information, please see the District Coordinator section on pages 32–39 of this manual.

Building Coordinators

Each school building involved with M-STEP testing (including alternative education

programs, SEEs, and S2E2s) must have a Building M-STEP Coordinator. This person may be the school principal or another professional staff member. The Building M-STEP Coordinator is responsible for arranging for training opportunities for Test Administrators and students, making all testing arrangements, developing test schedules based on the school's resources (i.e., available computers, testing rooms, etc.) and needs, and ensuring the overall integrity of the assessment process. In addition, the person fulfilling this role must be identified in the EEM with current and accurate contact information. For more detailed information, please see the Building Coordinator section on pages 40–52 of this manual.

Test Administrators

Test Administrators are responsible for preparing for and administering the M-STEP tests directly to students. Although there are separate manuals that contain test directions, this manual provides an overview of what Test Administrators are expected to do before, during, and after testing. For more detailed information on this role, please see the Test Administrator section on pages 54–62 of this manual.

Valid, Equitable, and Ethical Assessment

In September 2009, the State Board of Education approved the *Assessment Integrity Guide*. This document, which is available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep), establishes ground rules for how each state-level assessment should be administered. It also includes information on roles and responsibilities, test preparation, administration irregularities, and security.

It is recommended that the *Assessment Integrity Guide* be downloaded from the web page and read in its entirety prior to the Spring 2016 assessment cycle, as it contains specific information and directions

for individuals based on their assessment responsibilities.

By following the guidelines in the *Assessment Integrity Guide*, schools ensure that

- students' test results are valid;
- the testing context is equitable for all students; and
- all practices are ethical.

Please note that the guide is in the process of being updated. Therefore, it is important to check the M-STEP web page regularly to see if (1) the new version has been posted, and (2) there are any changes that affect test administration. (Availability of an updated guide will be communicated through *Spotlight*.)

OSA Security Compliance Forms

OSA Security Compliance Forms are available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) and are also sent to schools and districts with their initial materials shipment. All staff involved in the administration of M-STEP tests must read and sign an OSA Security Compliance Form asserting that they (1) have read the required assessment materials related to their role in the M-STEP administration process, and (2) understand their role and responsibilities.

All OSA Security Compliance Forms must be returned to the District M-STEP Coordinator and kept on file for three years.

Students to be Tested

Public schools are required to test all of their students; however, testing for students who are home schooled or who attend nonpublic schools is optional.

Results from state-mandated assessments are a key component of Michigan's accountability system and are used to help the state



fulfill federal requirements for educational accountability.

Following is a detailed description of testing requirements for students in various populations, locations, and unique circumstances.

Student Populations

Students with IEPs and Section 504 Plans

Special education students (also referred to as students with disabilities [SWDs]) must participate in the state's general education or alternate assessments, with or without accommodations as specified by subject area in their Individualized Education Program (IEP). Section 504 students must have accommodations identified in their Section 504 Plan. There may also be students who require designated supports during testing.

To learn more about the supports and accommodations allowed for these populations during M-STEP testing, see the *Michigan Supports and Accommodations Manual* and the *Supports and Accommodations Table* on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep). There also is a section of this manual dedicated to the topic (see pages 64–77).

English Learners (ELs)

English learners (ELs) must participate in state assessment programs. ELs who are in their first year in a U.S. school (defined as the first twelve months of enrollment) may not be required to participate in the M-STEP ELA assessment **IF** they have taken the WIDA ACCESS Placement Test or WIDA ACCESS for ELs. This flexibility is only allowed one time per student. In order to take advantage of the one time exemption, an issue must be submitted and approved in the Secure Site during the Verification of Not Tested window.

Student Grade Considerations

Students Who Repeat a Grade Level or are in Advanced Classes

Students must take the M-STEP test for the grade level in which they are enrolled. If a student takes a test that is in a grade different from the one identified for him/her in the Michigan Student Data System (MSDS), he/she will be considered "OUT OF LEVEL" and "NOT TESTED" for accountability purposes. The only opportunity to correct this mismatch is during the time allowed for student record maintenance.

12th Grade Students Not Previously Included in Accountability

Students in 12th grade who were not included in 11th-grade accountability (i.e., they skipped 11th grade) are required to take the complete 2016 MME (which includes M-STEP science and social studies).

For additional information on MME eligibility please see the *Who Must/Can Take the Spring 2016 MME* document on the [MME web page](http://www.michigan.gov/mme) (www.michigan.gov/mme).

Students in Different Locations

Home-schooled Students

Home-schooled students are eligible for testing, but they are not required to test. If they opt to participate in testing, they must contact their local public school and arrange for their participation. Home-schooled students must also have a state-assigned unique identification code (UIC) and the correct residency code entered in the MSDS. Students are expected to follow the school-established test schedule (the school is not required to provide makeup testing).

When home-schooled students take the test, their test results will not be included in school and district test results **IF** the student is appropriately flagged on the Answer Document (for paper/pencil testers) or in eDIRECT (for online testers). Those entries must match what is entered for the student in the MSDS.

When returning test results to home-schooled students, schools may request a stamped, self-addressed envelope from the parent.

Students Enrolled in Private/Non-public Schools

Private/non-public students are eligible for testing, but they are not required to test. If they opt to participate in testing, they may only take M-STEP tests at their own school, unless the students also take courses at a public school. In that case, students may take the M-STEP tests in the public school, but they **MUST** have the correct residency code entered in the MSDS or they will be included on the school's "Expected to Test" list and accountability calculations.

Virtual Schools

Students in online or virtual schools must be tested by those schools at a remote site. Virtual school personnel should plan to work closely with the OSA to ensure that testing at remote sites is managed in a secure fashion (**students may NOT be tested online in their homes or in any unproctored session**). An offsite test administration request must be submitted and approved. You will need to complete this [request form](https://baameap.wufoo.com/forms/spring-2016-offsite-test-administration-request/) (https://baameap.wufoo.com/forms/spring-2016-offsite-test-administration-request/).

Shared Educational Entities (SEEs)/ Specialized Shared Educational Entities (S2E2s)

All information for students enrolled in SEEs or S2E2s will be based on MSDS enrollment information. All students are expected to test where they are enrolled. SEE schools and the schools that operate S2E2 classroom programs are responsible for handling all assessment and related verification processes in the Secure Site. These occur during various date windows and should be completed behalf of the resident districts which the SEE/S2E2 serves. Only SEE schools and the schools that operate S2E2 classroom programs will be able to view and manage the SEE/S2E2 students

in the Secure Site to ensure enrollment and demographics are correct. SEE schools and the schools that operate S2E2 classroom programs are the only entities that can view and submit that issues for missing answer documents or not tested students.

Seat Time Waivers

Students receiving seat time waivers must be tested on the same dates, using the same guidelines as all other students.

Homebound and Hospitalized Students

Students who are homebound or hospitalized during the testing window must take paper/pencil M-STEP tests. An offsite test administration request must be submitted and approved. You will need to complete this [request form](https://baameap.wufoo.com/forms/spring-2016-offsite-test-administration-request/) (https://baameap.wufoo.com/forms/spring-2016-offsite-test-administration-request/).

Students in Unique Circumstances

Suspended Students

Schools must test suspended students. Testing may occur in a separate location, such as an administration building, and may be given at a unique time within the established window. If students are tested off campus, an offsite test request should be filed.

Expelled Students

Schools are not expected to test expelled students unless the expulsion specifies "With Services;" however, MSDS enrollment information must reflect the expulsion status.

Students in Detention or Juvenile Facilities

A student's enrollment information in the MSDS determines who is responsible for administering the M-STEP. The Primary Education Providing Entity (PEPE) on the as-of date (May 27, 2016) will be the school held accountable for testing the student.



Accountability Considerations

Students Who Move Into a School During Testing

All students moving into a receiving school during the testing window must complete M-STEP tests for the grade level in which they are enrolled. This includes students who move into the school district from outside the state or country. Students moving from one Michigan school to another Michigan school may have completed one or more of the M-STEP tests in their previous school. To determine whether they have, use the following steps. (Do not rely on the student to confirm which tests he/she may or may not have taken.)

Directions for the receiving school:

- Contact the new student's former school principal and confirm which, if any, M-STEP tests the student completed prior to arriving in the receiving school. Students do not need to retake subject-area tests **IF** the sending school confirms that all parts of the test have been completed. Keep documentation.
- Verify whether the new student has an IEP, Section 504 Plan, or EL instruction documentation that specifies an alternate state assessment or any required supports and/or accommodations.
- If a new student has not started a previously scheduled paper/pencil M-STEP test, then administer the missed test(s) using the school's assigned test form on a regularly scheduled makeup day.
- For all paper/pencil M-STEP tests scheduled on the day of or after the new student's arrival, administer tests according to the M-STEP schedule using the school-assigned test forms. This applies to any new student, including out-of-state students, previously home-schooled students, or transferring private school students.
- If the new student has started but not completed all parts of a previously scheduled M-STEP test, paper/pencil

schools must administer one entire test using the school-assigned form. Online schools must assign and administer all sessions of the test.

- Pre-identify the student for M-STEP in the Secure Site.
- Ensure that the student's MSDS information and entry date into the school are correct.
- Be sure to generate, print, and affix barcode labels for the new student and attach one to each of his/her subject-area Answer Documents (paper/pencil).
- For accountability purposes, it is critical that the "Accountable Students and Test Verification" processes on the Secure Site are carefully reviewed for these students. Make sure the MSDS reflects accurate enrollment and exit dates.
- If assistance is needed to determine which online assessments a new student has taken in a previous school, contact Customer Support at 1-877-560-8378, Option 2.

Students Who Move Out of a School During Testing

Students who move out of a sending school during the test window create record-keeping challenges. The following steps should help school administrators ensure that such students do not adversely affect the school's test results and accountability.

Directions for the sending school:

- Do not send any test materials with the student to the new school. The sending school remains responsible for these materials.
- If the student has completed one or more paper/pencil M-STEP tests, return his/her Answer Document(s) with the rest of the school's scorable materials.
- If the student has started, but not completed, all parts of one or more subject-area M-STEP online tests, be sure

to unassign the student in the Secure Site. **Please note** that students will remain assigned to existing test sessions in eDIRECT. Be sure to file Incident Reports for all parts of a partially completed subject area, so the OSA can mark them as “Do Not Score” in eDIRECT.

- If the student has started, but not completed, one or more subject-area M-STEP paper/pencil tests, write “DO NOT SCORE” prominently across the front page of his/her Answer Document(s) along with the reason, and return the Answer Document(s) in the orange Special Handling Envelope provided by the M-STEP contractor.
- Be prepared to accept a call from the student’s new school and to provide information on
 - which state assessments he/she has not yet taken;
 - the status of test completion; and
 - any documented accommodations in the student’s IEP, Section 504 Plan, or EL instruction documentation.
- Ensure that the student is exited from the school on the correct date in the MSDS.

For accountability purposes, it is critical that the “Accountable Students and Test Verification” processes on the Secure Site are carefully reviewed for these students. Ensure that the MSDS reflects accurate enrollment and exit dates.

Students Leaving for Extended Vacations

Although it is not possible to administer tests before the testing window opens or after it closes, please send an email to baa@michigan.gov to determine if there is a any other way to assess students who are on vacation for the duration of the window. Schools and districts are held accountable for the participation of all students.

Unique Identification Codes

Each student in Michigan is assigned a unique identification code (UIC) when he or she enrolls in a public school. **Home-schooled, private, and non-public students are also required to have a UIC.** UICs are used to identify students and report their test results; therefore, it is critically important that the codes are correctly applied.

Absences and Makeup Testing

All makeup testing **must be completed during the student’s designated test window** (based on his/her grade). Being absent is not a reason for students not to test.

For online students who never started a test, there is no need to create a new test session for makeups. Students can remain in the same test session to which they were originally assigned. (For paper/pencil makeup test dates, see the Important Dates section on pages 8–11 of this manual.)

Incident Reporting

Incident reports must be completed by District M-STEP Coordinators when

- requesting a new test (online or paper/pencil)
- reporting a student who is resuming testing (paper/pencil only),
- reporting test irregularities and misadministrations,
- marking a test “Do Not Score” (paper/pencil only),
- marking a test “Prohibited Behavior,” and
- marking a test “Nonstandard Accommodation.”

For more detailed information on situations requiring incident reports, see Appendix C on pages 92–95 of this manual.



Testing Irregularities

Any irregularities that occur outside the scope of Appendix C must be reported to the DAS’s Call Center as quickly as possible (1-877-560-8378). The DAS will work with the school to avoid marking tests as “Do Not Score.” It is possible that an emergency test(s) will be required. If it becomes necessary to use an emergency test, there will be no charge for testing irregularities when self-reported by the district. However, a \$50 fee will be charged per scored subject-area test if the irregularity is NOT self-reported.

Examples of test irregularities include, but are not limited to:

- not removing from or covering posters, maps, and other instructional aids in the testing room(s);
- not allowing a student to complete a test (M-STEP tests are untimed, so time should not be a factor if scheduled properly);
- security breaches with test materials or Answer Documents; and
- allowing students to be unsupervised during testing.

Training Tools

The OSA and its testing contractors have developed a number of resources to help staff prepare for test administration.

Recorded Presentations on the M-STEP Web Page

The following presentation is available in chapters on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep). Go to Professional Development.

Recorded Presentation	Description	Date Available
M-STEP Online and Paper/Pencil Test Administration Training	Covers information necessary to correctly administer the online and paper/pencil M-STEP assessments.	March 2016

Recorded Presentations in eDIRECT

The following presentations are available in [eDIRECT](https://mi.drctdirect.com) (https://mi.drctdirect.com). Click on General Information → Documents → Document Type: Training Presentations & FAQs.

Recorded Presentation	Description	Date Available
District and Building Coordinator Training (recorded)	Provides (a) an overview of what’s new for Spring 2016, (b) where to find resources, (c) software required for the implementation of online testing, and (d) a Q&A.	March 4, 2016
Technology Coordinator Recorded Presentation	Provides an overview of the software and technology setup required for M-STEP and MI-Access Spring 2016 testing. It is <i>optional</i> viewing for District and Building Coordinators.	January 2016

Manuals

The following manuals are available in [eDIRECT](https://mi.drctdirect.com) (https://mi.drctdirect.com). Click on General Information → Documents).

Manual	Description	Where to find it	Date Available
M-STEP Test Administration Manual (TAM)	This manual (electronic only)	M-STEP web page and eDIRECT	March 2016
M-STEP Online Administration Directions	Online test administration directions for Test Administrators (printed booklet and electronic)	eDIRECT	available now
M-STEP Paper/Pencil Administration Directions	Paper/Pencil test administration directions for Test Administrators (printed booklet and electronic)	M-STEP web page	available now

Mini-tutorials (Online Administration Only)

Mini-tutorials are short videos designed to help District M-STEP Coordinators, Building M-STEP Coordinators, and Test Administrators better understand online testing tasks. They are available in [eDIRECT](https://mi.drctdirect.com) (https://mi.drctdirect.com).

Mini-Tutorial	Description	Where to find it	Role	Date Available
Accessing Documents in eDIRECT	How to access, sort, and filter documents on the eDIRECT test management website	General Information → Documents → Document Type: Mini-Modules	All	March 4, 2016
Accessing Online Tools Trainings (OTTs) for Students	How to access OTTs – the student practice tests	General Information → Documents → Document Type: Mini-Modules	All	March 4, 2016
Searching for Students in eDIRECT	How to find students that have been pre-loaded into eDIRECT	General Information → Documents → Document Type: Mini-Modules	DC, BC	March 4, 2016
Accommodations: Adding, Editing, and Mass-Assigning	How to add, edit, and mass-assign accommodations to students' tests in eDIRECT	General Information → Documents → Document Type: Mini-Modules	DC, BC	March 4, 2016
Creating Test Sessions in eDIRECT	How to create and edit test sessions, and print test tickets	General Information → Documents → Document Type: Mini-Modules	DC, BC	March 4, 2016
Checking Student Test Status	How to check where students are in the testing process at any given time (not started, in progress, or completed)	General Information → Documents → Document Type: Mini-Modules	DC, BC	March 4, 2016



Security

All materials that contain test questions or student responses are considered secure materials and must be handled in a way that maintains their security before, during, and after testing. This includes paper/pencil materials, accommodated materials, used scratch paper, online test tickets, and test rosters. Following is more detailed information related to security that District M-STEP Coordinators, Building M-STEP Coordinators, and Test Administrators must keep in mind when they have secure test materials in their possession.

- Secure materials are bar-coded and recorded on the security checklists accompanying shipments. These materials must be returned to the scoring contractor. **Schools should expect to account for every secure item provided on the materials list.**
- Test tickets used to log students into each online test are considered secure materials and must be treated as such. (Test rosters, which automatically print along with test tickets, are also considered secure.)
- Paper/Pencil Answer Documents are considered secure and must be handled and protected accordingly. All **UNUSED** ELA and mathematics Answer Documents must be returned to the scoring contractor in a non-scorable box. **UNUSED** science and social studies Answer Documents can be securely shredded.
- All secure materials must be retained in one secure, locked location within the school. During the test administration window, they must be distributed and collected daily.
- All scratch paper (including graph paper) must be collected and returned to the Building M-STEP Coordinator immediately after testing for shredding. No used scratch or graph paper may be kept in the classroom. Used scratch paper must never be taken from one test session to another.

- **No test materials that contain test questions or student responses may be copied at any time or retained in the schools.**
- Using cameras or cell phones and posting pictures to social media sites is an enormous security risk. **Therefore, photographs may not be taken at any time** by students or personnel. If students violate this policy, their tests will be marked as "Prohibited Behavior;" no emergency tests will be permitted.

Materials Permitted or Required During Testing

Calculators

For information on the state's calculator policy, see page 14 of this manual (and/or Appendix A). Specific directions related to the use of both hand-held (paper/pencil) and embedded (online) calculators are also contained in the grade level-specific Test Administration Directions that are shipped to schools along with their other assessment materials.

Number 2 Pencils

Number 2 pencils are required for paper/pencil testing and are optional for online testing. If a different writing utensil is used on an Answer Document, it will be necessary to transcribe the answers onto a new Answer Document and follow these steps:

- For your protection, have the District or Building M-STEP Coordinator file an Incident Report.
- Affix a new barcode label for the student to a new Answer Document and fill out the student name, date of birth, and the district/school fields.
- Have the student transcribe his/her answers onto the new Answer Document.
- Write "DO NOT SCORE" across the front page of the original Answer Document and place it in the orange Special Handling Envelope for return to the contractor.

Number 2 pencils should be made available to online test takers to use with scratch paper or graph paper.

Highlighters

- Highlighters are a universal tool.
- Highlighters are embedded in the online test engine (INSIGHT).
- Highlighters can be provided to paper/pencil testers and may be used **ONLY** in the test booklet (never on the student's Answer Document).

