

# Spotlight



## on Student Assessment and Accountability

### What's New January 8, 2015

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#### M-STEP and MI-Access Grades 3-8 and High School Pre-Identification

- On **January 12, 2015**, the Division of Accountability Services (DAS) will pre-identify students for M-STEP from the Fall 2014 MSDS General Collection (student count day) and Student Record Maintenance (SRM) files submitted in MSDS up through January 2, 2015.
- **DAS will NOT continue to pre-identify additional students for M-STEP from MSDS after the initial January 12 pull.** Schools should do the following actions directly on the Secure Site.
  - Review the Pre-ID Student Report on January 12, 2015 to ensure all students are pre-identified.
  - Unassign students from the M-STEP testing that have exited the school.
  - Assign new students to the M-STEP and MI-Access that have enrolled after count day.

• **ACTION NEEDED:** Beginning January 12th schools will need to identify students that will take the MI-Access assessment by moving students from M-STEP to one of the three MI-Access test cycles. Remember, we pre-identified all students to M-STEP.

This action should be completed prior to ordering materials which will open January 26, 2015. Students can still be pre-identified for MI-Access after January 26th, but MI-Access can not be ordered until the student is assigned to a MI-Access assessment.

- Barcode labels will be printed and shipped by the contractor for students taking the M-STEP or MI-Access paper/pencil tests that were pre-identified on the Secure Site by 5:00 p.m., February 23, 2015. Schools administering the paper/pencil test will be required to print barcode labels for answer documents from the Secure Site for students pre-identified after February 23, 2015.

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### Reminders

► Sign up for Spotlight at:

• <https://public.govdelivery.com/accounts/MIMDE/subscriber/new>. Enter your email address, select Spotlight under Student Assessment.

#### Have Other Questions?

For assessment questions, please email [BAA@michigan.gov](mailto:BAA@michigan.gov).

For accountability questions, please email [MDE-Accountability@michigan.gov](mailto:MDE-Accountability@michigan.gov).

For phone assistance with assessment or accountability issues, call 877-560-8378 and select the appropriate menu option.

## Schools Administering Online Assessments

- For students testing online, the initial pull of students to be loaded into the online testing software will start March 26, 2015. Additional pulls will be made throughout the testing window. More information will be coming at a later date.
- A second step for pre-identification of online students for M-STEP and MI-Access Functional Independence, will be grouping students into a testing session by proctor in the Secure Site. Keep this in mind as you start to plan your schedules and sessions. More detailed information will be coming soon.
- All students pre-identified for a school testing online will automatically be identified as testing online. Schools will need to remove the online testing flag by content area for students that will not be testing online. This can be done in the student Demographics-Mass Update page. More detailed instructions will be available at a later date.
- A Quick Reference Guide describing Pre-ID options and the process for spring 2015 Pre-ID is available under the Quick References section at [www.michigan.gov/securesitetraining](http://www.michigan.gov/securesitetraining). Even if you are experienced in the Pre-ID process for state assessments, we encourage you to read the guide because of the changes this year.

## UIC now Required for Nonpublic and Home Schooled Students

Starting this year, all nonpublic and home schooled students will require a Unique Identification Code (UIC) in order to be pre-identified on the Secure Site. If a student has been in the Michigan public school system at any point, the student should already have a UIC.

When doing a student search on the Secure Site, the system will search the Michigan Student Data System (MSDS) AND the Secure Site, so even if the student has not previously tested, a student MSDS record can still be found in the search.

Student Pre-ID can be done one at a time through the Secure Site student search function, or you can use the student search function to find a UIC number to add to a Pre-ID file that you may be uploading to the Secure Site.

## Assessment Selection (When to choose MI-Access)

The Michigan Statewide Assessment Selection Guidance document will be undergoing an extensive revision given the changes to all of Michigan's summative assessment programs. We are working to release an abbreviated version of this document to assist IEP Teams in making decisions for students who may qualify for taking an alternate assessment based on alternate achievement standards (in Michigan, this is MI-Access). In the meantime, the basic selection criteria for MI-Access remains the same:

- Student has a current and valid Individualized Education Program (IEP) in place.
- The student has or functions as if they have a significant cognitive impairment.
- Student's instruction is based on extended content expectations (Extended Grade Level Content Expectations, Extended High School Content Expectations, and/or Extended Benchmarks).
- Within the small percentage of students with significant cognitive impairments, there is a wide range of functioning. MI-Access uses three levels of assessment based on the student's current level of functioning.

1) Functional Independence assessments are for students who have or function as if they have a mild, significant cognitive impairment (not to be confused with a mild disability). These students typically can assess their personal strengths and limitations, and can access resources, strategies, supports and linkages to help maximize their independence.

