



# MME – Day 2

## MICHIGAN DEPARTMENT OF EDUCATION Michigan Merit Examination (MME) State Testing—March 2012 WorkKeys Answer Document Supplement

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### In this Document

This document contains instructions that are **specific to the state of Michigan** for completing required information on your 2012 *WorkKeys State Testing Answer Folder* (Day 2 Testing). These instructions are **in addition to** the instructions that apply to all states and are provided in the *WorkKeys Supervisor's Manual for State Testing* (or *State Special Testing*).

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### Students Who Withdraw from Your School before March 7, 2012

If a student withdraws from your school **before March 7, 2012**, do *not* submit an answer document for that student. If such a student completed any pretest session portions of an answer document, destroy that document.

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### Barcode Labels

**Requirement:** Each MME Day 2 WorkKeys State Testing Answer Document submitted for scoring must have a student barcode label affixed. Student barcode labels are used to match the student answer documents from MME Day 1, Day 2, and Day 3 to derive MME subject scores. Your school will be charged a **\$50 processing fee** by the Michigan Department of Education for each answer document returned for processing without a student barcode label.

**Receiving and Attaching the Labels:** Barcode labels are provided in your Day 2 non-secure shipment for students who were pre-identified on the BAA Secure Site by January 13, 2012. When you receive the labels, affix the correct student barcode label for each student in the designated space in the upper-right corner of page 4 of the WorkKeys State Testing Answer Document. If you receive labels for students no longer enrolled at your school, destroy those labels.

**Printing Labels:** If you did **not** receive labels for students now enrolled at your school, you **must** print labels for them:

1. Log in to BAA Secure Site at [www.michigan.gov/baa-secure](http://www.michigan.gov/baa-secure).
2. Follow directions in the Secure Site User Manual to search for the student.
  - a. If the student is found, claim the student and assign to the Spring 2012 MME test cycle.
  - b. If the student is not found, register the new student and assign to the Spring 2012 MME test cycle.
3. Print a barcode label for the student following the directions in the Secure Site User Manual. (Student barcode labels printed on the BAA Secure Site will not have an ACT School Code. The ACT school code on the preprinted labels was used only for distribution of the labels from ACT to your school. It is not used for scoring the answer document.)
4. Once you have printed a label, affix it to the WorkKeys State Testing Answer Document.

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### Complete During the Pre-Test Session

For the MME, students **MUST** complete demographic information on the answer document in a pre-test session completed before test day. The following fields must be completed in the pre-test session:

- Block 1—School
- Block 2—Name\*
- Block 4—Date of Birth\*
- Block 5—Gender
- Block 6—Racial or Ethnic Group

DO NOT complete the following blocks:

- Block 3—ID Number: This number is populated via the barcode label.
- Blocks 7 – 15

\* These fields along with the Student-UIC number provided on the student barcode label constitute the matching criteria for National Career Readiness Certificate (NCRC) eligibility. Exact matches are required when creating an online WorkKeys account and/or submitting certificate requests. These fields will be displayed on your *WorkKeys Memo to Examinee* reports.

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## Completed on Test Day

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The following blocks are not to be completed until the day of the test. (The verbal instructions in the WorkKeys supervisor manuals include instructions to have students grid these blocks on test day before testing begins):

- Block 16—Type of Testing
- Block 25—Student Signature and Date

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## After Testing: Information Completed by Your School

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**Overview:** The Michigan Department of Education is required to collect specific student information to ensure the results of state assessments are accurately reported for each Michigan student, school, and district. The following blocks are to be completed by the room supervisors. Students are not to complete any part of these blocks.

**Block 17—Report Codes:** You must fill in all applicable ovals for each of your students as appropriate. (For example, if a student is home-schooled, you would grid the appropriate oval in Block 17 on that student’s answer document.)

**Block 26—Local Items (Michigan-Specific Questions):** Complete items 1 – 17 of Block 26 for each student testing with accommodations on any part of MME Day 2—WorkKeys. Use the questions that start on page 3 of this supplement to complete these items. Respond with information about the accommodations **actually used** for testing. Do not use Questions 18-20.

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## Additional Notes for Test Accommodations Coordinators: Enhancements for 2011

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**Test form numbers:** *Students testing with accommodations must have test form numbers beginning with “R.”* You must confirm this before distributing materials. Test form numbers are listed near the bottom of the test book cover. Do not use standard-time test materials for students testing with accommodations. Standard-time materials have test form numbers beginning with “M.”

**Administration codes:** It is your responsibility to record the proper 3-digit administration code for **every test** you administer with accommodations. Grid all the administration codes on page 3 of the answer document. The codes are found on page 5 in the *WorkKeys Supervisor’s Manual for State Testing—Special Testing*.

**Spanish or Arabic video DVDs (translations):** As shown in the supervisor’s manual:

- For DVD translations of Applied Mathematics or Locating Information, you must record administration codes beginning with a “7”. These tests are eligible for WorkKeys scores but are **not** eligible for the NCRC.
- For a DVD translation of Reading for Information, you must record an administration code beginning with a “5” or “6”. These tests are eligible for WorkKeys scores and the NCRC.

**WorkKeys-ineligible accommodations:** If you administer a test with these accommodations, you must:

1. Grid an administration code beginning with “9” for that test.
2. Describe the specific accommodation you provided on the “WorkKeys Testing Time Verification Form and Administration Report” (page 87 in the *WorkKeys Supervisor’s Manual for State Testing—Special Testing*).
3. Complete question #2 in this supplement using Box 26 on the answer document.

WorkKeys-ineligible accommodations are neither eligible for the NCRC nor eligible for WorkKeys scores.