If highlighters are used on a paper/pencil student Answer Document, follow these steps:

- For your protection, have the District or Building M-STEP Coordinator file an Incident Report.
- Affix a new barcode label for the student to a new Answer Document and fill out the student name, date of birth, and district/school fields.
- Have the student transcribe his/her answers onto a new Answer Document.
- Write "DO NOT SCORE" across the front page of the original Answer Document and place it in the orange Special Handling Envelope for return to the contractor.

Additional Paper

- Scratch paper is allowed for both the online and paper/pencil tests.
- Graph paper will be provided to online testers in grades 6–8 for the mathematics test. Paper/pencil testers may write on the graphs that are printed in their test booklets.
- The school may choose to provide additional graph paper to paper/pencil testers; however, no formulas, reference materials, or information of any kind can appear on that paper.
- Under no circumstances can used scratch paper, graph paper, or notes be taken from one test session or test part to another.

- All scratch paper and graph paper must be collected immediately after testing, returned to the Building Coordinator, and securely shredded.

For more detailed information on scratch paper, see page 17 of this manual.

Headphones

- Headphones are required for (1) ELA online listening items, (2) online testers needing text-to-speech accommodations, and (3) students using CDs or DVDs as an accommodation or support for paper/pencil science and social studies.
- Students may use their own headphones or earbuds, but Test Administrators should check them to ensure they are working properly.

CDs/DVDs

- CD/DVD players may be used for students using CDs or DVDs as an accommodation or support for paper/pencil science and social studies. CD players may also be used for the listening part of the paper/pencil ELA test. A script of the listening part is also provided if the school prefers to have someone read that part of the ELA test aloud to students.
- Additional information about the use of CDs and DVDs can be found in the Supports and Accommodations section on pages 64–77 of this manual.

Dictionaries and Thesauri

Students in grades 5 and 8 may use a dictionary and/or thesaurus for the full write portion of the ELA Performance Task. These tools are embedded in the online assessment, but they must be provided to students taking the paper/pencil test. Simply use the dictionaries/thesauri typically used during instruction. Dictionaries and thesauri cannot be shared.



Software and Testing Devices

eDIRECT (<https://mi.drctdirect.com>)

eDIRECT is Data Recognition Corporation's (DRC's) custom-built web application that allows Michigan users to access training materials, download testing software, manage online test sessions, print test tickets, assign and manage online testing accommodations, and monitor testing progress. Each eDIRECT user will receive his/her own login information and password with specific permissions based on his/her role as entered in the Secure Site. eDIRECT is used in connection with DRC's online test engine, INSIGHT.

INSIGHT and Testing Site Manager

DRC's INSIGHT Online Learning System is software that provides a secure online testing environment. The software is available from eDIRECT and must be installed on each device used for testing. In addition, a testing site manager (TSM) is needed to (1) allow the audio components of the test to function properly, and (2) ensure a smooth and secure testing environment. The TSM also helps manage network traffic, connectivity, and bandwidth issues, so that students are not kicked out of the system during testing. Please see the *Technology User Guide* available in [eDIRECT](https://mi.drctdirect.com) (<https://mi.drctdirect.com>) for additional details.

Supported Testing Devices

Students may test using the following devices:

- Windows-based desktops or laptops
- Mac-based desktops or laptops
- iPads
- Non-touchscreen Chromebooks, Chromeboxes, and Chromebases
- Android OS and some Android devices
- Select touchscreen devices, including Acer C720P, Lenovo N20P, Dell Chromebook 11, and HP Chromebook 14 G3.

Please refer to the *Technology User Guide* in [eDIRECT](https://mi.drctdirect.com) (<https://mi.drctdirect.com>) for more detailed information about supported devices and versions.

Testing Devices/Operating Systems Not Supported

Thin Clients (for any test with audio) are NOT supported for Spring 2016 testing. Neither is Windows XP. Please refer to the *Technology User Guide* for more detailed information on these devices.



District Coordinators

Roles and Responsibilities

District M-STEP Coordinators are responsible for overseeing all testing in their district. Specifically, they are expected to perform the following functions:

- Establish and communicate a district scratch paper policy
- Establish and communicate a district cell phone and personal electronic device policy
- Lead test-related staff training activities and inform Building M-STEP Coordinators about learning opportunities for Test Administrators and students
- Manage Secure Site access and permissions
- Manage the distribution, collection, and storage of OSA Security Compliance Forms
- Serve as the contact person between the district and the OSA
- Read and know where to find information related to testing
- Disseminate all correspondence to relevant district and school staff members, as well as parents where and when appropriate
- Coordinate the pre-identification, ordering, and distribution of test materials
- Collaborate and communicate regularly with the Technology Coordinator (who is responsible for installing all software needed for testing)
- Ensure the Technology Coordinator has cleared the TSM at the end of each test window
- Ensure all student information is accurate in the Michigan Student Data System (MSDS)
- Serve as backup support for Building M-STEP Coordinators before, during, and after testing

- Initiate and submit Incident Reports as needed
- Investigate and inform the OSA of any testing irregularities, including prohibited behavior, the use of nonstandard accommodations, and security breaches
- Oversee and ensure the timely return of all secure materials for scoring (see the table on page 38 for important shipping dates), as well as the handling of non-scorable test materials
- Verify Accountable Students and Test Verification after testing

Assigning Roles for District Users

One of the most important tasks that District M-STEP Coordinators must complete is providing key players in the assessment process (Technology Coordinators, District Coordinators, and Building Coordinators) access to eDIRECT. To do that, District Coordinators must first work with their District Administrator (the person in the district who provides others with access to the Secure Site and assigns their role). User information will then be pulled from the Secure Site and loaded into eDIRECT. **Please note** that this is the only method for adding users to the eDIRECT system. Users may NOT be added manually over the phone.

Technology Coordinators will need access to eDIRECT to download testing software. Building Coordinators will need eDIRECT access to manage online test sessions, assign accommodations, and print test tickets. District Coordinators will need access to it to monitor testing progress and serve as backup support for Building Coordinators. Test Administrators do not need access to the password protected part of eDIRECT to obtain the materials they might need.

A document titled *Assigning Roles in the Secure Site for eDIRECT* is available on the [Secure Site Training web page](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining) under the “Quick Reference” section. It is designed to help District M-STEP Coordinators, working in cooperation with their District Administrator, make assignments. Once a user is entered into the Secure Site, it will take approximately two business days before he/she receives an email from eDIRECT with username and password information.

Everyone, including Test Administrators, has access to the “Documents” section of [eDIRECT](https://mi.drctedirect.com) (<https://mi.drctedirect.com>) as it does not require a login (click on General Information → Documents).

Pre-Identification of Students (Secure Site)

On January 7, 2016, the Division of Accountability Services (DAS) pre-identified students for M-STEP using the Fall 2015 MSDS General Collection and Student Record Maintenance (SRM) files. A Pre-ID Student Report was then made available to schools on January 11, 2016. It is the responsibility of the district/school to review the report and take the following actions:

- Ensure that all students in grades 3–8 and 11 are pre-identified in the Pre-ID Student Report from January 7, 2016.
- Remove, or unassign, students who have exited the school or are taking MI-Access from M-STEP testing. (the state’s alternate assessments). **Please note** that students who are unassigned from testing are NOT removed from accountability calculations, just from testing. To remove a student from accountability calculations, the student must be exited in the MSDS in the Spring 2016 MSDS General Collection or an SRM collection.

- Assign any new students to M-STEP testing who have since enrolled.

Barcode labels will be printed and shipped by the contractor for students who were pre-identified as M-STEP paper/pencil testers in the Secure Site by 5:00 PM, February 26, 2016. Schools administering the paper/pencil tests will be required to print barcode labels from the Secure Site for students pre-identified AFTER that date.

Ordering Test Materials

It is up to the district to determine who will handle placing orders for paper/pencil test materials, either the District or the Building M-STEP Coordinator. The same information on ordering materials is included here and in the Building M-STEP Coordinator section of this manual so that both parties have the information necessary to complete the relevant tasks.

Initial Materials Orders

All test materials orders are placed in the [Secure Site](http://www.michigan.gov/baa-secure) (www.michigan.gov/baa-secure) during a specific timeframe. For Spring 2016, Initial Materials Orders began on January 11th and will conclude on February 26th. The numbers entered in the site dictate which materials in what quantities are shipped to districts/schools for paper/pencil and some accommodated testers.

To ensure that materials are ordered and shipped to the correct location, the person responsible for placing orders must verify on the Initial Order Screen in the Secure Site that both the shipping address and the Coordinator’s name are correct. If the information is incorrect, it must be updated in the EEM by the authorized district EEM user (usually the Student Pupil Accounting person) by no later than 5:00 PM on February 26, 2016.



Instructions for Initial Materials Orders can be found on the training page of the [Secure Site](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining). Click on "Initial Materials Order" under the Quick References section.

Additional Materials Orders

The Additional Materials Order window provides opportunities for districts and schools to order extra materials that may be needed because a new student enrolled, a student's supports or accommodations changed, and so forth. For Spring 2016, these windows are as follows:

- March 30–April 26 for grades 5, 8, and 11
- April 13–May 10 for grades 3 and 6
- April 27–May 24 for grades 4 and 7

Supports and Accommodations

Some supports and accommodations for students require that they take paper/pencil versions of the tests. **These tests must be specifically requested when ordering materials in the Secure Site** (www.michigan.gov/baa-secure).

Conversely, other supports and accommodations may require that a student take the test online. **Identifying the supports and/or accommodations that an individual student needs to test online must be done in eDIRECT.**

Training Requirements and Resources

District M-STEP Coordinators should review and become familiar with all sections of this manual. They also should make others in the district aware of the many training tools that are available to help Building M-STEP Coordinators, Test Administrators, and students prepare for testing.

Training Opportunities for Staff

The following training presentations are provided to assist testing personnel:

- District and Building Coordinator Training WebEx
 - Live on 3/2/16
 - A recorded version will be available 3/4/16 in [eDIRECT](https://mi.drccedirect.com) (<https://mi.drccedirect.com>). Go to General Information → Documents → Document Type: Training Presentations and FAQs.
 - District/Building Coordinator Power Point available 3/4/16 in [eDIRECT](https://mi.drccedirect.com) (<https://mi.drccedirect.com>). Go to General Information → Documents → Document Type: Training Presentations and FAQs.
- Spring 2016 M-STEP Test Administration recorded presentations (online and paper/pencil testing information in chapters) on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep)
- Recorded Technology Coordinator Training WebEx available now in [eDIRECT](https://mi.drccedirect.com) (<https://mi.drccedirect.com>). Go to General Information → Documents → Document Type: Training Presentations and FAQs.
- 2016 Supports and Accommodations Refresher Webinar Recording materials can be accessed from the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) under **Students Supports and Accommodations**:
 - Powerpoint for Refresher Webinar Presentation
 - Supplemental Slides for New Test Coordinators (not included in video)

Online Student Tutorials

Online Student Tutorials are designed to be viewed with students in a classroom environment to provide an overview of the INSIGHT testing engine and tools. It is a companion activity that prepares students for the Online Tools Trainings (OTTs). They are NOT a substitute for the hands-on

practice that the OTTs provide. The tutorials are available in two places: (1) in [eDIRECT](https://mi.drctdirect.com) (<https://mi.drctdirect.com>), go to Test Setup → General Information → Tutorials (a login is NOT needed), or (2) by opening the INSIGHT testing engine and selecting the tutorial link at the bottom of the screen.

Online Tools Training (OTT) for Students

OTTs give students opportunities to see what different test items look like and practice using the online testing tools.

Some OTTs are available to practice before testing software is installed (these are referred to as public OTTs), while others cannot be accessed until the Technology Coordinator has installed and configured the testing software.

Public OTTs (software not required—must be accessed in the Chrome browser)

- All math, science, and social studies OTTs
- Calculator practice module
- Masking accommodation
- Color choices/ contrasting color/reverse contrast accommodations
- Stacked Spanish translation accommodation (for mathematics)

These OTTs are available on the [OTT portal](https://wbte.drctdirect.com/MI/portals/mi/) (<https://wbte.drctdirect.com/MI/portals/mi/>) If Chrome is not your default browser, you will need to copy and paste this address into a CHROME web browser.

Non-public OTTs (require software download)

- All ELA OTTs are available online, using Chrome
- Text-to-speech (TTS) accommodation
- Video Sign Language (VSL) accommodation

Although it is the responsibility of the Building Coordinator to schedule opportunities for students to practice using the OTTs, District Coordinators need to spread the word about

their availability and importance. Providing students with ample practice opportunities will ensure they are familiar with the test content, item types, navigation strategies, and system tools on test day. See the Building Coordinator section (pages 42–55) for more information about accessing OTTs.

Loading Students in eDIRECT

Students CANNOT be loaded directly into eDIRECT. Instead, follow the procedures established to pre-identify students in the Secure Site. Then, once they are entered there, it will take about one business day for them to be loaded into eDIRECT.

Assigning/Editing Sessions

While Building M-STEP Coordinators are primarily responsible for assigning students to test sessions, District Coordinators may be called on to provide backup. Therefore, the following information (which is repeated in the Building Coordinator section on pages 42–55 of this manual) will be helpful.

- Schools administering assessments online will need to group students into online sessions on the Secure Site. This is true for all students, whether they were pre-identified by the district/school or by the OSA.
- Assignments to online sessions must be completed by 5:00 PM on February 26, 2016. Instructions for completing this task can be found on the [Secure Site Training web page](http://www.michigan.gov/securesitetraining) (<http://www.michigan.gov/securesitetraining>). Click on “Spring 2016 Online Sessions” located under the Quick Reference section.
- After the February 26, 2016, deadline, pre-identified students will be pulled in their online session groups from the Secure Site and automatically entered into eDIRECT. **Beginning March 4,**



2016, schools will need to place new students into a session directly in eDIRECT. Pre-identified students will continue to be pulled twice a day starting March 7, 2016.

Resumed Testing

Resumed testing only applies to students tested with paper/pencil. Online students who do not complete testing in the scheduled testing time may continue testing at a later time or date with their test ticket.

For test security reasons, paper/pencil students are expected to complete all testing on the designated day unless they are a) absent, or b) provided the multiple-day testing designated support which allows for intentional scheduling for some students who use additional supports. The paper/pencil tests have been restructured to allow ample time for all students to complete required testing in one day. It is incumbent upon the Building Coordinator to consider the needs of all students, including those who might require additional time, when building test schedules. OSA recommends testing begins as early as feasible in the school day to accommodate students who need additional time.

Students may resume testing in the following situations:

- student goes home sick
- student is removed from school by a parent or guardian for an appointment

When this happens, the following must be done:

- flag the last item answered. The student may not go back to previously answered questions
- resume testing on a make-up day in a one-on-one proctored session

Reporting Decisions

District M-STEP Coordinators (or, in some instances, it may be Building M-STEP Coordinators) need to make two important decisions BEFORE testing that will impact the reporting of results.

Research I and II Fields

The use of research fields is optional. Research codes are reported in the student data file results only. (Dynamic online reports do not include the research code information.)

In the past, school districts have used the optional research fields to answer such questions as:

- Is there a relationship between the number of years students have attended school in our district and their test scores?
- Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B (vs. reading program C, etc.)?

The following important points should be considered before deciding to use research fields:

- Codes for research fields may be developed at the district or school level and assigned a different number from one to ten.
- Districts may elect to use one or both of the research code options at any or all of the grades assessed.
- Research codes can be filled in on the Answer Document or entered into the Secure Site through the end of Tested Roster.

If research codes are used, District M-STEP Coordinators need to inform Building Coordinators and Test Administrators so they can be entered either on the students' Answer Documents or added in the Secure Site before the end of Tested Roster.

Reporting Codes

Reporting codes (optional) allow districts and schools to receive reports organized by class or group designation(s). It is up to the district or school to determine whether this option will be used and to define the codes that will be most helpful. If these codes are used, District M-STEP Coordinators must inform Building M-STEP Coordinators so they, in turn, may inform Test Administrators of the 4-digit code selected.

Reporting codes must either be entered on the students' Answer Documents or added in the Secure Site before the end of Tested Roster.

End-of-Test Window Activities

There are a number of tasks that must be completed at the end of each test window. Although District M-STEP Coordinators may not complete the tasks themselves, they are responsible for making sure that others do.

Returning Test Materials

Either the District or Building M-STEP Coordinator needs to return test materials to the M-STEP scoring contractor **at the end of each test window**. Detailed directions for this task are included in the Materials Return Instructions section on pages 80-87 of this manual. (See the table on the following page for return deadlines.)

Clearing the TSM

District M-STEP Coordinators should work with Building M-STEP Coordinators to remind Technology Coordinators that the TSM needs to be cleared of any stored responses at the end of each online testing window. If Technology Coordinators choose to, they may clear the TSM on a daily basis. Usually the TSM would only need to be cleared at the end of the day after all testing has been completed, however if students are having problems logging into tests, the TSM may be cleared more frequently.

Once a testing session starts caching responses on the TSM, it will continue doing so until the student logs out. There is no benefit to repeatedly manually pushing responses from a student who is still testing. There is also no harm. If a student cannot log back into a test because responses are waiting on the TSM, it is simplest to send all pending responses to DRC



Important Dates

Important Pre-Testing Activities			
M-STEP Pre-ID Window	Opens: January 11, 2016 Closes for preprinted barcode labels (paper/pencil testers): February 26, 2016 Closes for online test session pull: February 26, 2016 Remains open for new students through the last day of the grade-specific test window		
M-STEP Initial Order Window	January 11–February 26, 2016		
M-STEP Additional Order Window	Grades 5, 8, and 11: March 30–April 26, 2016 Grades 3 and 6: April 13–May 10, 2016 Grades 4 and 7: April 27–May 24, 2016		
M-STEP Spring Coordinator Live and Taped WebEx	March 2, 2016 (live) The recorded version will be available in eDIRECT on March 4, 2016 (This Webex relates only to online testing)		
Spring 2016 M-STEP Test Administration Recorded Presentations	Released in chapters on the M-STEP web page starting the week of February 15, 2016 , through March		
M-STEP Initial Test Materials Arrive in Districts	Grades 5, 8, and 11: March 24–29, 2016*	Grades 3 and 6: April 11–12, 2016	Grades 4 and 7: April 25–26, 2016

Important Pre-Testing Activities

* Schools not in session on March 24–29, 2016 (due to spring break) may request an alternate delivery date of April 4–6 via the Alternate Initial Materials Delivery Request survey, which is open February 4–19, 2016.

Two other surveys being conducted by the OSA include: (1) the Off-site Test Administration Request survey, which opened on November 5, 2015 for grade/schoolwide testing and remains open for individual students (e.g., homebound, expelled, etc.) through the end of each grade-specific testing window; and (2) the Alternate INSIGHT Availability Request survey for schools that provide regular classroom instruction after 4:00 PM (this survey opened on January 28, 2016, and will remain open through February 19).