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2) Supported Independence assessments are for students who have or function as if they have a moderate cognitive impairment. These students may also have both cognitive and physical impairments that impact their ability to generalize and transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.

3) Participation assessments are for students who have or function as if they have severe cognitive impairment. These students have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and thus make determining their actual abilities and skills difficult.

- All decisions regarding selecting participation in state-wide assessment programs for any student with an IEP is a function of the IEP team.

**IMPORTANT:** Please remember that all students will be given the default to take the general assessment (M-STEP). If your students require MI-Access per their IEP, that this designation must be changed within the Secure Site during the Pre-ID window (see additional information on this topic within this issue of Spotlight on Assessment).

## Splitting MI-Access and M-STEP by Content Area

If a student is eligible to take a MI-Access Functional Independence assessment, their Individualized Education Program (IEP) Teams have the flexibility within Michigan's assessment system to have the student participate in the MI-Access Functional Independence or M-STEP for different content areas. For example, an IEP Team might decide that its fourth-grade student will take the M-STEP for mathematics and science and MI-Access Functional Independence for English language arts (ELA), or some other combination.

Before making a determination on the appropriate assessment for your student, please read the ELA and mathematics information in the M-STEP Spring 2015 Michigan Assessment Transition document

dated November 2014 at [http://www.michigan.gov/documents/mde/Assessment\\_Transition\\_FINAL\\_11-13-14\\_473989\\_7.pdf](http://www.michigan.gov/documents/mde/Assessment_Transition_FINAL_11-13-14_473989_7.pdf).

Please note the following:

- The ELA assessment consists of both reading and writing and cannot be split.
- The M-STEP ELA also includes listening items.
- Both the M-STEP ELA and mathematics tests include constructed response items.

Keep in mind that students taking MI-Access Participation or Supported Independence must do so for all content areas.

## WIDA ACCESS and Alternate Access for ELLs Testing Window

The WIDA ACCESS and Alternate ACCESS for ELLs testing window opens February 9th and closes March 27th, 2015. Please refer to the Spring 2014-15 WIDA Schedule for more information about important WIDA ACCESS testing dates.

Additionally, district coordinators should be sure to:

- Review the 2014-15 WIDA ACCESS and Alternate ACCESS FAQ (includes important administration information), and
- Review the New Assessment Coordinator Primer or New Principal Primer if you're new to assessing English learners (ELs).

## Additional Information on Testing Foreign Exchange Students

This note of clarification is based on misinformation circulating in the field.

All students, including foreign exchange students, who have been identified as English learners (ELs) at any point during the 2014-15 school year in MSDS, must take the WIDA ACCESS or WIDA Alternate ACCESS for ELLs test. Based on their grade of enrollment, these students may also be required to be assessed on the M-STEP and College Entrance and Work Skills assessment.

## Recent News on College Entrance and Work Skills 2016 Assessments

The Michigan Department of Education (MDE) and the Department of Technology, Management and Budget (DTMB) yesterday jointly announced the award of three-year contracts for both the college entrance and work skills assessments that will be given to students beginning in the spring of 2016.

The press release is available at <http://mi.gov/mde/0,4615,7-140-37818-344785--,00.html>. Governor Snyder's office has developed Frequently Asked Questions on this award available at <http://mi.gov/snyder/0,4668,7-277--344790--,00.html>.

## M-STEP Early Preview

The M-STEP "Early Preview" is now available for Michigan students and teachers. The preview is intended to provide students and teachers with a brief look at the technology-enhanced item types they are likely to see for English language arts (ELA) and mathematics.

Students will also have an opportunity to use the navigation tools and features of the online delivery engine. Students and teachers may log into the Early Preview as often as they like.

Please note: The Early Preview is just that, a preview of the item types and system tools. It does not represent all standards for ELA and mathematics, nor all grade levels. A more complete M-STEP sample will be released later this month.

The M-STEP "Early Preview" must be used in Google Chrome. Copy and paste this link into Chrome. <https://wbte.drctdirect.com/MI/portals/mi/ott1>.

## M-STEP ELA Performance Task Details

The following table will help teachers and administrators better understand the structure of the M-STEP ELA Performance Task (PT). Each ELA PT will be accompanied by 2-5 pieces of source material (grade level appropriate texts) and 3-5 questions (e.g.,

multiple choice, technology enhanced and/or short constructed response). In addition, the ELA PT at each grade will require a full length essay (extended response item). Rubrics are posted on the M-STEP website.