**Accommodations Summary Table:** Under the “WorkKeys Eligible Scores” column, ACT has indicated whether each accommodation is eligible for WorkKeys score results. An accommodation designated “No” is ineligible for WorkKeys scores and for the NCRC. However, if it is designated “MME eligible,” the student will receive MME scores. These accommodations are also noted as standard in the “IEP/504” or “ELL” column, and they are supported by the student’s IEP, 504 Plan, or ELL instruction. Accommodations identified as “MME ineligible” will not count as assessed, and will not receive MME scores in the affected subjects.

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## Block 26 Questions

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**Q1**– Which criteria most accurately describes this student’s reason for testing with accommodations?

1. IEP
2. Section 504 Plan
3. ELL instruction
4. Rapid Medical Onset

**Q2** – If the student tested using nonstandard accommodations on any section of the WorkKeys (MME Day 2), mark all that apply (Refer to the MME Accommodations Summary Table to identify nonstandard accommodations—extended time is NOT a nonstandard accommodation).

1. Non-Standard Accommodations for Reading for Information
2. Non-Standard Accommodations for Applied Mathematics
3. Non-Standard Accommodations for Locating Information

**Q3** – Which of the following accommodations was used to aid in the presentation of test items for the WorkKeys Reading for Information test?

1. Reader Script or audio in English
2. Video in English for ELL
3. Video in Arabic for ELL (admin code must begin with a “5” or “6”)
4. Video in Spanish for ELL (admin code must begin with a “5” or “6”)
5. Translation of reader’s script into student’s native language for ELL (admin code must begin with “9”)

**Q4** – Which sign language presentation of test items, if any, did this student use for the WorkKeys Reading for Information test?

1. Exact English Signing (EES) of test items
2. Signing of test items in any sign language other than EES (admin code must begin with “9”)

**Q5** – Which of the following accommodations was used to aid in the presentation of directions for the WorkKeys Reading for Information test?

1. Student restatement or clarification of test booklet and administration directions
2. Test booklet and administration directions in sign language
3. All directions read in student’s native language for ELL
4. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions
5. Auditory amplification devices/sound systems

**Q6** – Which of the following accommodations was used to aid in capturing student responses for the WorkKeys Reading for Information test?

1. Oral responses, dictation into tape recorder, or pointing to answers
2. Respond in sign language
3. Augmentative communication devices or computer with alternative access for alternative response mode
4. Mark answers in test booklet

**Q7** – Which specialized tools, if any, did this student use for the WorkKeys Reading for Information test?

1. Concentration tools or noise buffers
2. Bilingual glossary
3. Dictionary, thesaurus, spelling, grammar book (admin code must begin with “9”)
4. Visual, auditory, or physical cues to stay on task
5. Magnification devices

**Q8** – Which of the following accommodations was used to aid in the presentation of test items for the WorkKeys Applied Mathematics test?

1. Reader Script or audio in English
2. Video in English for ELL
3. Video in Arabic for ELL (admin code must begin with “7”)
4. Video in Spanish for ELL (admin code must begin with “7”)
5. Translation of reader’s script into student’s native language for ELL (admin code must begin with “9”)

**Q9** – Which sign language presentation of test items, if any, did this student use for the WorkKeys Applied Mathematics test?

1. Exact English Signing (EES) of test items
2. Signing of test items in any sign language other than EES (admin code must begin with “9”)

**Q10** – Which accommodated presentation of test directions, if any, did this student use for the WorkKeys Applied Mathematics test?

1. Student restatement or clarification of test booklet and administration directions
2. Test booklet and administration directions in sign language
3. All directions read in student’s native language for ELL
4. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions
5. Auditory amplification devices/sound systems

**Q11** – Which accommodated response mode, if any, did this student use for the WorkKeys Applied Mathematics test?

1. Oral responses, dictation into tape recorder, or pointing to answers
2. Respond in sign language
3. Augmentative communication devices or computer with alternative access for alternative response mode
4. Mark answers in test booklet

**Q12** – Which specialized tools, if any, did this student use for the WorkKeys Applied Mathematics test?

1. Concentration tools or noise buffers
2. Bilingual glossary
3. Dictionary, thesaurus, spelling, grammar book (admin code must begin with “9”)
4. Visual, auditory, or physical cues to stay on task
5. Magnification devices

**Q13** – Which audio presentation of test items, if any, did this student use for the WorkKeys Locating Information test?

1. Reader Script or audio in English
2. Video in English for ELL
3. Video in Arabic for ELL (admin code must begin with “7”)
4. Video in Spanish for ELL (admin code must begin with “7”)
5. Translation of reader’s script into student’s native language for ELL (admin code must begin with “9”)

**Q14** – Which sign language presentation of test items, if any, did this student use for the WorkKeys Locating Information test?

1. Exact English Signing (EES) of test items
2. Signing of test items in any sign language other than EES (admin code must begin with “9”)

**Q15** – Which of the following accommodations was used to aid in the presentation of directions for the WorkKeys Locating Information test?

1. Student restatement or clarification of test booklet and administration directions
2. Test booklet and administration directions in sign language
3. All directions read in student’s native language for ELL
4. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions
5. Auditory amplification devices/sound systems

**Q16** – Which of the following accommodations was used to aid in capturing student responses for the WorkKeys Locating Information test?

1. Oral responses, dictation into tape recorder, or pointing to answers
2. Respond in sign language
3. Augmentative communication devices or computer with alternative access for alternative response mode
4. Mark answers in test booklet

**Q17** – Which specialized tools, if any, did this student use for the WorkKeys Locating Information test?

1. Concentration tools or noise buffers
2. Bilingual glossary
3. Dictionary, thesaurus, spelling, grammar book (admin code must begin with “9”)
4. Visual, auditory, or physical cues to stay on task
5. Magnification devices