Materials Return Dates

Grades	Final date to ship without penalty and inclusion in Answer Document Verification	Shipping dates with \$250 late fee charge	Shipping dates with \$250 late fee and \$25 processing fee per Answer Document	Dates after which materials will NOT be scored
Grades 5, 8, and 11	May 4, 2016	May 5–11, 2016	May 12–18, 2016	May 18, 2016
Grades 3 and 6	May 18, 2016	May 19–25, 2016	May 26–June 1, 2016	June 1, 2016
Grades 4 and 7	June 1, 2016	June 2–8, 2016	June 9–15, 2016	June 15, 2016

District Coordinator Online Checklist

A single-page checklist is provided on the following page to help District Coordinators manage the many tasks that must be completed for M-STEP online testing. The checklist can be also be downloaded from eDIRECT (<https://mi.drctdirect.com>). Click on General Information → Documents.





Spring 2016 Online Assessments

District Coordinator Checklist of REQUIRED ONLINE TASKS AND ACTIVITIES



2016 M-STEP Test Windows	
Grades 5, 8, and 11	April 11 – April 29
Grades 3 and 6	April 25 – May 13
Grades 4 and 7	May 9 – May 27

eDIRECT: <https://mi.drccedirect.com>

Access reference documents in eDIRECT: Select General Information → Documents → filter for M-STEP documents. (All documents should be posted by Friday, March 4, 2016. Check back for updates.)

District Coordinator Checklist:

This checklist is intended to be used *in conjunction* with the **M-STEP Test Administration Manual**, which is found in eDIRECT. **All steps below are required for successful implementation.**

	1. Watch the District/Building Coordinator Online Webex (Live 3/2/16) or a recording of the Webex (posted by 3/4/16) in eDIRECT under General Information → Documents → Document type: Training Presentations & FAQs and at www.michigan.gov/mstep
	2. Review and become familiar with the Assessment Integrity Guide , the Michigan Supports and Accommodations Manual , the M-STEP Test Administration Manual , and p/p or online Test Administration Directions posted online at www.michigan.gov/mstep
	3. Ensure all Building M-STEP Coordinators have been trained and that all students taking online assessments have opportunities to practice using training materials
	4. Coordinate student use of Online Tools Trainings (OTTs) and the M-STEP Tutorial
	5. Assign Secure Site access and permission to Technology Coordinators and Building M-STEP Coordinators who will manage the Student Roster on eDIRECT and update incorrect/missing information in the Secure Site
	6. Oversee the scheduling, creation, and editing of Test Sessions by Building M-STEP Coordinators in eDIRECT
	7. Oversee the printing, sorting, and distribution of Student Test Login Tickets to Test Administrators
	8. Monitor testing and support Technology Coordinators, Building M-STEP Coordinators, and Test Administrators during the testing window
	9. Monitor testing and support Test Administrators during testing window (daily)
	10. Report all test administration irregularities and submit Incident Reports, as needed
	11. Order and oversee all emergency tests
	12. Assist with the ordering, distributing, security, and return of all test materials, as needed
	13. Post-Test Housekeeping – Ensure that all test tickets, test rosters, scratch paper, and graph paper have been collected and destroyed; verify that student statuses show “completed” for each student (eDIRECT: Test Setup → Student Status); monitor makeup sessions for students as needed

Questions Regarding eDIRECT, INSIGHT, or the above steps?

- Consult the M-STEP Test Administration Manual
- Call the DAS Call Center: 1-877-560-8378 (choose option 2)



Building Coordinators

Roles and Responsibilities

Building M-STEP Coordinator responsibilities include, but are not limited to, the following:

- Distribute and discuss district cell phone and personal electronic device policy with Test Administrators
- Distribute and discuss district scratch paper policy with Test Administrators
- Serve as the contact person between the school and the District M-STEP Coordinator
- Read and become familiar with the information in this manual prior to testing
- Carry out building-level duties related to the distribution, security, and collection of test materials
- Schedule and conduct training of Test Administrators (online and paper/pencil)
- Schedule and coordinate student test practice, including viewing the Student Tutorials and use of Online Tools Trainings (OTTs)
- Ensure student data in the Michigan Student Data System (MSDS) is completed and up to date
- Work with the District M-STEP Coordinator to order and distribute paper/pencil and accommodated test materials
- Ensure students are assigned to online test sessions
- Assign the appropriate accommodations to students in eDIRECT (online)
- Schedule and coordinate testing during each testing window
- Ensure that rooms used for testing do not contain any visual materials that would provide students with clues or answers to questions
- Print and distribute student test tickets before each test

- Control test ticket, test roster, test booklet, and Answer Document security
- Collect tickets, test rosters, scratch paper, and glossaries, for destruction after each test session
- Ensure that each Answer Document has (1) a barcode label, and (2) the necessary information printed on the front page (a \$10 fee will be assessed for each Answer Document returned without a label)
- Mark paper/pencil tests “Do Not Score” on the Answer Document as necessary
- Report any incidents promptly to the District M-STEP Coordinator so that he/she may file an Incident Report
- Ensure the Technology Coordinator has cleared the TSM at the end of each testing window (this can be done on a daily basis if desired, but only AFTER all students are finished testing for the day)
- Return materials as directed after each test window is complete
- Complete Accountable Students and Test Verification activities as directed

Pre-Identification of Students (Secure Site)

On January 7, 2016, the Division of Accountability Services (DAS) pre-identified students for the M-STEP using the Fall 2015 MSDS General Collection and Student Record Maintenance (SRM) files. A Pre-ID Student Report was made available to schools on January 11, 2016. It is the responsibility of the district/school to review the report and take the following actions:

- Ensure that all students in grades 3–8 and 11 are pre-identified in the Pre-ID Student Report from January 7, 2016.
- Remove, or unassign, students who have exited the school or are taking MI-Access from M-STEP testing (the state’s alternate

assessment). **Please note** that students who are unassigned from testing are NOT removed from accountability calculations, just from testing. To remove a student from accountability calculations, the student must be exited in the MSDS in the Spring 2016 MSDS General Collection or an SRM collection.

- Assign any new students to M-STEP testing who have since enrolled.

Barcode labels will be printed and shipped by the contractor for students who were pre-identified as M-STEP paper/pencil testers in the Secure Site by 5:00 PM, February 26, 2016. Schools administering the paper/pencil tests will be required to print barcode labels from the Secure Site for students pre-identified after that date.

Ordering Test Materials

It is up to the district to determine who will handle placing orders for paper/pencil and accommodated test materials, either the District or the Building M-STEP Coordinator. The same information on ordering materials is included here and in the District M-STEP Coordinator section of this manual so that both parties have the information necessary to complete the relevant tasks.

Initial Materials Orders

All test materials orders are placed in the [Secure Site](http://www.michigan.gov/baa-secure) (www.michigan.gov/baa-secure) during a specific timeframe. For Spring 2016, Initial Materials Orders began on January 11th and will conclude on February 26th. The numbers entered in the site dictate which materials in what quantities are shipped to districts/schools for paper/pencil and some accommodated testers.

To ensure that materials are ordered and shipped to the correct location, the person responsible for placing orders must verify on the Initial Order Screen in the Secure Site that both the shipping address and the coordinator's name are correct. If the information is incorrect, it must be updated

in the Educational Entity Master (EEM) by the authorized district EEM user (usually the Student Pupil Accounting person) by no later than 5:00 PM on February 26, 2016.

Instructions for Initial Materials Orders can be found on the [Secure Site training web page](http://www.michigan.gov/secsitesite/training) (www.michigan.gov/secsitesite/training). Click on "Initial Materials Order" under the Quick References section.

Additional Materials Orders

The Additional Materials Order window provides opportunities for districts and schools to order extra materials that may be needed because a new student enrolled, a student's supports or accommodations changed, and so forth. For Spring 2016, these windows are as follows:

- March 30–April 26 for grades 5, 8, and 11
- April 13–May 19 for grades 3 and 6
- April 27–May 24 for grades 4 and 7

Supports and Accommodations

Some supports and accommodations for students require that they take paper/pencil versions of the tests. **These tests must be specifically requested when ordering materials in the [Secure Site](http://www.michigan.gov/baa-secure)** (www.michigan.gov/baa-secure).

Conversely, other supports and accommodations may require that a student take the test online. **Identifying the supports and/or accommodations that an individual student needs to test online must be done in eDIRECT.**

Training Requirements and Resources

Building M-STEP Coordinators should review and become familiar with all sections of this manual. They also should make others in the district aware of the many training tools that are available to help Test Administrators and students prepare for testing.



Training Opportunities for Staff

The following training presentations will be provided to assist testing personnel:

- District and Building Coordinator Training WebEx
 - Live on 3/2/16
 - A recorded version will be available 3/4/16 in [eDIRECT](https://mi.drctedirect.com) (https://mi.drctedirect.com). Go to General Information → Documents.
 - District/Building Coordinator Power Point available 3/4/16 in [eDIRECT](https://mi.drctedirect.com) (https://mi.drctedirect.com). Go to General Information → Documents → Document Type: Training Presentations and FAQs.
- Spring 2016 M-STEP Test Administration recorded presentations (online and paper/pencil testing information in chapters) on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep)
- Recorded Technology Coordinator Training WebEx available now in [eDIRECT](https://mi.drctedirect.com) (https://mi.drctedirect.com). Go to General Information → Documents → Document Type: Training Presentations and FAQs.
- 2016 Supports and Accommodations Refresher Webinar Recording materials can be accessed from the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) under **Students Supports and Accommodations:**
 - Powerpoint for Refresher Webinar Presentation
 - Supplemental Slides for New Test Coordinators (not included in video)

Online Student Tutorials

Online Student Tutorials are designed to be viewed with students in a classroom environment to provide an overview of the INSIGHT testing engine and tools. It is a companion activity that prepares students for the Online Tools Trainings (OTTs). They are NOT a substitute for the hands-on practice that the OTTs provide. The tutorials

are available in two places: (1) in [eDIRECT](https://mi.drctedirect.com) (https://mi.drctedirect.com), go to Test Setup → General Information → Tutorials (a login is NOT needed), or (2) by opening the INSIGHT testing engine and selecting the tutorial link at the bottom of the screen.

Online Tools Training (OTT) for Students

Online Tools Trainings (OTTs) give students opportunities to see what different test items look like and practice using the online testing tools.

Some OTTs are available to practice before testing software is installed (these are referred to as public OTTs), while others cannot be accessed until the Technology Coordinator has installed and configured the testing software.

Public OTTs (software not required—must be accessed in the Chrome browser)

- All math, science, and social studies OTTs
- Calculator practice module
- Masking accommodation
- Color choices/contrasting color/reverse contrast accommodations
- Stacked Spanish translation accommodation (for mathematics)

These OTTs are available on the [OTT portal](https://wbte.drctedirect.com/MI/portals/mi/) (https://wbte.drctedirect.com/MI/portals/mi/). If Chrome is not your default browser, you will need to copy and paste this address into a CHROME web browser.

Non-public OTTs (require software download)

- All ELA OTTs are available online, using Chrome
- Text-to-speech (TTS) accommodation
- Video Sign Language (VSL) accommodation

Building M-STEP Coordinators are responsible for scheduling opportunities for students to practice using the OTTs. The more opportunities they have to practice, the more

familiar they will be with the item types, navigation strategies, and system tools on test day (and, hence, the more they will be able to concentrate solely on the test content and not the testing process).

Loading Students in eDIRECT

Students CANNOT be loaded directly into eDIRECT. To add students in eDIRECT, follow the procedures established to pre-identify students in the Secure Site. Once that has been completed, students will be imported into eDIRECT about one business day later.

Assigning/Editing Sessions

Building M-STEP Coordinators are responsible for assigning students to test sessions; however, District Coordinators may be called upon to provide backup. For that reason, the following information is included in this section and in the District Coordinator section of this manual (page 32). Be sure to clarify who will perform this important function for the school in Spring 2016.

- Schools administering assessments online will need to group students into online sessions on the Secure Site. This is true for all students, whether they were pre-identified by the district/school or by the Office of Assessment and Accountability (OSA).
- Assignments to online sessions must be completed by 5:00 PM on February 26, 2016. Instructions for completing this task can be found on the [Secure Site Training web page](http://www.michigan.gov/securesitetraining) (<http://www.michigan.gov/securesitetraining>). Click on "Spring 2016 Online Sessions" located under the Quick Reference section.
- After the February 26, 2016, deadline, pre-identified students will be pulled in their online session groups from the Secure Site and automatically entered into eDIRECT. **Beginning March 4, 2016, schools**

will need to place new students into a session directly in eDIRECT. Pre-identified students will continue to be pulled twice a day starting March 7.

For detailed information on adding and editing test sessions, refer to the *Test Sessions – Adding, Editing, Printing Test Tickets* guide and mini-module found in [eDIRECT](https://mi.drceirect.com) (<https://mi.drceirect.com>). Go to General Information → Documents.

Assigning Supports and Accommodations

The Spring 2016 M-STEP online assessments offer two kinds of supports and accommodations—embedded and non-embedded. Embedded supports and accommodations are those that are integrated into the online testing system. They are referred to as "online" accommodations in eDIRECT. **Please note** that the system does not clearly identify which options are designated supports and which are accommodations. This information can be found in the Supports and Accommodations Table. These supports and accommodations need to be turned on by the Building M-STEP Coordinator in eDIRECT **before** the student's test ticket is generated. Non-embedded accommodations are those that are not available within the test engine, such as noise buffers or having a teacher read the items aloud to a student. These are referred to as "standard" accommodations in eDIRECT. They can be checked before or after the student tests. (Please do not confuse eDIRECT's usage of the term "standard," with the state's definitions of standard and nonstandard accommodations.)

For detailed information on assigning accommodations, refer to the *Accommodations – Adding, Editing, Mass-assigning* guide and mini-module found in [eDIRECT](https://mi.drceirect.com) (<https://mi.drceirect.com>). Go to General Information → Documents → Document Type: Mini-Modules.



Test Ticket Printing

Each student will require a test ticket for every online test session. (Building Coordinators may want to print test tickets for each session on a different color paper to reduce potential confusion about which test tickets to use when.) Each test ticket has a username and a unique password.

The following tests have two parts and will require two test tickets:

- science (grades 4 and 7)
- social studies (grades 5 and 8)

The following tests have one part and will require one test ticket:

- ELA
- ELA Performance Task (grades 5 and 8)
- mathematics
- mathematics Performance Task
- science (grade 11)
- social studies (grade 11)

Refer to the following chart to determine the number of test tickets required for each session.

Test Tickets by Grade		
Grade	Total Number of Tickets	Non-Accommodated Assessments (# of tickets)
3	3	ELA (1), math (1), math PT (1)
4	5	ELA (1), math (1), math PT (1), science (2)
5	6	ELA (1), ELA PT (1), math (1), math PT (1), social studies (2)
6	3	ELA (1), math (1), math PT (1)
7	5	ELA (1), math (1), math PT (1), science (2)
8	6	ELA (1), ELA PT (1), math (1), math PT (1), social studies (2)

Test Tickets by Grade		
Grade	Total Number of Tickets	Non-Accommodated Assessments (# of tickets)
11	2	science (1), social studies (1)

A test roster will print with each set of test tickets. If a roster is not desired, it is possible to print only the tickets by adjusting the print settings to leave off the first 1–2 pages of the document. (Both the test tickets and test roster are secure materials.)

Sample Test Tickets

Please note that each test ticket will have a unique password. Following are examples of test tickets for a two-part test.

M-STEP Spring 2016 Test Ticket	
G 7 Science - Part 1	
Test Session:	Smith
Student Name:	Anderson, Abigail A
Date of Birth:	11/11/2000
State Student ID (UIC):	1234567890
District Student ID:	9483722
Username:	AAnderson1
Password:	234K79HQ
Accommodation(s):	MSK

M-STEP Spring 2016 Test Ticket	
G 7 Science - Part 2	
Test Session:	Smith
Student Name:	Anderson, Abigail A
Date of Birth:	11/11/2000
State Student ID (UIC):	1234567890
District Student ID:	9483722
Username:	AAnderson1
Password:	234K79HQ
Accommodation(s):	MSK

For detailed information on printing test tickets, refer to the *Test Sessions – Adding, Editing, Printing Test Tickets* guide and mini-module found in [eDIRECT](https://mi.dracedirect.com) (https://mi.dracedirect.com). Go to General Information → Documents → Document Type: Mini-Modules.

Creating Testing Schedules

Before testing begins, Building M-STEP Coordinators may want to develop a testing schedule for the school. To that end, the OSA has prepared the following estimates of the time it expects each test component to take. (**Please note** that the overall time is the same for both online and paper/pencil tests, although the latter tests have different test sessions/parts.)

NOTE: Times are in **hours:minutes**. For example, **1:30** equals **1 hour and 30 minutes**.

 Spring 2016 Test Session Timings Grades 3–8						
Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELA Computer Adaptive	1:30	1:30	1:30	1:30	1:30	1:30
ELA Performance Task	NA	NA	2:00	NA	NA	2:00
Math Computer Adaptive	1:30	1:30	1:30	2:00	2:00	2:00
Math Performance Task	1:00	1:00	1:00	1:00	1:00	1:00
Science Part 1	NA	0:50	NA	NA	0:50	NA
Science Part 2	NA	0:50	NA	NA	0:50	NA
Social Studies Part 1	NA	NA	0:50	NA	NA	0:50
Social Studies Part 2	NA	NA	0:50	NA	NA	0:50
Estimated Total Hours	4:00	5:40	7:40	4:30	6:10	8:10

Spring 2016 Test Session Timings - High School			
Subject	Grade 9	Grade 10	Grade 11
Science	NA	NA	0:50
Social Studies	NA	NA	0:50
PSAT*	3:05	3:00	NA
College Entrance*	NA	NA	4:22
Work Skills*	NA	NA	2:30
Estimated Total Hours	3:05	3:00	8:32

* Includes scheduled breaks.



Managing Student Test Tickets

Test tickets and rosters are considered secure materials. Once printed, they should be kept in a secure location until the test session is scheduled to begin. Test Administrators are instructed to distribute test tickets just prior to student login, and to collect test tickets after all students have logged in and begun testing. After a testing session is complete, the Test Administrator should return all test tickets (and rosters, if printed) to the Building M-STEP Coordinator for

- destruction (**IF** all students have finished the test), or
- secure storage (**IF** students have not completed the test).

If a student must take a break from testing and the break exceeds 20 minutes, a test ticket will be required to resume testing. If a student cannot finish a single assessment on the same day in which it was started, the Test Administrator should collect the student's test ticket and store it in a secure place for redistribution on the next testing day. All test tickets must be destroyed once the test is complete.

Testing Status

If Building M-STEP Coordinators need to check a student's testing status, they can do so in eDIRECT. The table below defines the status notations that are used.

Status	Description
Not Started	Student has not started this test
In Progress	Student began this test during the current school day or is currently testing
Completed	Student completed and submitted the test or clicked "End Test"

Testing Irregularities

If there are any irregularities that occur before, during, or after testing, report them to the District M-STEP Coordinator as soon as possible. (See Appendix C for examples of what is considered an irregularity and what follow-up may be required.)