Each Performance Task is preceded by a Classroom Activity. The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the Performance Task intends to assess. Sample Classroom Activities will be posted on the M-STEP Grades 3-8 and Grade 11 websites later this month.

You may click on the rubric links in the Writing Mode table below.

Grade	Writing Mode Rubrics
3 - 8	<a href="#">Narrative: Source material will serve as inspiration for the constructed response, text-inspired rather than text-based.</a>
3 - 5	<a href="#">Informational: Students will write to inform an audience, making reference to the source material.</a>
6 - 11	<a href="#">Explanatory: Students will write to explain a subject, analyzing source material in their explanation.</a>
3 - 5	<a href="#">Opinion: Students will form and defend an opinion, supported by information from the source material.</a>
6 - 11	<a href="#">Argumentative: Students will compose an argument, using evidence from the source materials to form and support claims. In grades 7-11, the students will use the source material also to form counterclaims.</a>

## M-STEP Mathematics and ELA Material Ordering Information for Special Materials

Below is a list of materials and corresponding guidance for intended use that districts will need in order to place material orders in the Secure Site beginning on January 26, 2015.

- Braille – Students needing a braille version of the assessment must select this option for individual students in the Secure Site. Contracted braille is the order default for this paper-pencil material. However, if uncontracted braille is needed, please send a written request to [baa@michigan.gov](mailto:baa@michigan.gov) by January 30th, 2015.
- Enlarged print for Paper/Pencil – Students needing enlarged print should have the enlarged print form of the assessment ordered via the Secure Site.
- English glossary reference sheets for Mathematics and ELA Paper/Pencil – This designated support provides students with grade and context appropriate definitions of construct-irrelevant terms. This support may be useful for students who need to use a dictionary on a regular basis in the classroom because of an individual student need. This support is not intended as a universal tool.
- Translated glossary reference sheets in Spanish and Arabic for Mathematics Paper/Pencil – This designated support is intended only for students who are currently proficient in the literacy skills of their native language. This support should also only be used by students who use similar supports, such as a word-to-word bilingual dictionary, on a regular basis in the classroom. Additional languages (Cantonese, Ilokano, Korean, Mandarin, Punjabi, Tagalog, Russian, Ukrainian, and Vietnamese) will be available for download.
- Full Math Paper-Pencil Spanish translation test booklet – This designated support is intended only for students who are currently proficient in Spanish literacy skills. Incorrect identification of students who should use this support may yield less valid and meaningful assessment results.

## MI-Access Functional Independence Online Tools Training

It is ready! Phase I of the MI-Access Online Tools Training allows your students an opportunity to interact with an online program that will look and function like the test that will be used for the MI-Access Functional Independence online assessments this spring.

The purpose of this “practice” test is for students to become familiar with the functionality of the test engine, learn how to use the various tools available, and practice interacting with the system by answering sample test questions.

The Online Tools Training program contains instructions on how to use the available tools within the test engine, as well as 10 practice questions of varying types (such as independent questions, questions involving graphics, questions involving maps, and passage based questions).

All questions on the online assessment will be what the students are used to seeing for MI-Access Functional Independence: multiple choice (question and three answer choices).

Unlike the M-STEP, there will not be any technology enhanced items this year and the constructed response items (Expressing Ideas) will be completed on paper by all students.

The sample questions will span all four content areas (ELA, Mathematics, Science, and Social Studies) and the same Online Tools Training (or practice test) will be used by all grade levels.

Students may interact with this practice test as much as they wish, or as often as teachers determine is appropriate for the students.

Please note that this web-based version of the Online Tools will not include the text-to-speech audio. We are making this web based version available as early as possible so that students can interact with it as soon as possible, but the audio will not be available until late February.

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Once the test engine (Insight) is available, please speak with your technology coordinators about getting the software loaded onto the machines you will use for the assessment as soon as possible.

Once that software is loaded, Phase II of the Online Tools Training will be available within that software.

Phase II will contain the same content as the web version (Phase I), but will include the text-to-speech audio, which will be defaulted as “on” for all students taking MI-Access Functional independence online assessments (please see the Universal Tools section of the MI-Access Supports and Accommodations table).

The Phase I, web-based version of the Online Tools Training requires a Google Chrome browser and can be found using the following URL: <https://wbte.drctdirect.com/MI/portals/mi/ott2>.

## Just a reminder...Important Dates!

Upcoming important dates, recent topics, etc.

### Approaching Dealines!

- **TOMORROW, January 9, 2015:**
  - Last date to Pre-ID students for **ACT Plus Writing and WorkKeys** to receive pre-printed barcode labels. Schools will be required to print barcode labels for students pre-identified after January 9, 2015 – 5:00 p.m.
  - Deadline for **ACT** test coordinators to submit online off-site proposal.
  - Last date to Pre-ID students for **WIDA**. The student's barcode number will be required to be bubbled on the student's answer document for students pre-ID in the Secure Site after January 9, 2015. Student barcode labels cannot be printed from the Secure Site for the WIDA assessment.
  - It is also the last day to order WIDA Braille and enlarged print materials on the secure site. Once the Pre-ID window closes on January 9, 2015, all orders will need to be placed directly with MetriTech (WIDA's material vendor). See instructions on page 6 of the [November 20, 2014 Spotlight](#).
- **January 13, 2015:** Last date for test coordinators to confirm **ACT Plus Writing** enrollment numbers, and to order ACT WorkKeys standard time and accommodations test materials via the ACT Establishment and Ordering system (OTIS).

### Other Important Dates

- **January 12, 2015:** Student Pre-Identification opens for Spring 2015 **M-STEP** and **MI-Access** Assessments for students in grades 3–8 and 11.
- **January 14, 2015:** **ACT** Test Administration Q & A Session. Registration information was sent to ACT test coordinators the week of November 23rd. For questions, please contact ACT by phone at 800-553-6244 ext. 2800 or via the Contact Us page at <http://www.act.org/aap/state/contact.html>.
- **January 19-23, 2015:** ACT Test Coordinator receive Preliminary **ACT – Approved Accommodations Roster** for review.
- **January 26, 2015:** Material orders for paper/pencil open for Spring 2015 **M-STEP** and **MI-Access** for students in grades 3–8 and 11.
- **January 30, 2015:** Deadline to request changes to the Preliminary **ACT – Approved Accommodations Roster**.
- **Now – February 11, 2015:** Window for **ACT** to receive ACT- Approved Accommodations Late Consideration Form. For questions, please contact ACT by phone at 800-553-6244 ext.1788 or via email at [ACTStateAccoms@act.org](mailto:ACTStateAccoms@act.org).

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Upcoming important dates, recent topics, etc.

### Countdown to Spring Testing

The spring testing window for both WIDA ACCESS for ELLs and WIDA Alternative ACCESS for ELLs opens on February 9, 2015 and ends March 27, 2015.

ACT initial test date is March 3, 2015 and WorkKeys assessments initial test date is March 3, 2015 and March 4, 2015 respectively.

For a complete testing schedule visit [http://www.mi.gov/documents/mde/Spring\\_2015\\_Testing\\_Schedule\\_Update\\_464310\\_7.pdf](http://www.mi.gov/documents/mde/Spring_2015_Testing_Schedule_Update_464310_7.pdf).

### Supports and Accommodations Guidance Documents

This is a reminder that the following documents are now available for districts' review and use:

[M-STEP, MI-Access, and WIDA Student Supports and Accommodations Table](#): This document outlines the available universal tools, designated supports, and accommodations for each of Michigan's assessments.

[M-STEP Mathematics and English Language Arts \(ELA\) Read-Aloud Guidelines](#): The guidelines included in this document must be followed for students requiring the Read-Aloud support on the M-STEP assessments.

[M-STEP and MI-Access Bilingual Word-to-Word Glossaries List](#): This is a list of recommendations in the event schools have English learner (EL) students needing to use a bilingual word-to-word for linguistic support in the classroom and on specific Michigan assessments.

[Scribing Protocol for the M-STEP, MI-Access, and WIDA Assessments](#): The guidelines included in this document must be followed by test administrators if they are scribing responses for students.

In the coming weeks a companion document for the Supports and Accommodations Table will be available. This document will include full descriptions of each support outlined in the table, considerations for selecting supports, and recommendations on making team based decisions to support the needs of all students.

### Articles in Our Last Spotlight, December 18, 2014

To access the following *What's New* articles from the last Spotlight edition, go to: [December 18, 2014 Spotlight](#).

- Spring 2015 Student Supports and Accommodations Documents NOW available - page 1-2
- WIDA Test Exceptions & False LEPs - page 2
- Spring 2015 MME- ACT Plus Writing & Work Keys Accommodations Summary Table - page 2
- Responses to 12/9/14 ACT Test Administration Q & A Session - page 2
- Student Test Taking Requirements for the Michigan Merit Examination - page 3

► *Prior Recently Asked Questions can be found at [http://www.michigan.gov/documents/mde/Recently\\_Asked\\_Questions\\_470957\\_7.pdf](http://www.michigan.gov/documents/mde/Recently_Asked_Questions_470957_7.pdf).*