If the irregularity occurs with a paper/pencil tester, the Building M-STEP Coordinator will need to mark the student's Answer Document "Do Not Score." If, however, the irregularity occurs with an online tester, the Building Coordinator must work with the District Coordinator to complete an Incident Report. Once the report is filed, the OSA will handle entering "Do Not Score" codes in eDIRECT.

Resumed Testing

Resumed testing only applies to students tested with paper/pencil. Online students who do not complete testing in the scheduled testing time may continue testing at a later time or date with their test ticket.

For test security reasons, paper/pencil students are expected to complete all testing on the designated day unless they are a) absent, or b) provided the multiple-day testing designated support which allows for intentional scheduling for some students who use additional supports. The paper/pencil tests have been restructured to allow ample time for all students to complete required testing in one day. It is incumbent upon the Building Coordinator to consider the needs of all students, including those who might require additional time, when building test schedules. OSA recommends testing begins as early as feasible in the school day to accommodate students who need additional time.

Students may resume testing in the following situations:

- student goes home sick
- student is removed from school by a parent or guardian for an appointment

When this happens, the following must be done:

- flag the last item answered. The student may not go back to previously answered questions
- resume testing on a make-up day in a one-on-one proctored session

Video Surveillance Cameras

If a school has surveillance video cameras in the computer lab(s), or any other room it will use for testing, it can create a security issue. However, in the interest of student and staff safety, the use of surveillance cameras during testing is allowed. Cameras should be directed at equipment and test materials in such a way that they do not compromise any test items or student responses. Then, once testing is complete, any tapes made during test sessions must be deleted as soon as possible. The video taping of any test session or material cannot be archived.

Reporting Decisions

In some instances, Building M-STEP Coordinators (as opposed to District M-STEP Coordinators) may be called on to make two important decisions BEFORE testing that will impact the reporting of results.

Research I and II Fields

The use of research fields is optional. Research codes are reported in the student data file results only. (Dynamic online reports do not include the research code information.)

In the past, school districts have used the optional research fields to answer such questions as:

- Is there a relationship between the number of years students have attended school in our district and their test scores?
- Is there a difference in attainment of achievement objectives among those

students who had reading program A vs. reading program B (vs. reading program C, etc.)?

The following important points should be considered before deciding to use research fields:

- Codes for research fields may be developed at the district or school level and assigned a different number from one to ten.
- Districts may elect to use one or both of the research code options at any or all of the grades assessed.
- Research codes can be filled in on the Answer Document or entered into the Secure Site through the end of Tested Roster.

If research codes are used, District M-STEP Coordinators need to inform Building Coordinators and Test Administrators so they can be entered either on the students' Answer Documents or added in the Secure Site before the end of Tested Roster.

Reporting Codes

Reporting codes allow districts and/or schools to receive reports organized by class or group designation(s). This is an optional field. It is up to the district or school to determine whether this option will be used and to define the codes that will be most helpful. If these codes are used, Building M-STEP Coordinators must inform Test Administrators of the 4-digit code.

Reporting codes must either be entered on the students' Answer Documents or added in the Secure Site before the end of Tested Roster.

End-of-Test Window Activities

There are a number of tasks that must be completed at the end of each testing window. Although Building M-STEP Coordinators may not carry out the tasks themselves, they are responsible for working with others to make sure they are completed.



Returning Test Materials

Either the District or Building M-STEP Coordinator needs to return test materials to the M-STEP scoring contractor **at the end of each test window**. Detailed directions for this task are included in the Return Materials Instructions section on pages 80–87 of this manual. (See the table on the next page for return deadlines.)

Clearing the TSM

Building M-STEP Coordinators should work with District M-STEP Coordinators to remind Technology Coordinators that the TSM needs to be cleared of any stored responses at the end of each online testing window. If Technology Coordinators choose to, they may clear the TSM on a daily basis. Usually the TSM would only need to be cleared at the end of the day after all testing has been completed, however if students are having problems logging into tests, the TSM may be cleared more frequently.

Important Dates

2016 Online Assessment Windows				
	Grades 5 & 8	Grade 11	Grades 3 & 6	Grades 4 & 7
	April 11–25	April 11–25	April 25–May 13	May 9–27

2016 Paper/Pencil Assessment Administration Dates				
Subject Area	Grades 5 & 8	Grade 11	Grades 3 & 6	Grades 4 & 7
ELA Day 1	April 12	NA	April 26	May 10
ELA Day 2	April 13	NA	April 27	May 11
ELA Day 3	April 14	NA	NA	NA
ELA Make-up	Grades 5/8: April 15 & 18 Makeup, any content area: April 22, 25, 26, 27, 28, and 29	NA	Grades 3/6: April 28, 29 and May 2 Makeup, any content area: May 5, 6, 9, 10, 11, 12, and 13	Grades 4/7: May 12, 13, and 16 Makeup, any content area: May 20, 23, 24, 25, 26, and 27
Math Day 1, Day 2	Grades 5/8: April 19, 20 Makeup, any content area: April 22, 25, 26, 27, 28, and 29	NA	Grades 3/6: May 3, 4 Makeup, any content area: May 5, 6, 9, 10, 11, 12, and 13	Grades 4/7: May 17, 18 Makeup, any content area: May 20, 23, 24, 25, 26, and 27
Social Studies	Grades 5/8: April 21 Makeup, any content area: April 22, 25, 26, 27, 28, and 29	Grade 11: April 14 Makeup: April 15–29 (excluding weekends)	NA	NA
Science	NA	Grade 11: April 14 Makeup: April 15–29 (excluding weekends)	NA	Grades 4/7: May 19 Makeup, any content area: May 20, 23, 24, 25, 26, and 27



Important Pre-Testing Activities			
M-STEP Pre-ID Window	Opens: January 11, 2016 Closes for preprinted barcode labels (paper/pencil testers): February 26, 2016 Closes for online test session pull: February 26, 2016 Remains open for new students through the last day of the grade-specific test window		
M-STEP Initial Order Window	January 11–February 26, 2016		
M-STEP Additional Order Window	Grades 5, 8, and 11: March 30–April 26, 2016 Grades 3 and 6: April 13–May 10, 2016 Grades 4 and 7: April 27–May 24, 2016		
M-STEP Spring Coordinator Live and Taped WebEx	March 2, 2016 (live) The recorded version will be available in eDIRECT on March 4, 2016 (This Webex relates only to online testing)		
Spring 2016 M-STEP Test Recorded Presentations	Released in chapters on the M-STEP web page starting the week of February 15, 2016 , through March		
M-STEP Initial Test Materials Arrive in Districts	Grades 5, 8, and 11: March 24–29, 2016*	Grades 3 and 6: April 11–12, 2016	Grades 4 and 7: April 25–26, 2016
<p>* Schools not in session on March 24–29, 2016 (due to spring break) may request an alternate delivery date of April 4–6 via the Alternate Initial Materials Delivery Request survey, which is open February 4–19, 2016.</p> <p>Two other surveys being conducted by the OSA include: (1) the Off-site Test Administration Request survey, which opened on November 5, 2015 for grade/schoolwide testing and remains open for individual students (e.g., homebound, expelled, etc.) through the end of each grade-specific testing window; and (2) the Alternate INSIGHT Availability Request survey for schools that provide regular classroom instruction after 4:00 PM (this survey opened on January 28, 2016, and will remain open through February 19).</p>			

Materials Return Dates				
Grades	Final date to ship without penalty and inclusion in Answer Document Verification	Shipping dates with \$250 late fee charge	Shipping dates with \$250 late fee and \$25 processing fee per Answer Document	Dates after which materials will NOT be scored
Grades 5, 8, and 11	May 4, 2016	May 5–11, 2016	May 12–18, 2016	May 18, 2016
Grades 3 and 6	May 18, 2016	May 19–25, 2016	May 26–June 1, 2016	June 1, 2016
Grades 4 and 7	June 1, 2016	June 2–8, 2016	June 9–15, 2016	June 15, 2016

Building Coordinator Online Checklist

A single-page checklist is provided on the following page to guide Building Coordinators in carrying out the tasks associated with online M-STEP testing. The checklist can also be downloaded from [eDIRECT](https://mi.drctdirect.com) (<https://mi.drctdirect.com>). Go to General Information → Documents.





Spring 2016 Online Assessments Building Coordinator Checklist of REQUIRED ONLINE TASKS AND ACTIVITIES



2016 M-STEP Test Windows	
Grades 5, 8, and 11	April 11 – April 29
Grades 3 and 6	April 25 – May 13
Grades 4 and 7	May 9 – May 27

eDIRECT: <https://mi.drccedirect.com>

Access reference documents in eDIRECT: Select General Information → Documents → filter for M-STEP documents. (All documents should be posted by Friday, March 4th 2016. Check back for updates.)

Building Coordinator Checklist:

This checklist is intended to be used *in conjunction* with the **M-STEP Test Administration Manual**, which is found in eDIRECT. **All steps below are required for successful implementation.**

1.	Watch the District/Building Coordinator Online Webex (Live 3/2/16) or a recording of the Webex (posted by 3/4/16) in eDIRECT under General Information → Documents → Document type: Training Presentations & FAQs and at www.michigan.gov/mstep
2.	Review the M-STEP Test Administration Manual (TAM) (access in eDIRECT documents or at www.michigan.gov/mstep)
3.	Ensure all Test Administrators read the M-STEP Online Administration Directions (printed and in eDIRECT documents) and/or the M-STEP Paper/Pencil Administration Directions (printed and in eDIRECT documents). These can also be found on the M-STEP web page (www.michigan.gov/mstep).
4.	Coordinate and verify Test Engine (INSIGHT) and Testing Site Manager (TSM) set up with the Technology Coordinator (test that the system is properly installed by accessing OTTs)
5.	Coordinate the student use of Online Tools Trainings (OTTs) and the M-STEP Tutorial
6.	Manage the Student Roster in eDIRECT. Update incorrect/missing information in the Secure Site. (If you don't have access to the Secure Site, see the District M-STEP Coordinator for assistance.)
7.	Schedule the Test Sessions and Create or Edit Test Sessions in eDIRECT, if necessary
8.	Assign appropriate accommodations to students who need them (must be done BEFORE generating login tickets)
9.	Print/sort/distribute student Test Login Tickets to Test Administrators (daily)
10.	Monitor testing and support Test Administrators during test window (daily)
11.	Provide Guided Access password to Test Administrators for students testing on iPad devices, if applicable.
12.	Post-Test Housekeeping —collect/destroy all login tickets, test rosters, reference documents, graph paper, and scratch paper; verify that student statuses show “completed” for each student (eDIRECT: Test Setup → Student Status); schedule makeup sessions for students as needed (daily); coordinate the return of all test materials

Questions Regarding eDIRECT, INSIGHT, or the above steps?

- Consult the M-STEP Test Administration Manual
- Call the DAS Call Center at 1-877-560-8378 (choose option 2)



Test Administrators

Roles and Responsibilities

Test Administrators are responsible for helping to prepare for test administration and for administering the M-STEP tests directly to students. That includes carrying out the following tasks:

- Discuss and enforce cell phone and personal electronic device policy with all students
- Arrange the testing environment (making sure that each student has a testing device and that all posters, formulas, maps, etc. that could cue the students have been removed)
- Distribute test tickets provided by the Building M-STEP Coordinator to students testing online
- Distribute paper/pencil test materials (if used)
- Read and follow all test directions
- Start Guided Access on iPad devices and enable volume rocker buttons (see page 59 for more information)
- Collect test tickets immediately after login and deliver them to the Building M-STEP Coordinator
- Monitor students during testing
- Report incidents promptly to the Building M-STEP Coordinator
- Collect scratch paper and graph paper (if used) at the end of each test session and deliver to the Building M-STEP Coordinator
- Ensure that students using 1:1 testing devices (such as iPads or Chromebooks that go home with students) have completely exited from the testing system before leaving the testing room
- Stop Guided Access on iPad devices
- Ensure that each Answer Document used for paper/pencil testing has a barcode label

affixed to it and the correct information is printed on the front page (a \$10 fee will be assessed for each Answer Document returned for scoring without a label)

Test Administrator Resources

Test Administrators may be administering online tests, paper/pencil versions of the test, or both. Therefore, the Office of Assessment and Accountability (OSA) and its testing contractor have developed a number of resources and tools designed to help Test Administrators better navigate the administration process, including (1) the **M-STEP Paper/Pencil Test Administration Directions** (available in print form and online on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep)), and (2) the **M-STEP Online Administration Directions** (also available in printed form and online at the above address). Other resources and tools (presentations, mini-tutorials, and manuals) are described in detail in the Overview section on pages 14–31 of this manual.

Managing Test Sessions

Test Tickets

Each student will require a test ticket for every test session, and each test ticket will have a unique username and password. Examples of test tickets for a two-part test are shown on the next page.

Building M-STEP Coordinators will provide test tickets to Test Administrators prior to starting each test. The test tickets (and corresponding test rosters) are secure materials. They should be kept in a secure location until they are needed. Students should have their test tickets to log into a test, but not for any other reason.

It is good practice to count the number of test tickets at the start of a test session and again at the end of a test session to ensure that no test tickets are left behind. All test tickets

should be returned to the Building M-STEP Coordinator at the conclusion of each testing session.

Sample Test Tickets

M-STEP Spring 2016 Test Ticket
G 7 Science - Part 1

Test Session: Smith
 Student Name: Anderson, Abigail A
 Date of Birth: 11/11/2000
 State Student ID (UIC): 1234567890
 District Student ID: 9483722
 Username: AAnderson1
 Password: 234K79HQ
 Accommodation(s): MSK

M-STEP Spring 2016 Test Ticket
G 7 Science - Part 2

Test Session: Smith
 Student Name: Anderson, Abigail A
 Date of Birth: 11/11/2000
 State Student ID (UIC): 1234567890
 District Student ID: 9483722
 Username: AAnderson1
 Password: 234K79HQ
 Accommodation(s): MSK

Verifying Supports and Accommodations on Test Tickets

Students with supports and accommodations will have some of those supports and accommodations displayed at the bottom of their test ticket (see the bold text at the bottom of the sample test ticket below).

M-STEP Spring 2016 Test Ticket
G 7 Science - Part 1

Test Session: Smith
 Student Name: Anderson, Abigail A
 Date of Birth: 11/11/2000
 State Student ID (UIC): 1234567890
 District Student ID: 9483722
 Username: AAnderson1
 Password: 234K79HQ
Accommodation(s): MSK

Embedded online supports and accommodations are abbreviated on the test tickets as follows:

Embedded Online Supports/Accommodations	Test Ticket Abbreviation
Closed Captioning	CCAPTION
Color Choices	CC
Contrasting Color	CTC
Masking	MSK
Reverse Contrast	RC
Stacked Translation (Spanish mathematics only)	ST
Text-to-Speech (items only)	TTS
Text-to-Speech (items and passages)	TTSPASSAGE
Video Sign Language	VSL

Non-embedded supports and accommodations do not display on test tickets.

Some accommodations will require Test Administrators to turn them on once the student has launched INSIGHT. Refer to the M-STEP Online Administration Directions for more information on turning on

Breaks During Testing

Breaks ARE allowed during M-STEP testing (online and paper/pencil). During online test sessions, breaks can be provided using the software’s “Pause” feature (do NOT click “Review/End Test;” that will cause the student’s responses to be submitted). The tests can be paused for up to 20 minutes. If the 20-minute limit expires, the student will need his/her test ticket to log back in.

Paper/pencil testers are allowed to take breaks anytime a stop sign appears in their test booklets. (These signs appear at the end of each test part, which will be noted in the test directions.) If one or more students leave the room, the Test Administrator must collect their Answer Documents, put them inside the students’ test booklets, and give them back to the students when they return. Students may not return to an earlier part of their test booklet after a break is taken.



accommodations. This document is available in [eDIRECT](https://mi.drccedirect.com) (https://mi.drccedirect.com) and on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

Moving Online Testers to a Different Testing Device or Room

There are two main reasons why it would be necessary to move an online tester from one computer to another during testing:

1. There are technology issues with the computer software or hardware that make it difficult and/or impossible for the student to continue testing on that computer
2. The student requires additional time to complete the test and another location would be more suitable

If a student needs to move from one computer to another after testing has begun, follow these steps:

1. Click on the "Pause" button and then click the "Exit" button (**Do NOT** click "End Test")
2. Retrieve the student's test ticket to bring to the new testing computer
3. Escort the student to the new location (or computer)
4. Launch the testing software
5. Hand the test ticket back to the student
6. Observe the student entering his/her username and password
7. The student will be required to view and click through the test directions
8. The student will click "Start Test" and will be taken to the same question where he/she left off prior to pausing
9. Collect the student's test ticket
10. Continue to monitor the test session with the normal security procedures

The testing software expects a student to start and finish a test session (not necessarily all testing, but that test ticket) on the same TSM. If your school uses more than one TSM, the test session will likely be locked if the student moves to a computer on a different TSM. Please work with the Technology Coordinator to identify any testing device-to-TSM relationships or contact DRC to have the test unlocked

Moving Paper/Pencil Testers to a Different Room

Sometimes paper/pencil testers have to be moved to a different location during testing. This usually happens when one student takes longer than other students to complete the test. If this happens, put the student's Answer Document inside his/her test booklet and move the student to a quiet location absent any cluing materials (maps, equations, posters, etc.). The student must be accompanied by a Test Administrator or proctor until he/she finishes testing.

Test Directions

Detailed test directions are included in the M-STEP Online Administration Directions and the M-STEP Paper/Pencil Administration Directions. Please refer to those documents, which are available in [eDIRECT](https://mi.drccedirect.com) (https://mi.drccedirect.com) in printed and electronic form, when preparing for and administering the M-STEP tests.

Issues Specific to Online Testers

While reading test directions to online testers, it is very common for them to click ahead. Some students may reach the "Begin Test" button before you direct students to begin. In some cases, the student may even start taking the test. When the student realizes he or she has gone too far, there is a tendency to click "End Test" to get out of the test. If this happens, the test will become locked and it cannot be unlocked. This will result in

the submission of a test with no responses. Therefore, before you begin reading the test directions, it may be helpful to remind students NOT to click ahead. If they do click the "Begin Test" button early, they should select the "Pause" button and wait for your directions.

Guided Access for iPad Testing

Starting Guided Access Mode

Guided Access is a way to ensure that a student testing on an iPad device cannot access any other apps installed on the device while testing. Though the Technology Coordinator *enables* Guided Access, Test Administrators need to *turn it on* (or have students turn it on) after launching the INSIGHT app. **Once the app is launched and the sign-in screen appears, click the home button (the round one on the screen) three times.** After triple clicking the home button, check for confirmation that Guided Access has started. A square message box will appear momentarily.

Exiting Guided Access Mode

When the student has completed and exited the test, triple click the home button again. A prompt will appear to enter the Guided Access passcode. Technology Coordinators should have provided this code to Test Administrators. When Test Administrators see the Guided Access screen, they should click "End" in the top left corner. Remember that the passcode is considered a secure testing material, so do not allow students to see or use it.

Autonomous Single App (ASM)

If the Technology Coordinator did not provide a password, it is possible that he/she installed Autonomous Single App (ASM)—an iOS feature that can limit iPads to a single app similar to Guided Access. With ASM, Test Administrators do not have to manually turn on Guided Access before testing with INSIGHT; instead,

the app automatically starts INSIGHT in ASM mode and releases the iPad from this mode when INSIGHT is exited. If Test Administrators are not certain which mode their school is using, they should check with their Technology Coordinator. **There is a known issue with iPads failing to exit ASM cleanly after exiting INSIGHT. Please consult with your Technology Coordinator if problems are encountered.**

Note: Guided Access does not have to be turned on to complete OTTs, but Test Administrators may want to practice starting and stopping Guided Access while using the OTTs so they are completely familiar with the steps before testing begins.

Adjusting System Sound

When administering the test on an iPad device, Test Administrators need to make sure that the volume rocker buttons are enabled (they are used to adjust the volume of the headphones). To enable the rocker buttons, triple click the home button again (after starting Guided Access). When prompted, enter the 4-digit passcode. Remember to shield the passcode from student view.

On the next screen that appears, look for "Hardware Buttons" in the bottom left corner. Select "Options" and ensure "Volume Buttons" is enabled (green). Click "Resume" in the top right corner of the screen to return to testing in Guided Access mode.

Ending a Test Session

Online Testers

When students have completed their test, they should click "End Test" (or "Exit" if taking a CAT) and continue clicking through until they are given the opportunity to close INSIGHT. At that point, the Test Administrator should see the desktop or home screen of the device.

If students are testing on devices they carry with them (commonly called 1:1 devices), Test Administrators need to check the



devices to make sure the desktop or home screen is showing before students leave the testing room. This is the only way to be sure that students are not still logged into the testing software. (See the M-STEP Online Administration Directions for more detailed information on ending online tests.)

Internet Connectivity

Online testing requires a reliable connection to the Internet. If a student's computer loses contact with the TSM or DRC during computer adaptive testing or if response caching is not enabled, the student will be logged out of the test. The student can log back in once the connection is restored, usually immediately. If student responses were being cached, responses may need to be pushed from the TSM to DRC, either manually or by a process set up by the Technology Coordinator that runs automatically every 15 minutes.

The connection is checked every 45 seconds or whenever an answer is submitted. At most the one answer is lost to a lost connection (or up to 45 seconds of an essay). Testing resumes at the point where the connection was lost. Where available, wired connections usually have fewer disconnect "blips" than wireless connections.

Paper/Pencil Testers

All parts of the M-STEP test are untimed and student-paced. Therefore, students must be given as much time as needed during the same continuous session on the test date to complete each part of the test. If a test session time slot has ended but there are a few students who need more time to finish, their test materials may be collected and they may be escorted immediately to a different supervised location where they may complete their test.

For all other students who have finished testing, collect their test materials individually (do NOT have them pass their materials to the ends of rows or aisles). Verify that each student has returned both his/her Answer Document and test booklet; then, return the secure materials to the Building M-STEP Coordinator. (See the M-STEP Paper/Pencil Administration Directions for more detailed information on ending paper/pencil tests.)

Important Dates

2016 Online Assessment Windows				
	Grades 5 & 8	Grade 11	Grades 3 & 6	Grades 4 & 7
	April 11–25	April 11–25	April 25–May 13	May 9–27

2016 Paper/Pencil Assessment Administration Dates				
Subject Area	Grades 5 & 8	Grade 11	Grades 3 & 6	Grades 4 & 7
ELA Day 1	April 12	NA	April 26	May 10
ELA Day 2	April 13	NA	April 27	May 11
ELA Day 3	April 14	NA	NA	NA
ELA Make-up	Grades 5/8: April 15 & 18 Makeup, any content area: April 22, 25, 26, 27, 28, and 29	NA	Grades 3/6: April 28, 29 and May 2 Makeup, any content area: May 5, 6, 9, 10, 11, 12, and 13	Grades 4/7: May 12, 13, and 16 Makeup, any content area: May 20, 23, 24, 25, 26, and 27
Math Day 1, Day 2	Grades 5/8: April 19, 20 Makeup, any content area: April 22, 25, 26, 27, 28, and 29	NA	Grades 3/6: May 3, 4 Makeup, any content area: May 5, 6, 9, 10, 11, 12, and 13	Grades 4/7: May 17, 18 Makeup, any content area: May 20, 23, 24, 25, 26, and 27
Social Studies	Grades 5/8: April 21 Makeup, any content area: April 22, 25, 26, 27, 28, and 29	Grade 11: April 14 Makeup: April 15–29 (excluding weekends)	NA	NA
Science	NA	Grade 11: April 14 Makeup: April 15–29 (excluding weekends)	NA	Grades 4/7: May 19 Makeup, any content area: May 20, 23, 24, 25, 26, and 27



Important Pre-Testing Activities			
M-STEP Pre-ID Window	Opens: January 11, 2016 Closes for preprinted barcode labels (paper/pencil testers): February 26, 2016 Closes for online test session pull: February 26, 2016 Remains open for new students through the last day of the grade-specific test window		
M-STEP Initial Order Window	January 11–February 26, 2016		
M-STEP Additional Order Window	Grades 5, 8, and 11: March 30–April 26, 2016 Grades 3 and 6: April 13–May 10, 2016 Grades 4 and 7: April 27–May 24, 2016		
M-STEP Spring Coordinator Live and Taped WebEx	March 2, 2016 (live) The recorded version will be available in eDIRECT on March 4, 2016 (This Webex relates only to online testing)		
Spring 2016 M-STEP Test Recorded Presentations	Released in chapters on the M-STEP web page starting the week of February 15, 2016 , through March		
M-STEP Initial Test Materials Arrive in Districts	Grades 5, 8, and 11: March 24–29, 2016*	Grades 3 and 6: April 11–12, 2016	Grades 4 and 7: April 25–26, 2016
<p>* Schools not in session on March 24–29, 2016 (due to spring break) may request an alternate delivery date of April 4–6 via the Alternate Initial Materials Delivery Request survey, which is open February 4–19, 2016.</p> <p>Two other surveys being conducted by the OSA include: (1) the Off-site Test Administration Request survey, which opened on November 5, 2015 for grade/schoolwide testing and remains open for individual students (e.g., homebound, expelled, etc.) through the end of each grade-specific testing window; and (2) the Alternate INSIGHT Availability Request survey for schools that provide regular classroom instruction after 4:00 PM (this survey opened on January 28, 2016, and will remain open through February 19).</p>			

Materials Return Dates				
Grades	Final date to ship without penalty and inclusion in Answer Document Verification	Shipping dates with \$250 late fee charge	Shipping dates with \$250 late fee and \$25 processing fee per Answer Document	Dates after which materials will NOT be scored
Grades 5, 8, and 11	May 4, 2016	May 5–11, 2016	May 12–18, 2016	May 18, 2016
Grades 3 and 6	May 18, 2016	May 19–25, 2016	May 26–June 1, 2016	June 1, 2016
Grades 4 and 7	June 1, 2016	June 2–8, 2016	June 9–15, 2016	June 15, 2016

Test Administrator Online Checklist

The single-page checklist on the following page of this manual is designed to help Test Administrators with the tasks associated with online M-STEP testing. The checklist may also be downloaded from [eDIRECT](https://mi.drceirect.com) (<https://mi.drceirect.com>). Go to General Information → Documents.

In addition, the tables on pages 61–62 will help Test Administrators keep track of the dates by which important test-related activities must be completed.





Spring 2016 Online Assessments

Test Administrator Checklist of REQUIRED ONLINE TASKS AND ACTIVITIES



2016 M-STEP Test Windows	
Grades 5, 8, and 11	April 11 – April 29
Grades 3 and 6	April 25 – May 13
Grades 4 and 7	May 9 – May 27

eDIRECT: <https://mi.drccedirect.com>

Access Reference Documents in eDIRECT: Select General Information → Documents → filter for “All” administration documents. (All documents should be posted by Friday, March 4, 2016. Check back for updates.)

Test Administrator Checklist:

This checklist is intended to be used *in conjunction* with the **M-STEP Test Administrator Manual** and the **M-STEP Online Administration Directions**, both of which can be found in eDIRECT. **All steps below are required for successful implementation.**

✓	Task
	Before Testing
	Ensure INSIGHT software is installed on all testing devices and that you know how to launch it on those devices
	Ensure students have practiced using the OTT/Sample Item Sets
	Ensure you and your students have viewed the M-STEP tutorial available on eDIRECT and/or the INSIGHT engine
	Review all applicable sections of the M-STEP Test Administration Manual (TAM)
	Read the entire M-STEP Online Administration Directions (there are separate directions for paper/pencil)
	Clearly understand the scheduled testing time, including breaks
	Prepare the classroom for testing (see the M-STEP Online Administration Directions for more information)
	Obtain a student test ticket for each student who will be testing
	Count the test tickets you will be using for this test session
	During Testing
	Distribute test materials (headphones, if applicable, scratch paper, graph paper, test tickets)
	Read Test Directions aloud to students (use the M-STEP Online Administration Directions)
	If testing on an iPad, make sure the volume rocker buttons are enabled
	If testing on an iPad, start Guided Access (refer to the M-STEP Test Administration Manual)
	Collect test tickets after students have signed in. Retain tickets for students who need to log in again.
	Monitor students during testing
	After Testing
	Collect/Return to Building M-STEP Coordinator all test tickets, test rosters, scratch paper, and graph paper to be securely stored or destroyed
	For students testing on an iPad, use the passcode provided by your Building M-STEP Coordinator/Technology Coordinator to stop Guided Access
	For students testing on 1:1 devices (devices that leave the testing room), be sure you can see the desktop/home screen of the device before the student leaves (this ensures they are not still logged into the test)

Questions Regarding the above steps?

- Consult with the Building M-STEP Coordinator



Supports and Accommodations

What Are Supports and Accommodations?

Generally speaking, supports and accommodations are tools, resources, and strategies that allow all students equitable access to the content measured on the state's standardized assessments.

There are three broad categories into which these tools, resources, and strategies fall: (1) universal tools, which are available to ALL students, (2) designated supports, which are indicated as needed by an adult or team, and (3) accommodations, which are specifically documented in a student's Individualized Education Plan (IEP) or Section 504 Plan.

This section of the manual provides detailed information specifically related to the latter two categories—designated supports and accommodations. It should be noted that what is considered a support for one content area and/or one grade, may be considered an accommodation for another content area or grade, so it is imperative to approach the provision of supports and accommodations from a student-centered perspective (i.e., do not assume that what applies to one student in one grade taking a particular content-area test will apply across the board to all students).

For more detailed information on supports and accommodations (as well as universal tools), refer to the *Michigan Supports and Accommodations Manual* and the *Supports and Accommodations Table*, which are available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

Ordering Accommodated Materials

Some supports and accommodations for students require that they take paper/pencil versions of the tests. **These tests must be specifically requested when ordering materials in the Secure Site** (<https://baa.state.mi.us/BAAsecure>).

Conversely, other supports and accommodations may require that a student take the test online. **Some supports and/or accommodations that an individual student needs to test online must be identified and enabled in eDIRECT.**

These include embedded supports and accommodations and those on which the Office of Assessment and Accountability (OSA) is collecting additional information.

If a student requires a Reader Script, an audio CD, or a video DVD, a special accommodations kit must be ordered for that student. **These kits only contain one paper/pencil test booklet.** Therefore, when more than one student will use the same Reader Script, CD, or DVD (i.e., students will be testing in small groups), additional paper/pencil test booklets must be ordered (the order screen will request the number of students expected to test with each kit, so be sure to enter the correct number.)

Supports and Accommodations Tracking Sheet

The OSA has developed an **optional** Supports and Accommodations Tracking Sheet to help District and Building M-STEP Coordinators ensure that the correct designated supports and accommodations are ordered and available for individual students at the time of testing. The sheet is intended only for organizational purposes; it should not replace or usurp team-level decisions or documented needs in a student's IEP or Section 504 Plan. The sheet is available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

Embedded and Non-embedded Supports and Accommodations

The Spring 2016 M-STEP **online** assessments offer two kinds of supports

and accommodations—embedded and non-embedded. Embedded supports and accommodations are those that are integrated into the online testing system. They are referred to as “online” accommodations in eDIRECT. These accommodations need to be turned on, or enabled, by the Building M-STEP Coordinator in eDIRECT **before** a student’s test ticket is generated.

Non-embedded accommodations are those that are not available within the test engine, such as noise buffers or having a teacher read the items aloud to a student. These are referred to as “standard” accommodations in eDIRECT. They can be checked before or after a student tests. (This eDIRECT designation should NOT be confused with the state’s designation regarding which supports and accommodations are considered standard and nonstandard for accountability purposes.)

A *Supports and Accommodations Companion Document* can be found on pages 77–78 of this manual. By using the numbers in that document, schools can identify which supports listed in eDIRECT (or on the paper/pencil Answer Document) match those within the *Supports and Accommodations Table* located on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

Turning On Supports and Accommodations

For detailed information related to turning on embedded accommodations, refer to the mini-module called *Accommodations – Adding, Editing, Mass-assigning Guide*, which can be found in [eDIRECT](https://mi.drctdirect.com) (https://mi.drctdirect.com). Go to General Information → Documents → Document Type: Mini-Modules.

Verifying Test Tickets

Test Administrators can verify a student’s embedded online supports and accommodations by reviewing his/her test ticket(s). (See the bold text at the bottom of the sample ticket below.)

M-STEP Spring 2016 Test Ticket
G 7 Science - Part 1
Test Session: Smith
Student Name: Anderson, Abigail A
Date of Birth: 11/11/2000
State Student ID (UIC): 1234567890
District Student ID: 9483722
Username: AAnderson1
Password: 234K79HQ
Accommodation(s): MSK

The table shows how embedded online supports and accommodations are abbreviated on the test tickets.

Embedded Online Supports/Accommodations	Test Ticket Abbreviation
Closed Captioning	CCAPTION
Color Choices	CC
Contrasting Color	CTC
Masking	MSK
Reverse Contrast	RC
Stacked Translation (Spanish mathematics only)	ST
Text-to-Speech (items only)	TTS
Text-to-Speech (items and passages)	TTSPASSAGE
Video Sign Language	VSL

Non-embedded supports and accommodations do not display on test tickets.

Where to Find More Information on Supports and Accommodations

Essential supports and accommodations information can be found on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep), including

- the *Michigan Supports and Accommodations Manual*,
- the *Supports and Accommodations Table*,
- Recommended Qualifications and



Guidelines for Use of Translators and Language Interpreters for the M-STEP and MI-Access Assessments,

- M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance,
- the M-STEP, MI-Access, and WIDA Scribing Protocol,
- M-STEP Math Spanish Read-Aloud Guidelines, and
- the M-STEP Math and English Language Arts (ELA) Read-Aloud Guidelines.

A live webinar on supports and accommodations was held on three different dates in December and January. A recorded version of the webinar and accompanying materials are available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep). Scroll down to Student Supports and Accommodations.

Nonstandard Accommodations

Any student who receives a nonstandard accommodation will NOT count as being assessed. The Building M-STEP Coordinator should mark either the student's paper/pencil Answer Document as NS, or, if the student is testing online, enter that code in eDIRECT. For their own protection, Coordinators may also choose to file an Incident Report. Please contact the DAS Call Center (at 1-877-560-8378) for assistance, if needed.

Following are two reasons why some accommodations are considered nonstandard.

- The M-STEP grade 3–5 ELA tests are intended to measure how well a student can read through decoding. Therefore, if the reading passages are read aloud to a student, it becomes a listening test and not a reading test. In this way, the construct of the test (or what it is designed to measure) is changed.

- Using a calculator on any portion of the M-STEP mathematics tests where calculators are not permitted is considered a nonstandard accommodation because the items are intended to measure a student's ability to make the calculations himself/herself (for example, adding or subtracting two numbers). If a calculator is used on these items, it changes the construct of what is being measure.

Filling Out Supports and Accommodations Information on Answer Documents

When Test Administrators are working with paper/pencil testers to complete the demographic portion of their Answer Documents, they will need to make sure that information related to supports and accommodations is correctly recorded. The supports and accommodations information varies by content area.

ELA Standard Supports and Accommodations

- Directions Read in Native Language
- Contracted Braille
- Uncontracted Braille
- Spanish Booklet
- Enlarged Print
- Multiple-Day Testing
- Alternate Response
- American Sign Language (ASL)
- Noise Buffers
- Read Aloud
- Scribe
- Speech-to-Text
- Other

Mathematics Standard Supports and Accommodations

- Directions Read in Native Language
- Oral Translation in Native Language
- Contracted Braille
- Uncontracted Braille
- Spanish Booklet
- Enlarged Print
- Multiple-Day Testing
- Alternate Response
- American Sign Language (ASL)
- Noise Buffers
- Read Aloud
- Scribe
- Speech-to-Text
- Abacus
- Calculator (for grades 6–8 and 11 only)
- L1 Glossary
- Other

Science and Social Studies Standard Supports and Accommodations

- English DVD
- Spanish DVD
- Arabic DVD
- Reader Script
- Oral Translation in Native Language
- Contracted Braille
- Enlarged Print (paper/pencil only)
- Audio CD
- Multiple-Day Testing
- Other

Using Audio CD Versions of the Tests

(Use Form 1 Test Booklet Only)

- **Audio CDs are ONLY available for the M-STEP science and social studies assessments.**
- The audio CD versions of the M-STEP tests are created from a **Form 1 test booklet**.
- Students using an audio CD must have a printed copy of a **Form 1 test booklet** to use during testing even though the school may be taking another form of the test. Be sure to **grid “Form 1” on the students’ Answer Documents** as noted in the test directions.
- This version of the test (designated support) will be shipped with one Form 1 test booklet. Be sure to order additional accommodated forms (Form 1) if using an audio CD with multiple students by accurately indicating the number of students to be tested with the CD on the materials order page in the [Secure Site](https://baa.state.mi.us/BAASecure) (<https://baa.state.mi.us/BAASecure>)
- The District/Building M-STEP Coordinator may order additional audio CDs according to the state’s ordering policy.

The following instructions should be used when administering audio CD versions of the tests:

- Audio CDs are intended to be used by **one student or by small groups of no more than five students**.
- Individual students may use their audio CD in a small group setting only when the computer or CD player has headphones and the student has personal control over the equipment.
- Students should be able to use the equipment independently since this designated support should be used routinely in the classroom. Students may be assisted in playing the audio CD but may not be given any help with answering test items. Students who use audio CDs



(based on individual need) must use a standard Spring 2016 Answer Document. Student responses can be recorded in a number of different ways. Students may

- grid their own Answer Documents;
 - mark their answers in their test booklets and have a Test Administrator, proctor, or test accommodations provider transcribe them onto their Answer Documents;
 - dictate responses to a scribe or into a tape recorder and have a Test Administrator, proctor, or test accommodations provider grid the Answer Documents; or
 - Braille their responses and have a Test Administrator, proctor, or test accommodations provider transcribe the answers onto the Answer Documents.
- For students using an audio CD as a designated support, it is important to **grid the "Audio CD" circle on the students' Answer Document(s)**.
 - Make sure a barcode label is placed on the front of each student's Answer Document where indicated.

Using Video DVD Versions of the Tests

(Use Form 1 Test Booklet Only)

Video DVDs are available only for the M-STEP science and social studies tests, and provide an enhancement to the audio CD versions. Students are able to use the video display as an additional cue when determining where they should be in a test booklet while they are taking a test.

- DVDs are designed to be used with a television and a DVD player. This equipment will produce the highest quality results.
- Each DVD version of the test will be shipped with one Form 1 test booklet.
- Students using a DVD must have a printed copy of a **Form 1 test booklet** to use

during testing even though the school may be taking another form of the test. Be sure to **indicate "Form 1" on each student's Answer Document** as noted in the test directions.

- This version of the test will be shipped with one Form 1 test booklet. Be sure to order additional accommodated forms (Form 1) if using a DVD with multiple students by accurately indicating the number of students to be tested with the DVD on the materials order page in the [Secure Site](https://baa.state.mi.us/BAASecure) (<https://baa.state.mi.us/BAASecure>)
- The District/Building M-STEP Coordinator may order additional video DVDs according to the state's ordering policy.
- Video DVDs for science and social studies are available in Spanish, Arabic, and English. (They are NOT available at all for ELA and mathematics.)

The following instructions should be used when administering video DVD versions of the tests:

- Tests are to be administered to students either individually or in small groups (up to five students) in a setting where the video will not disturb other students.
- The Test Administrator will need to make sure the appropriate **video language circle is filled in on each student's Answer Document**.
- Students who use videos (based on individual need) must use a standard Spring 2016 Answer Document. Responses can be recorded in a number of ways. Students may
 - grid their own Answer Documents;
 - mark answers in their test booklets and have a Test Administrator, proctor, or test accommodations provider transcribe the answers onto the Answer Documents; or
 - dictate responses to a scribe or into a tape recorder and have a Test Administrator, proctor, or test accommodations provider grid the Answer Documents.



- Each test question is marked on the DVD. This helps students return to the appropriate place, if needed, during test administration.
- For students using DVDs as a designated support, **mark the appropriate DVD bubble** on their Answer Document.
- Make sure a barcode label is placed on the front of each student's Answer Document where indicated.

Reading Directions and Track/Chapter Numbers – Audio CDs and Video DVDs

Audio CDs and video DVDs are formatted so that the track number in Part 1 of each test corresponds to the test questions for each test part. Test Administrators and accommodations providers should be aware of the following:

- Directions on the CDs and DVDs are attached to a test question. For example, the initial directions for Science, Part 1 will be part of Track or Chapter 1. This means that a student who returns to test question 1 will hear the directions again. This is a drawback, but it is the only way that tracks/chapters can be aligned with the actual test question numbers.
- Test Administrators or accommodation providers must read aloud the directions **exactly as written** to the student(s) so that students may ask questions before beginning the test. Students will hear the directions a second time on the CD or DVD because the directions are attached to test question tracks.
- Tracks/chapters for Part 2 (if applicable) of the DVDs may begin with Track or Chapter 1 again. This may not correspond to the test question numbers. Students may need to search for the test question numbers by paging back and forth rather than using the menu function offered in the software.

Using Reader Scripts

(Use Form 1 Test Booklet Only)

The use of Reader Scripts (scripted versions of the M-STEP test) standardizes the way in which tests are read aloud to students. Reader Scripts are **ONLY** offered for M-STEP science and social studies and they are considered a designated support. (See the “Read-Aloud Guidelines” on page 74 for information on readers for ELA and mathematics.)

Reader Scripts may be administered one-on-one or in small groups of up to five students. Students will use a **Form 1 test booklet** while the test administrator reads aloud from the Reader Script. The ordering process for Reader Scripts is similar to the process used for ordering video DVDs.

For students using a Reader Script as an accommodation, it is important to **fill in the “Reader Script” circle on their Answer Document**. Also make sure a barcode label is placed on the front of each student's Answer Document where indicated.

Using Oral Translations to Native Language

(Use Form 1 Test Booklet Only)

For science and social studies, translations to native language must use a Reader Script.

Using Enlarged Print Versions of the Test

(Use Form 1 Test Booklet Only)

- Use of the enlarged print version of the assessment is a standard accommodation (1) for students with disabilities who need that accommodation as defined in their IEP, or (2) for general education students with Section 504 Plans.
- **Form 1** is used as the basis for the enlarged print version of the test.
- Students who use an enlarged print version of the test **must record their answers**

in their test booklet and have them transferred by a Test Administrator, proctor, or accommodations provider onto a regular Answer Document.

Spelling, punctuation, indentation, etc., must be transcribed **exactly** as it appears in the student's original response.

- Once student responses have been transcribed onto a regular Answer Document, the student's test booklet **can be returned in a secure, non-scorable box.**
- If students use an enlarged print version of the test, it is important to **fill in the "Enlarged Print" circle on their Answer Document.**
- Make sure a barcode label is placed on the front of the transcribed Answer Document where indicated.

Using Braille Versions of the Test

(Use Form 1 Test Booklet Only)

Using Braille versions of the assessment is a standard accommodation (1) for students with disabilities who need this accommodation as defined in their IEP, or (2) for general education students with Section 504 Plans.

- The use of a braillewriter is permissible. If a student uses a Braillewriter as an assessment accommodation, a Test Administrator, proctor, or accommodations provider **must transcribe the student's responses onto a regular Answer Document** that is returned along with other secure, scorable materials. Spelling, punctuation, indentation, etc., must be transcribed **exactly** as it appears in the student's original response.
- Each Braille version of a subject-area M-STEP test will be a unique test form **(Form 88).**
- Each grade-level/subject-area Braille accommodated kit will include a companion

Assessment Administrator Booklet for Braille. This booklet is provided so that Test Administrators/accommodations providers can see how the original test items were modified for the student. It also allows them to follow along with the student, even if they do not read Braille.

- A *Print to Braille Correspondence* document is available on the M-STEP web page (www.michigan.gov/mstep).
- If students use a Braille version of the test or a Braillewriter, it is important to **grid the "Braille" circle on their Answer Document.**
- The Answer Document to be used for Braille is included in the Braille kit.
- Make sure a barcode label is affixed to the front of the student's transcribed Answer Document where indicated.

Directions for Other Common Supports and Accommodations

Scribes and Tape Recorders

(Use the test booklet form assigned to the school.)

Dictating responses to a scribe or into a tape recorder is a standard support or accommodation for students who need that support or accommodation as defined in their IEP or Section 504 Plan, or for students who have rapid onset of a medical disability.

- Scribes should review the *Scribing Protocol* found on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) to make sure they are doing their job correctly.
- If a student uses a tape recorder or scribe as a designated support or assessment accommodation, a Test Administrator, proctor, or accommodations provider must **transcribe the student's response onto a regular Answer Document** that is returned along with other scorable



materials.

- For students using a tape recorder as a designated support or accommodation, it is important to **grid the “Other” circle on each students’ Answer Documents** and indicate the administered accommodation.
- For students using a scribe as a designated support or accommodation, **grid the “Scribe” circle on each students’ Answer Documents** and indicate the administered support.
- Make sure a barcode label is affixed to the front of the Answer Document where indicated.

Word Processors

(Use the test booklet form assigned to the school.)

The use of word processors for constructed-response items is a standard accommodation for students who need that support or accommodation as defined in their IEP or Section 504 Plan, or for students who have rapid onset of a medical disability.

Because the ELA tests assess the student’s use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored to ensure that **spelling, dictionary, thesaurus, and grammatical software are not activated. Auto-correct may not be used, either.**

- Fill in the **“Other” circle on the student’s Answer Document and indicate that the student used a word processor** as an accommodation.
- If the spell check, dictionary, thesaurus, and grammatical software were not deactivated, the “Nonstandard Accommodations” circle must be gridded.
- If a student uses a word processor or another accommodation to record multiple-choice answers, these **must be transferred onto a regular Answer Document** by the student, Test

Administrator, proctor, or accommodations provider. (See the *Michigan Supports and Accommodations Manual* and the *Supports and Accommodations Table* on the M-STEP web page). Word-processed constructed-response answers do not need to be transcribed onto an Answer Document by school staff.

- **Each word-processed page must be printed and identified with the following student information:**

- Student barcode label from the Secure Site
- Subject area and item number
- Current test year (for example, Spring 2016)

OR

- Student name, UIC, and birth date
- School code and district code
- Current test year, grade, subject area, and item number

- **Word-processed page(s) must be inserted into the student’s Answer Document** that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the Answer Document.
- Word-processed pages returned without a completed student Answer Document cannot be scored.
- Make sure a barcode label is placed on the front of the Answer Document where indicated.
- All Answer Documents containing word-processed pages must be shipped in the **orange Special Handling Envelope.**

Additional or Adapted Paper as an Accommodation

(Use the test booklet form assigned to the school.)

- The use of additional paper is permitted for students who need that accommodation

due to large handwriting. The need must be documented in the student's IEP or Section 504 Plan.

- When additional paper is used, the student should only be allowed to write the equivalent of what could be written (with average-sized handwriting) in the original space provided in the test booklet.
- **Each additional piece of paper must be identified with the following information:**
 - Student barcode label from the Secure Site
 - Subject area and item number
 - Current test year (for example, Spring 2016)
 - **OR**
 - Student name, UIC, and birth date
 - School code and district code
 - Current test year, grade, subject area, and item number
- It is important to **grid the “Other” circle on the student’s Answer Document and indicate the administered accommodation.**
- The additional paper must be inserted into the student’s Answer Document that has all required student identification information completed. Do not staple or otherwise attach additional paper to the Answer Document.
- Additional paper that is returned without a completed student Answer Document cannot be scored.
- All Answer Documents containing additional paper must be shipped in the **orange Special Handling Envelope.**

Extended Time/Multiple Day

(Use the test booklet form assigned to the school.)

- All M-STEP tests are untimed and student-paced.

- If an online tester requires more than one day to complete any single section of an online test, his/her test may be paused and exited at any point. The student will be able to log back into his/her test at any subsequent point within the testing window to complete the session. It is important that the student’s test be paused and exited and not submitted.
- Students with a multiple day, designated support will use the form of the test assigned to their school.
- As with any support, educators must provide **ONLY** those supports the student needs. Significant research indicates that providing students with unnecessary or unneeded tools or supports may negatively impact their test scores.
- Students who qualify for testing beyond the initial test dates will have until the last day of the grade-specific testing window to finish testing.
- Students may not begin a subject-area test before the first date the subject-area test is scheduled for all students.
- If extended time is used for a paper/pencil test, it is important to **grid the “Multiple-Day Testing” circle on the student Answer Document(s).**

Closed Captioning for ELA Listening

This year, closed captioning is only available for the listening items on the ELA online assessments. It will not be available for any other ELA items or for the mathematics, science, or social studies tests.

Read-Aloud Guidelines for ELA and Mathematics

The use of human readers is allowed across all grades as a **designated support** for M-STEP mathematics and non-passage parts of the ELA assessments. Human readers are

also allowable for ELA reading passages as a **documented accommodation** in grades 6–8 (but not for grades 3–5). This accommodation is appropriate for only a very small number of students. For information on documentation requirements and decision-making criteria related to using human readers, go to the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

The M-STEP online ELA and mathematics assessments have a text-to-speech designated support option. Students that do not have access to this support or who take a paper/pencil test may utilize the Read Aloud designated support. Designated supports are options available to all students who may need additional support to access the test content.

The Read Aloud support is administered with a human reader who provides an oral presentation of the assessment text to an eligible student. The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The reader must be trained and qualified and must follow the *M-STEP Read-Aloud Guidelines* available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

Scribing Protocol

The 2016 *Scribing Protocol for the M-STEP, MI-Access, and WIDA Assessments* can be found on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep). The protocol outlines the required procedures a scribe must follow. A scribe is an adult who writes down exactly what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access and can respond to test content. Scribes are allowed as a documented accommodation for ELA writing, and as a designated support for science, social studies, mathematics, and ELA non-writing items.

Scribes may also be necessary for testing students with “sudden or rapid onset” conditions, like broken arms or wrists. Save any documentation, like doctor’s notes, when using a scribe for “sudden or rapid onset” conditions.

Word-to-Word Bilingual Dictionaries

A recommended list of non-electronic word-to-word bilingual dictionaries and glossaries that can be used during M-STEP testing can be found on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep). Scroll down to M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance.

Returning Accommodation Materials and Answer Documents

- Audio CDs, video DVDs, enlarged print, and Braille versions of the test, as well as Reader Scripts, are **secure** materials that **must be returned** at the end of each test window. No copies of these materials may be made, downloaded, or retained. Make sure that all secure materials are included in return shipments.
- If a paper/pencil tester has **word processed or additional pages, those pages must be inserted in the student’s Answer Document and returned in the orange Special Handling Envelope in order to be scored**. All other answer documents may be returned together in the secure, scorable materials boxes. (See the Returning Materials Instructions section on pages 80-87 of this manual for more detailed information.)



Other Reminders for Test Administrators and Accommodations Providers

- The *Supports and Accommodations Table* can serve as a guide for providing supports and accommodations.
- All M-STEP test supports and accommodations must be clearly defined by subject area in the testing section of each student's IEP, Section 504 Plan, or EL instructional record. A state model IEP can be found on the [MDE website](http://www.michigan.gov/mde) (www.michigan.gov/mde). Search for "Model IEP."
- New students with IEPs, Section 504 Plans, and EL services that move from one Michigan school to another must be identified quickly so that supports and accommodations from the previous school can be implemented.
- Plan ahead. The OSA recommends that schools/districts maintain a spreadsheet of students with each student's needed supports and accommodations by subject area. A template can be found on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).
- Ensure that each student is taking the correct test (M-STEP or MI-Access) for each subject area. Students who mistakenly take the wrong test(s) may have to take an emergency test to gain a valid score. An Incident Report must be filed.
- Audio CDs, video DVDs, Reader Scripts, and Read Aloud Guidelines must be used when test content is to be read aloud as a designated support or accommodation.
- An M-STEP test administered with an incorrect accommodation based upon the IEP is considered invalid. The student must take a new (emergency) test to gain a valid score. An Incident Report must be filed.
- Paper/pencil testers must take the entire test in the same form of the test. Do not split form numbers within tests or parts of tests. **Please be sure to administer all parts of the tests.**
- When students with supports and accommodations use audio CDs, video DVDs, and Reader Scripts in small groups of up to five students, **extra Form 1 test booklets may be needed.** When ordering, be sure to specify the number of students using each accommodation kit.
- Some supports and accommodations, such as using a scribe, do not require Form 1 test booklets. Use the form assigned to the school.
- Do not begin a subject-area test before the initial test date. Students who are absent on the initial test day may begin testing on the makeup date for the missed subject area.
- Students may refuse to use a support or accommodation. If this happens, try to resolve the situation with the students' parents/guardians immediately. Document any change approved by parents/guardians.
- Audio CDs, Reader Scripts, or DVDs may not be used with Braille kits.
- A standard Answer Document is used with the enlarged print version of the M-STEP tests.
- Braille and enlarged print kits are ordered by student on the Material Order page.

Online Supports and Accommodations

By using the numbers associated with each support or accommodation (see below), schools can identify which supports listed in eDIRECT match those within the [Supports and Accommodations Table](#). Please also refer to the [Supports and Accommodations Manual](#) for more information related to these supports' administrative practices. Because there are variations between grades and content areas for allowable supports, schools must refer back to the supports and accommodations table for detailed information. Both documents can be found on the [M-STEP web page](#) (www.michigan.gov/mstep) in the **Student Supports and Accommodations section**.

The following supports and accommodations must be turned on in eDIRECT before test tickets are printed:

15	Color Choice (CC)
16	Contrasting Color (CTC)
17	Reverse Contrast (RC)
14	Masking (MSK)
9	Spanish Translation (stacked) (ST)
31	Text-to-Speech – Items and Passages (TTSPASSAGE)
6	Text-to-Speech (TTS)
26	Video Sign Language (test content) (VSL)
33	Closed Captioning (CCAPTION)

Use of the following supports and accommodations must be tracked by subject in eDIRECT

1	Administered individually/small group	18	Scribe (Non-Writing items)
29	English dictionary	30	Scribe (Writing items)
30	Thesaurus	22	OSA Multiplication Tables (grades 4 and above)
4	Noise Buffers	23	Abacus
5	Oral Translated Test Directions	24	Non-Embedded Calculator (Accommodation ONLY for use on calculator items)
8	Read Aloud (Human Reader)	25	Administrator Sign Test Directions in ASL
11	Bilingual word-to-word dictionary	26	Administrator Sign Test Content in ASL
12	Auditory Amplification	27	Alt communication devices
13	Visual Aids	28	Alt access computer settings
14	Masking		





Supports and Accommodations Companion Document

Paper/Pencil Supports and Accommodations

By using the numbers associated with each support or accommodation (see below), schools can identify which supports listed on the Student Answer Document match those within the [Supports and Accommodations Table](#). Please also refer to the [Supports and Accommodations Manual](#) for more information related to these supports' administrative practices. Because there are variations between grades and content areas for allowable supports, schools must refer back to the supports and accommodations table for detailed information. Both documents can be found on the [M-STEP web page](#) (www.michigan.gov/mstep) in the **Student Supports and Accommodations section**.

Use of the following supports and accommodations must be marked on the student's Answer Document:

	Accommodation	ELA	Math	Science	Social Studies
5	Directions Read in Native Language	✓	✓		
5/35	Oral Translation in Native Language		✓	✓	✓
20	Contracted Braille	✓	✓	✓	✓
20	Uncontracted Braille	✓	✓		
9	Spanish Booklet		✓		
21	Enlarged Print*	✓	✓	✓	✓
19	Multiple-Day Testing	✓	✓	✓	✓
35	Audio CD*			✓	✓
36	English DVD*			✓	✓
36	Spanish DVD*			✓	✓
36	Arabic DVD*			✓	✓
34	Reader Script*			✓	✓
27	Alternate Response	✓	✓		
25/26	American Sign Language (ASL)	✓	✓		
4	Noise Buffers	✓	✓		
8/31	Read Aloud (must see Supports/Accommodations Table for specifics)	✓	✓		
18/30	Scribe	✓	✓		
27	Speech-to-Text	✓	✓		
23	Abacus		✓		
24	Calculator		✓		
10	L1 Glossary		✓		
	Other	✓	✓	✓	✓
	Nonstandard Accommodation/Support	✓	✓	✓	✓

*must use Form 1 test booklet.



Materials Return Instructions

All test materials must be managed in some way **after each test window closes**. This includes used and unused test booklets (standard, Braille, and enlarged print), used and unused Answer Documents (student completed and adult transcribed), CDs, DVDs, word-processed pages, scratch paper, graph paper, Listening Scripts, Reader Scripts, and so forth. The table below shows what to do with each material once testing is complete.

How to Process M-STEP Test Materials After Testing

Secure Test Materials	Return to M-STEP Contractor	Schools Keep	Schools Destroy
 Used Answer Documents (all content areas)	Scorable box(es)		
 Unused ELA and mathematics Answer Documents	Non-scorable box(es)		
 Student Test Tickets and Test Rosters			√
 Used Orange Special Handling Envelope(s) with contents	Scorable box(es)		
 Used and Unused Test Booklets (grades 3–8 & 11)	Non-scorable box(es)		
 Accommodated versions of the test (Reader Scripts, Braille, enlarged print, audio CD, video DVD, and translated versions)	Non-scorable box(es)		
 ELA Listening CDs	Non-scorable box(es)		
 ELA Listening Scripts			√
 LI (First language) Glossaries (mathematics)			√
Used scratch paper (including graph paper)			√

Non-Secure Test Materials	Return to M-STEP Contractor	Schools Keep	Schools Destroy
 Used Reporting Code Sheets	Scorable box(es)		
 Unused Reporting Code Sheets			√
 Unused science and social studies Answer Documents			√
 Unused Orange Special Handling Envelopes			√
Test Administration Manuals		Optional	
Test Administration Directions		Optional	
Signed OSA Security Compliance Forms		Store at District for 3 years	



Return Tools

The M-STEP contractor has provided districts/schools with a number of tools for returning materials, including,

- orange Special Handling Envelopes;
- FedEx Express Airbills for shipping;
- **blue scorable stickers** for the outside of boxes containing scorable materials; and
- **green non-scorable stickers** for the outside of boxes containing non-scorable materials.

Districts and schools are encouraged to complete and return test materials as early as possible following each grade-specific testing window. (See page 8 of this manual for window dates.) The M-STEP scoring contractor can then begin to scan and score student responses immediately. Fees are assessed for the late return of scorable materials.

Additional return materials may be ordered if needed during the Additional Material Order window.

Return Shipping Schedule

The schedule on page 10 of this manual shows the dates by which Answer Documents must be returned for each testing window. It also shows the **late fees and penalties that will be applied when materials are not returned promptly.**

Security Compliance Forms

Building M-STEP Coordinators need to give their schools' signed OSA Security Compliance Forms to the District M-STEP Coordinator who will keep them on file for a minimum of **three years**. Do not return these forms to the M-STEP contractor.

Reporting Code Header Sheet

Schools may associate a teacher name or other label with Reporting Codes using the optional Reporting Code Header sheet. The sheet is only needed if the school wants labels associated with the four digit reporting code. Reporting codes can be assigned to students by content by bubbling the answer document or assigning the codes through the secure site.

Preparing Answer Documents for Return

The Orange Special Handling Envelope

The orange Special Handling Envelope(s) is used for the following materials:

- Damaged Answer Documents that are **not biohazards**
- Used Answer Documents that the school has invalidated by printing "**DO NOT SCORE**" prominently on the front page
- All word-processed pages and additional paper with complete student information inserted in each student's Answer Document, for students who required this accommodation.

Set aside the completed orange Special Handling Envelope(s) with its contents. The envelope(s) will need to be **placed at the top of Box 1 prior to sealing the box and shipping it.**

Organizing Answer Documents for Verification

Follow these steps for preparing M-STEP Answer Documents for return to the M-STEP contractor **at the end of each testing window:**

First, organize the Answer Documents into stacks for each grade level being tested in your school. (For example, 5th grade will have a discrete Answer Document stack for



mathematics, ELA, and social studies at the end of the grade 5 and 8 window. Eighth grade will have a discrete Answer Document stack for the same content areas.)

If there are students who used an enlarged print or Braille version of the test, they must have a Test Administrator transcribe their responses onto a regular Answer Document. Starting this year, transcribed Answer Documents may be returned along with the other used Answer Documents (that is, they no longer have to be returned in the orange Special Handling Envelope).

Reviewing/Verifying Answer Documents

Once the Answer Documents are separated into stacks, review them using the following steps. Be sure to conduct this review for **each** stack of Answer Documents at the end of each grade-specific testing window.

Initial Checks/Verifications

For each stack, verify that:

- all Answer Documents are for the same grade level and same subject area;
- all Answer Documents are for M-STEP (not the MME or MI-Access);
- only No. 2 pencils have been used;
- no correction fluid, crayons, markers, highlighters, or colored pencils have been used;
- any sticky notes, paper clips, rubber bands, staples, glue, or other extraneous materials from inside and outside the Answer Documents and Reporting Code Sheets have been removed;
- all **used** Answer Documents for the grades tested in the particular test window will go into the **scorable boxes**;
- all **unused** ELA and mathematics Answer Documents will be **returned**, along with the secure test booklets, in the **non-scorable boxes**; and

- all **unused science and social studies** Answer Documents are placed in an area away from the other **used and unused** Answer Documents (these verified **unused** Answer Documents should be shredded immediately following shipment of all other M-STEP materials back to the scoring contractor).

Individual Answer Document Checks

Once all the Answer Documents are in stacks but **BEFORE** packing them into scorable and non-scorable boxes, review each individual Answer Document to ensure that

- the student information has been completed at the top of the Answer Document (student's legal name, teacher name, school name, district or PSA);
- the Student Birth Date field has been filled in accurately;
- if Reporting Codes are being used (optional), the Reporting Code number has been filled in on each Answer Document;
- the Assessment Date and Test Form Number fields have been filled in accurately;
- the Applicable School Use Only bubbles are correctly completed;
- each Answer Document **has an undamaged barcode** label adhered carefully within the designated frame (a \$10 fee will be assessed for every Answer Document returned for scoring without a barcode label); and
- the student name and school name on each barcode label matches the student information at the top of the Answer Document.

It is **not** permitted to review Answer Documents for completion at this time. Test Administrators are responsible for ensuring that students have completed testing prior to collecting the materials from students and returning them to the Building M-STEP Coordinator.

Final Checks/Verifications

As a final check, verify that a used Answer Document is present for each enrolled, M-STEP-eligible student in each subject area tested in a grade level.

Packing Scorable and Non-scorable Materials for Return

Either the District M-STEP Coordinator or the Building M-STEP Coordinator may return materials for scoring through FedEx Express shipping. Regardless of which coordinator is carrying out this task, the packing instructions are the same.

It is **criticality important** that used answer documents be returned in boxes marked with a blue scorable label. Failure to return answer documents properly can jeopardize a school's accountability calculations.

Instructions for Packing Scorable Materials for Return

1. Organize used Answer Documents/test booklets by grade and then by subject area.
2. Pack used Answer Documents/test booklets in boxes using cushioning materials, if needed, to keep them secure. To return materials to the M-STEP scoring contractor, districts/schools should use the same boxes in which the materials arrived. If these boxes are no longer available, use sturdy boxes to return the materials. **Do not use boxes in which copy paper is packed.**
3. After Box 1 is filled, place the completed **orange Special Handling Envelope** (if used) on top of all the contents prior to sealing this box.
4. Reporting Code sheets (if the school opted to use them) should be placed at the top of Box 1, as well, prior to sealing.

5. Remove or black out any old shipping labels still on the boxes, including the original shipping barcode, and seal them with plastic shipping tape. Please place three strips of tape on the top and three strips of tape on the bottom of each box.
6. Affix a **blue contractor scorable label** to the **top** of **all** boxes containing **used** Answer Documents (for all subject areas).
7. In addition to the blue scorable label, affix a FedEx Express Airbill to Box 1 of the district's/school's scorable materials boxes. The FedEx Express driver will produce and affix additional multiple piece shipment labels to the remaining boxes of scorable materials.
8. On the **blue scorable labels**, indicate the number of scorable materials boxes by completing the Box ___ of ___ (Example: Box 1 of 2, Box 2 of 2). The total number of scorable materials boxes should be indicated. Please ensure that all boxes with scorable materials in them have blue labels. Do **not** include green-labeled non-scorable materials boxes in this count.
9. Remember that shipments must be made immediately after EACH test window closes.

Only one box in a shipment needs a FedEx Express Airbill. Do not tamper with the preprinted information on the Airbill in any way as this may affect FedEx processing and delay the shipment.

Instructions for Packing Non-scorable Materials for Return

1. Pack all used and unused test booklets, unused ELA and mathematics Answer Documents, and any accommodated materials in the boxes using cushioning materials to keep them secure. All CDs, DVDs, Reader Scripts, enlarged print, and/or Braille materials must be



returned. Please pack CDs and DVDs at the top of the box(es). It is preferable to use the same boxes that the contractor used to ship materials to the district/school.

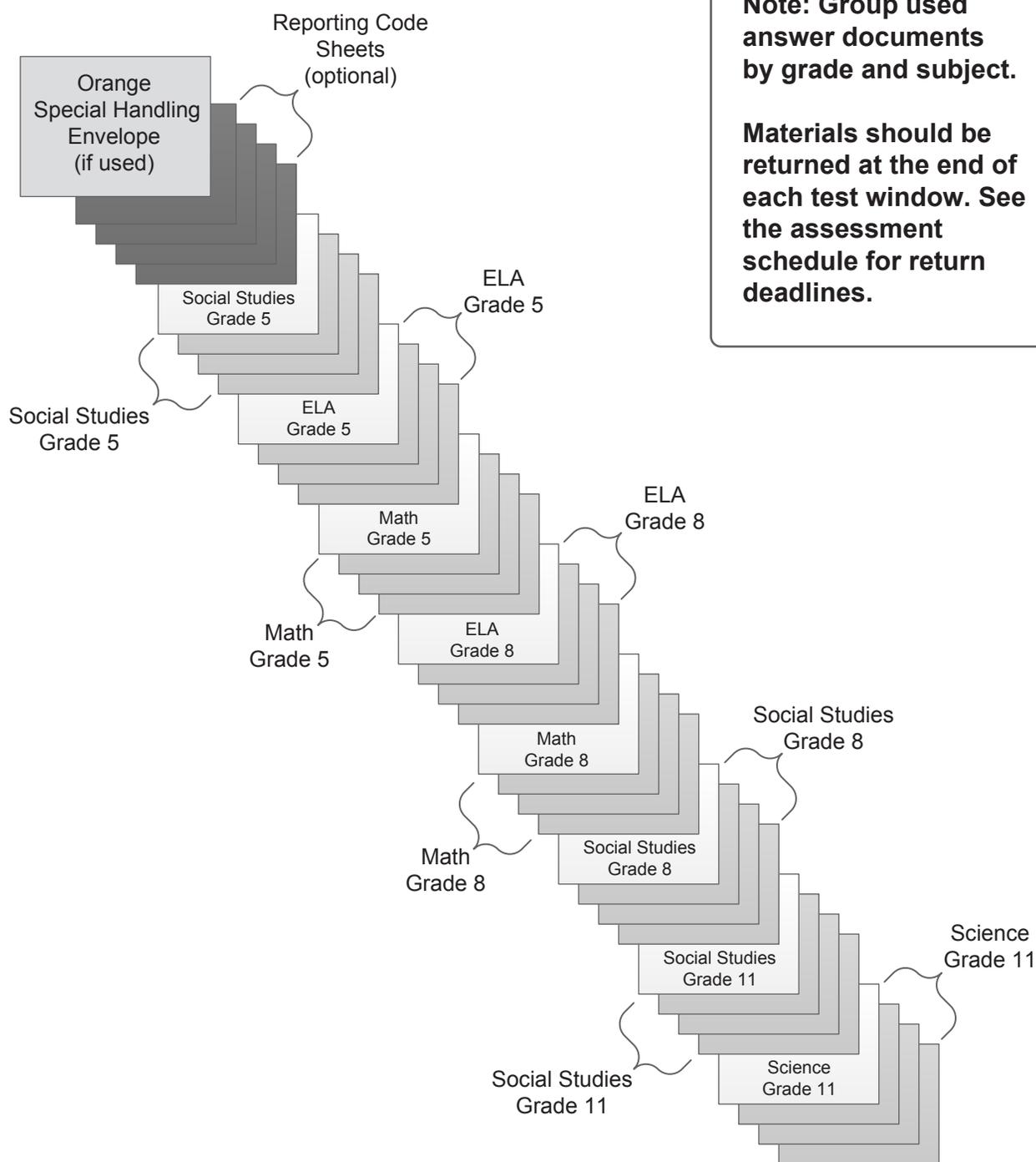
2. Remove or black out any old shipping labels, including the original shipping barcode, and seal the boxes with plastic shipping tape. Please place three strips of tape on the top and three strips of tape on the bottom of the boxes.
3. Affix a **green non-scorable label** to the top of all boxes containing used and unused test booklets, unused ELA and mathematics Answer Documents, and accommodated materials. The FedEx Express driver will produce and affix multiple piece shipment labels to the remaining boxes of non-scorable materials. **Unused** science and social studies Answer Documents may be destroyed by the District or Building M-STEP Coordinator.
4. On the **green non-scorable labels**, indicate the number of non-scorable materials boxes by completing the Box ___ of ___ (Example: Box 1 of 2, Box 2 of 2). The total number of non-scorable materials boxes should be indicated. Do **not** include blue-labeled scorable materials boxes in this count.
3. When prompted, enter 999 999 933 as the nine-digit FedEx account number. You should be transferred to a specialized Premier Customer Service Representative. If all Premier Customer Service Representatives are busy, your call may be forwarded to a regular Customer Service Representative. A Premier Customer Service Representative will be able to answer more M-STEP-specific shipping questions than a regular Customer Service Representative, but either will be able to help you schedule your M-STEP pickup if you specify that you need to schedule a **FedEx Express pickup** for the M-STEP project.
4. Please have the following information available when you call:
 - your phone number (if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system; otherwise, this information will need to be provided);
 - the pickup date;
 - the total number of boxes you are returning (add scorable boxes and non-scorable boxes); and
 - the average box weight (you can use 30 pounds per box).
5. If you do not have enough scorable or non-scorable labels, and/or enough FedEx Express Airbills, contact your District M-STEP Coordinator for assistance.
6. Any remaining labels and airbills can be saved and used for returning materials at the end of other Spring 2016 test windows. After returning ALL of your materials for 2016, destroy any remaining FedEx Express Airbills, as these are year-specific.
7. Keep the sender’s copy of the FedEx Express Airbill for each package so that you can easily track your packages. If requested, the FedEx Express driver will supply small adhesive tracking labels. These labels will match the multiple-piece shipment labels on your packages.

Only one box in a shipment needs a FedEx Express Airbill. Do not tamper with the preprinted information on the Airbill in any way as this may affect FedEx processing and delay the shipment.

Instructions for Returning All Materials via FedEx Express

1. Place the boxes where the FedEx driver normally delivers or picks up packages.
2. To schedule a pickup call 1-800-GoFedEx (1-800-463-3339). After the voice prompt (“Welcome to FedEx. In a few words, please tell me what you’re calling about”), **press 9 or say, “Premier Customer Service Program.”**

Diagram for Packing Scorable Materials



Note: Group used answer documents by grade and subject.

Materials should be returned at the end of each test window. See the assessment schedule for return deadlines.

**Example:
Assembling Answer Documents for Return
After the Grades 5, 8, and 11 Testing Window**



Materials Return Dates				
Grades	Final date to ship without penalty and inclusion in Answer Document Verification	Shipping dates with \$250 late fee charge	Shipping dates with \$250 late fee and \$25 processing fee per Answer Document	Dates after which materials will NOT be scored
Grades 5, 8, and 11	May 4, 2016	May 5–11, 2016	May 12–18, 2016	May 18, 2016
Grades 3 and 6	May 18, 2016	May 19–25, 2016	May 26–June 1, 2016	June 1, 2016
Grades 4 and 7	June 1, 2016	June 2–8, 2016	June 9–15, 2016	June 15, 2016

Materials Return Instructions



Appendix A

Spring 2016 M-STEP Calculator Policy

Online and Paper/Pencil Testers

Students in grades 3, 4, and 5 are NOT allowed to use a calculator on ANY item in the mathematics assessment as the use of calculators at these grade levels changes the construct of the item and what it is intended to measure. All students must abide by this no-calculator allowed policy, even students whose IEP or 504 Plan specifies otherwise. The use of a calculator at grades 3, 4, or 5 is considered a nonstandard accommodation. Nonstandard accommodations render the assessment invalid.

Online Testers

Students in grades 6, 7, and 8 will use the calculator embedded within the online delivery engine. The calculator will appear in the toolbar when items allow its use; it will not appear when items do not allow its use.

There are two types of embedded online calculators:

- Grade 6 – basic calculator
- Grades 7 and 8 – scientific calculator

The Office of Assessment and Accountability (OSA) has developed resources for online testers to help prepare them for online testing. One of the resources is an online calculator practice tool. It is recommended that online testers visit the practice environment to see sample items and familiarize themselves with the online calculator tool. To practice using the M-STEP online calculators, go to the [OTT portal](https://wbte.drctdirect.com/MI/portals/mi/) (<https://wbte.drctdirect.com/MI/portals/mi/>) using the Google Chrome browser.

Paper/Pencil Testers

Students in grades 6, 7, and 8 will use a hand-held calculator. The test booklets are divided into three parts. Part 1 of the paper/pencil mathematics assessment is considered non-calculator, and students must not have a calculator within reach. Parts 2 and 3 of the paper/pencil mathematics assessment allow the use of a calculator. Once students start Part 2, they are not allowed to return to the non-calculator items in Part 1. Since external hand-held graphing calculators are programmable, there is a potential of a security breach. All programmable calculators must be set to TEST mode during the testing session.

Types of hand-held calculators:

- Grade 6 – basic
- Grades 7 and 8 – scientific

Important Notes

Alignment

The operational items on all of the assessments have been field-tested and are aligned to Michigan's standards.

Fairness

The issue of fairness between online testers and paper/pencil testers with regard to calculator usage has been raised. OSA decided not to burden schools by requiring them to purchase calculators specifically for this assessment as a possible one-time use. Some schools may not have the grade-specific calculators for their paper/pencil testers to use. OSA has reviewed every mathematics item to determine if the use of an above-grade-level calculator gives those students an advantage. Students will not be advantaged or disadvantaged based on using an above-grade calculator on the mathematics assessment.

Managing Online Testers and External Hand-held Calculators

The OSA prohibits online testers from using external hand-held calculators instead of the embedded online calculator. The only online testers who may use an external calculator are those students whose IEP or Section 504 Plan specifies the use of a special adaptive calculator.



Appendix B

Spring 2016 M-STEP Scratch Paper Policy

Scratch paper is an optional universal tool that may be made available to students during testing. Used scratch paper is a **secure** material. District Coordinators should develop and disseminate procedures for the secure handling and disposal of used scratch paper.

ONLINE TESTERS: MATHEMATICS

- Scratch paper is allowed in all test sessions and test parts. For students in grades 6-8, **blank** graph paper, which can serve as the scratch paper, is required and was provided in the online initial material order. The grades 3-5 tests do not include items that require graph paper. Additional graph paper can be downloaded from the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).
- For grades 3-5 scratch paper must be **blank** ruled, unruled, or graph paper. Grades 6-8 must be **blank** graph paper.
- Fresh scratch paper must be distributed at the start of each new test session. That is, when a student receives a new test ticket for log in, then a fresh sheet of scratch paper must be provided at that time. Once a test session is completed, used scratch paper must be returned with the test tickets to the Building Coordinator for secure shredding.
- Students must write their names on the scratch paper. When students are provided a break, the scratch paper must be collected and securely stored with test tickets until testing resumes. If the scratch paper is clearly identified with each student's name, then the scratch paper may be redistributed when students resume testing within a test session. If not, fresh scratch paper is required.

ONLINE TESTERS: ENGLISH LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES

- Scratch paper is allowed in all test sessions and test parts. For all grades this must be **blank** ruled or unruled paper.
- Fresh scratch paper must be distributed at the start of each new test session. That is, when a student receives a new test ticket for log in, then a fresh sheet of scratch paper must be provided at that time. Once a test session is completed, used scratch paper must be returned with the test tickets to the Building Coordinator for secure shredding.
- Students must write their names on the scratch paper. When students are provided a break, the scratch paper must be collected and securely stored with test tickets until testing resumes. If the scratch paper is clearly identified with each student's name, then the scratch paper may be redistributed when students resume testing within a test session. If not, fresh scratch paper is required.

PAPER/PENCIL TESTERS: MATHEMATICS

- Scratch paper is allowed in all test sessions and test parts. For grades 3-5 this must be **blank** ruled, unruled, or, optionally, graph paper. Grades 6-8 may be provided **blank** graph paper in place of **blank** ruled or unruled paper, however students may use the graphs in their test booklets to solve problems. If graph paper is provided it can be downloaded from the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep). **Please note:** ample room is provided in the test booklets for note taking and problem solving activities.

- Fresh scratch paper must be distributed with each “part” of a test and students must write their names on the scratch paper. After students encounter a Stop Sign in the test booklets, scratch paper must be collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If paper/pencil testers are provided a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.
- In order to prevent the use of an inappropriate writing utensil on the answer document, students should only have access to number 2 pencils during paper/pencil testing.

PAPER/PENCIL TESTERS: ENGLISH LANGUAGE ARTS

- Scratch paper is allowed in all test sessions and test parts. For all grades this must be **blank** ruled or unruled paper. **Please note:** ample room is provided in the test booklets, for note taking and planning activities.
- Fresh scratch paper must be distributed with each “part” of a test and students must write their names on the scratch paper. After students encounter a Stop Sign in the test booklets, scratch paper must be collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If paper/pencil testers are provided a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.
- In order to prevent the use of an inappropriate writing utensil on the answer document, students should only have access to number 2 pencils during paper/pencil testing.

PAPER/PENCIL TESTERS: SCIENCE AND SOCIAL STUDIES

- Scratch paper is allowed in all test sessions and test parts. For all grades this must be blank ruled or unruled paper. Please note: ample room is provided in the test booklets for note taking and problem solving activities.
- Fresh scratch paper must be distributed with each “part” of a test and students must write their names on the scratch paper. After students encounter a Stop Sign in the test booklets, scratch paper must be collected and securely stored until it can be returned with the rest of the test materials to the Building M-STEP Coordinator for shredding. If paper/pencil testers are provided a break not associated with a test part, then used scratch paper must be placed inside their closed test booklets.
- In order to prevent the use of an inappropriate writing utensil on the answer document, students should only have access to number 2 pencils during paper/pencil testing.



Appendix C

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Common and Not-so Common Test Administration Scenarios and How to Address Them

Scenario	Response for Online Testers	Response for Paper/Pencil Testers
Student accidentally ends/ submits test without answering all questions.	<ul style="list-style-type: none"> • Contact the Call Center (opt. 2) immediately for assistance. • If more than 5 questions have been answered an Incident Report is required. 	N/A
Student becomes ill and goes home before finishing a test.	<ul style="list-style-type: none"> • Pause and Exit test (do not End test). • Resume testing with the original test ticket in a makeup session. • Incident Report is optional. 	<ul style="list-style-type: none"> • Collect test materials and flag last question answered. • Resume testing in a makeup session. <ul style="list-style-type: none"> – Students are not allowed to return to previously answered questions. • Incident Report is required.
Student is removed from class by parent or guardian during the test administration.	<ul style="list-style-type: none"> • Pause and Exit test (do not End test). • Resume testing with the original test ticket in a makeup session. • Incident Report is optional. 	<ul style="list-style-type: none"> • Collect test materials and flag last question answered. • Resume testing in a makeup session. <ul style="list-style-type: none"> – Students are not allowed to return to previously answered questions. • Incident Report is required.
<p>Student does not complete testing by the end of the school day.</p> <p>Note: testing must be completed by the end of the grade level testing window. There are no exceptions.</p>	<ul style="list-style-type: none"> • Pause and Exit test (do not End test). • Resume testing with the original test ticket in a makeup session. 	<ul style="list-style-type: none"> • With proper planning and scheduling this should not happen. <ul style="list-style-type: none"> – Schedule all testing early in the day to allow all students to complete required testing. Schedule must allow for students who require additional time. – Consider the multiple-day testing designated support – this is allowable as intentional scheduling for some students who use additional supports. • Exceptions for <i>individual students</i> will be considered on a case-by-case basis. An Incident Report is required and must demonstrate student was provided ample time to complete testing.

Scenario	Response for Online Testers	Response for Paper/Pencil Testers
<p>Student Prohibited Behavior (PB)</p> <p>See the Assessment Integrity Guide for examples of and additional information on Student Prohibited Behavior. The guide can be found on the M-STEP web page (www.michigan.gov/mstep) in the Current Assessment Administration section.</p> <p>Note: Taking photographs and/or posting of M-STEP items, responses, or other materials to the Internet are automatic Prohibited Behaviors.</p>	<ul style="list-style-type: none"> As long as the student is not being disruptive to the class, redirect and allow him or her to continue testing. <ul style="list-style-type: none"> Disruptive students or students using electronic devices must be removed from the testing room. Mark the student's test as Prohibited Behavior on the Test Codes screen in eDIRECT. The student's test is invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as PBs may be appealed during the Answer Document Verification window. Incident Report is required. 	<ul style="list-style-type: none"> As long as the student is not being disruptive to the class, redirect and allow him or her to continue testing. <ul style="list-style-type: none"> Disruptive students or students using electronic devices must be removed from the testing room. Mark the student's Answer Document as Prohibited Behavior and return with the scorable materials. The student's test is invalidated. Inform parents or guardians. Perform internal investigation as needed and keep resulting documentation on file as PBs may be appealed during the Answer Document Verification window. Incident Report is required.
<p>Nonstandard Accommodation (NS)</p> <p>See the Nonstandard Accommodations section on page 68 of the Test Administration Manual.</p>	<ul style="list-style-type: none"> Mark the student's test as Nonstandard Accommodation on the Test Codes screen in eDIRECT. The student's test is invalidated. Inform parent or guardian. Perform internal investigation as needed and keep resulting documentation on file as NSs may be appealed during the Answer Document Verification window. Incident Report is required. 	<ul style="list-style-type: none"> Mark the student's Answer Document as Nonstandard Accommodation and return with the scorable materials. The student's test is invalidated. Inform parent or guardian. Perform internal investigation as needed and keep resulting documentation on file as NSs may be appealed during the Answer Document Verification window. Incident Report is required.
<p>Student is administered the incorrect test (for example, an M-STEP test instead of a MI-Access test.)</p>	<ul style="list-style-type: none"> Incident Report is required. Upon receipt and approval of the Incident Report, OSA will mark the test as Do Not Score in eDIRECT. Inform parents or guardians. Student must be assigned to the correct test in the Secure Site and the appropriate test must be given. 	<ul style="list-style-type: none"> Incident Report is required. Mark the answer document with "Do Not Score" and return in the orange Special Handling Envelope. Inform parents or guardians. Student must be assigned to the correct test in the Secure Site and the appropriate test must be given using the school assigned test form.
<p>Student transfers or moves from school with an incomplete content area test.</p> <p>Note: Be prepared to accept phone call from receiving school requesting information on test completion and accommodations /designated supports required</p>	<ul style="list-style-type: none"> Incident Report is required requesting test be marked Do Not Score in eDIRECT. 	<p>Incident Report is required. Mark the answer document with "Do Not Score" and return in the orange Special Handling Envelope.</p>



Scenario	Response for Online Testers	Response for Paper/Pencil Testers
<p>Student transfers or moves into school during the grade-level test window.</p> <p>Note: Contact the sending school to establish tests started and completed and information on accommodations and designated supports. Verify student should not be taking a MI-Access assessment.</p>	<ul style="list-style-type: none"> • Pre-ID student to all tests that were not completed at prior school. If test completion cannot be verified through the sending school, err on side of caution and test the student. • Assign student to online test session(s) and assess with generated test ticket(s). • The entire content area test must be administered at the receiving school. • Incident Report is not required. 	<ul style="list-style-type: none"> • Pre-ID student to all tests that were not completed at prior school. If test completion cannot be verified through the sending school, err on side of caution and test the student. • Assess student using school assigned test forms. • The entire content area test must be administered at the receiving school. • Incident Report is not required.
<p>Rapid onset of a medical disability.</p>	<ul style="list-style-type: none"> • Review the Student Supports and Accommodations Table for appropriate designated support or accommodation. • Select appropriate support or accommodation in eDIRECT prior to printing the test ticket. • Maintain documentation of need. 	<ul style="list-style-type: none"> • Review the Student Supports and Accommodations Table for appropriate designated support or accommodation. • Bubble appropriate support or accommodation on Answer Document prior to returning materials for scoring. • Maintain documentation of need.
<p>Student is not provided appropriate designated support or accommodation.</p>	<ul style="list-style-type: none"> • Test misadministration. • New test with appropriate support or accommodation may be administered with notification to and approval of parents or guardians. • Incident Report is required. 	<ul style="list-style-type: none"> • Test misadministration. • Emergency test with appropriate support or accommodation may be administered with notification to and approval of parents or guardians. • Original answer document must be marked Do Not Score and returned in the orange Special Handling Envelope. • Incident Report is required. <ul style="list-style-type: none"> – Emergency tests are requested through the Incident Report.
<p>Embedded designated support or accommodation not set properly.</p>	<ul style="list-style-type: none"> • Stop testing and assign correct designated support or accommodation in eDIRECT. • Print new test ticket and verify support / accommodation is listed on test ticket. • If problems persist, then contact the Call Center at option 2. • Incident Report is required. 	<p>N/A</p>
<p>Student is not provided a Form 1 test booklet with an accommodated science or social studies material:</p> <ul style="list-style-type: none"> • Audio CD • Video DVD • Reader Script • Translation made from reader script 	<p>N/A</p>	<ul style="list-style-type: none"> • Test misadministration • Student must be administered a new test with a Form 1 test booklet and new answer document. • Original answer document must be marked Do Not Score and returned in the orange Special Handling Envelope. • Incident Report is required.

Scenario	Response for Online Testers	Response for Paper/Pencil Testers
<p>Calculator (mathematics) or dictionary / thesaurus (ELA) used in non-permitted section of the test.</p> <p>Note: Non-permitted tool usage results in test invalidation. The best way to avoid this is to make these tools available only during the permitted sections of the test.</p>	<ul style="list-style-type: none"> • Student Prohibited Behavior • Remove access to non-permitted tool • Allow student to complete testing • Mark the student’s test as Prohibited Behavior on the Test Codes screen in eDIRECT. The student’s test is invalidated. • Incident Report is required. 	<ul style="list-style-type: none"> • Student Prohibited Behavior • Remove access to non-permitted tool • Allow student to complete testing • Bubble answer document Prohibited Behavior • Return answer document with scorable materials • Incident Report is required.
<p>Test is administered prior to the initial day of testing or outside of the grade-level test window.</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Test misadministration. • Answer document must be marked Do Not Score and returned in the orange Special Handling Envelope. • No emergency test will be administered. • Incident Report is required.
<p>A writing utensil other than a number 2 pencil is used on an answer document or the answer document is damaged in any way.</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Student must transcribe all responses exactly as recorded from the original answer document to a fresh answer document in a one-on-one proctored session. • Print and affix a bar code label to the new answer document and return with the scorable materials. • Original answer document must be marked Do Not Score and returned in the orange Special Handling Envelope. • Incident Report is optional.
<p>Test administrator suspects student is not applying his or her best level of effort. For example student “rushes” through test or ends a test purposefully.</p>	<ul style="list-style-type: none"> • This is not student prohibited behavior. • The test is considered submitted and no new test is administered. 	<ul style="list-style-type: none"> • This is not student prohibited behavior. • The test is considered completed and no new or emergency test is administered.

Note¹: Schools may choose to submit an optional Incident Report when an investigation is pending or as protection in situations where the appearance of a conflict of interest may become a concern. **Please note**, OSA reserves the right to request that an Incident Report be completed.

Note²: At the time of publication, MDE is working on an enhanced process for submitting Incident Reports. Information will be provided in the *Spotlight* and on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep), once details have been finalized.



Appendix D



eDIRECT User Guide

The eDIRECT User Guide discusses eDIRECT, the interface to the administrative functions of the DRC INSIGHT Online Learning System.

The guide is divided into three main sections:

- **Working with eDIRECT** describes how to access and log into eDIRECT, as well as some of its more common menu functions and options,
- **Test Setup** describes the test setup options for editing student information and test sessions, and
- **Checking Student Testing Status** describes the options for monitoring student testing status in eDIRECT.

Access the full guide in [eDIRECT](https://mi.drcedirect.com) (<https://mi.drcedirect.com>). Go to General Information, Documents, Document Type: Manuals and Directions.



Appendix E



2016 M-STEP List of Important Dates

Important Dates	Task / Activity	Mode
10/26/15 – 11/20/15	Online waiver window – request waiver to administer paper/pencil	PP
11/09/15 – 01/15/16	Off-site Test Administration window	Both
01/11/16 – 06/01/16	Pre-identification of students window (for grade and school level requests)	Both
01/11/16 – 02/26/16	Pre-identification of students for barcode labels	PP
01/11/16 – 02/26/16	Initial Material Order window (all grades)	PP
01/11/16 – 02/26/16	Online test session setup in the Secure Site (can be continued in eDIRECT starting March 4, 2016)	OL
01/16/16 – 05/27/16	Off-site Test Administration window (for individual students such as homebound or expelled with services students)	PP
01/28/16 – 02/19/16	Alternate Insight Availability Request window	OL
02/04/16 – 02/19/16	Alternate Material Delivery Request window (grades 5, 8, 11 only)	PP
03/02/16 3-4 PM	Online Test Administration Webinar – watch Spotlight for details	OL
03/04/16 – 05/27/16	eDIRECT available for online test administrative tasks	OL
03/24/16 – 03/29/16	Grades 5, 8, 11 materials arrive in schools–alternate delivery date not requested	Both
03/30/16 – 04/26/16	Grades 5, 8, 11 Additional Material Order window (closes at noon)	PP
04/04/16 – 04/06/16	Grades 5, 8, 11 materials arrive in schools–alternate delivery date requested	Both
04/11/16 – 04/12/16	Grades 3 and 6 materials arrive in schools	Both
04/11/16 – 04/29/16	Grades 5, 8, 11 Online Test Administration window	OL
04/12/16	Grades 5 and 8 ELA Day 1 Paper/Pencil Test Day*	PP
04/13/16	Grades 5 and 8 ELA Day 2 Paper/Pencil Test Day*	PP
04/13/16 - 05/10/16	Grades 3 and 6 Additional Material Order window (closes at noon)	PP
04/13/16 – late August	Preliminary Reports (within 48 hours of online submit)	OL
04/14/16	Grades 5 and 8 ELA Day 3 Paper/Pencil Test Day*	PP
04/14/16	Grade 11 Science and Social Studies Test Day*	PP
04/19/16	Grades 5 and 8 Mathematics Day 1 Paper/Pencil Test Day*	PP
04/20/16	Grades 5 and 8 Mathematics Day 2 Paper/Pencil Test Day*	PP
04/21/16	Grades 5 and 8 Social Studies Paper/Pencil Test Day*	PP
04/25/16 – 04/26/16	Grades 4 and 7 materials arrive in schools	Both
04/25/16 – 05/13/16	Grades 3 and 6 Online Test Administration Window	OL

Important Dates	Task / Activity	Mode
04/26/16	Grades 3 and 6 ELA Day 1 Paper/Pencil Test Day*	PP
04/27/16	Grades 3 and 6 ELA Day 2 Paper/Pencil Test Day*	PP
04/27/16 - 05/24/16	Grades 4 and 7 Additional Material Order window (closes at noon)	PP
05/04/16	Grades 5, 8, 11 Return of Materials Deadline	PP
05/10/16	Grades 3 and 6 Mathematics Day 1 Paper/Pencil Test Day*	PP
05/11/16	Grades 3 and 6 Mathematics Day 2 Paper/Pencil Test Day*	PP
05/09/16 – 05/27/16	Grades 4 and 7 Online Test Administration Window	OL
05/10/16	Grades 4 and 7 ELA Day 1 Paper/Pencil Test Day*	PP
05/11/16	Grades 7 and 7 ELA Day 2 Paper/Pencil Test Day*	PP
05/17/16	Grades 4 and 7 Mathematics Day 1 Paper/Pencil Test Day*	PP
05/18/16	Grades 4 and 7 Mathematics Day 2 Paper/Pencil Test Day*	PP
05/18/16	Grades 3 and 6 Return of Materials Deadline	PP
05/19/16	Grades 4 and 7 Science Paper/Pencil Test Day*	PP
06/01/16	Grades 4 and 7 Return of Materials Deadline	PP
Early May – mid-June	Verification of Enrollment	Both
Mid-June	Verification of Answer Documents	Both
Mid to late June	Verification of Not Tested	Both
Late August	Final Reports	Both

*Absent students can make-up testing on designated make-up dates – see the [Spring 2016 Guide to State Assessments](http://www.michigan.gov/documents/mde/Spring_2016_Guide_to_State_Assessments_510915_7.pdf) (http://www.michigan.gov/documents/mde/Spring_2016_Guide_to_State_Assessments_510915_7.pdf).





M-STEP Test Administration Manual (TAM)

Office of Standards and Assessment (OSA)

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