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

Grade 5

M-Step™

Michigan Student Test of Educational Progress

2017 Paper/Pencil Test Administration Directions

Paper/Pencil Test Dates — Grade 5

Grades 5 and 8						
April 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11 ELA Day 1	12 ELA Day 2	13 ELA Day 3	14 Makeup ELA	15
16	17 Makeup ELA	18 MATH Day 1	19 MATH Day 2	20 SOCIAL STUDIES	21 Makeup any content area	22
23	24	25	26	27	28	29
	Makeup - any content area					
30						

Paper/Pencil Test Session Information

English Language Arts

- Day 1 ELA paper/pencil test includes separate parts for Listening, Research and Writing Claims.
- Day 2 ELA paper/pencil test includes the Reading Claim.
- Day 3 ELA paper/pencil includes the Performance Task.
- Breaks may be administered between parts. In addition, for Day 3, a break may be provided during the Performance Task.

Mathematics

- Day 1 mathematics paper/pencil test will include Parts 1 and 2.
- Note that calculators are **NOT** allowed in the Grade 5 mathematics test.
- Day 2 mathematics paper/pencil test will include the Performance Task.
- Breaks may be administered between parts.

Social Studies

- Social Studies paper/pencil test will include Parts 1 and 2, to be completed on the same day.
- Breaks may be administered between parts.

Spring 2017, Grade 5 Estimated Test Times
(in hours and minutes)

ELA	Day 1: Part 1–Listening	0:45
	Day 1: Part 2–Research and Writing	
	Day 2: Part 3–Reading	0:45
	Day 3: Part 4–Performance Task	2:00
Math	Day 1: Part 1	0:45
	Day 1: Part 2	0:45
	Day 2: Part 3–Performance Task	1:00
Social Studies	Part 1	0:50
	Part 2	0:50
Total Time Required		7:40

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PART 1: Introduction

This manual provides an overview of the M-STEP paper and pencil test administration. Use this document to familiarize yourself with what your students will experience when participating in the M-STEP assessments, how to prepare for the assessment, and general rules for testing. Test Administrators (TAs) and proctors should become familiar with this document well in advance of the first test administration date in order to prepare properly for each administration.

The *M-STEP, MI-Access, and WIDA Student Supports and Accommodations Table* (at www.michigan.gov/MSTEP) provides guidance regarding specific accessibility resources available for this administration and should be reviewed in advance of the test administration sessions.

ENSURING TEST SECURITY

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

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

Establishing Appropriate Testing Conditions

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

The test administration should be conducted in a secure environment. Establish procedures to maintain a quiet, distraction-free testing environment throughout the test session, recognizing that some students will finish more quickly than others. Students are expected to remain in the testing room until the end of the session. Students may store personal non-content related paper reading material securely off the work surface for use after test materials have been collected. E-readers and other electronic forms of reading materials are not allowed.

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

Food, Drink, Snacks

Students are not allowed to have food, drinks, or snacks on their desk or table during the test. If a student must have any of these items due to medical reasons during the test, the items must be stored away from the test surface (under seats, on the floor, etc.).

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

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

Verifying Student Information

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

Pre-Identification Label Directions

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

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

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

PART 2: Student Data Grid Information and Administration Directions

Directions for Completing the Student Demographic Page

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

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

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

Administration Directions for Completing the Student Data Grid

(Follow this script to begin every test administration.)

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

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

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

**Standard forms are Form 1. Emergency forms are Form 2. For all subjects, the Braille forms are Form 88. Note that form numbers always appear on the front cover of the Test Booklet.*

WHEN YOU ARE READY TO BEGIN:

Distribute test materials to students. Remind students not to open their test booklets until told to do so and to put away all materials that may not be used during the test. Scratch paper is allowed as a universal tool for students who need it. Test booklets are designed to have ample space for note-taking. If used, blank scratch paper must be distributed at the start of each test session or part, collected at the end of each part, and securely returned to the building test coordinator for shredding. Scratch paper must be treated at all times as a secure material.

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

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

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

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

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

[SAY] Make sure that you have a 2017 M-STEP *(insert grade and subject)* Test Booklet.

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

Pause.

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

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

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

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

Turn to the front cover of your answer document.

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

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

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

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

Non-public schools may leave "District" blank.

Pause.

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

Pause.

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

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

Pause.

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

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

Pause.

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

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

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

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

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

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

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

Pause to allow students to finish.

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

Check to make sure all students have bubbled the correct form number. It is critical that the correct form number is bubbled on the answer document in order to ensure the student's test is scored properly.

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

PART 3: General ELA Test Administration Information

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

It is particularly important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors **may not give help of any kind** to students during this test. This includes defining or pronouncing words and reading any part of the test aloud to students. These activities are not appropriate and will result in test scores being invalidated.

Student Participation

All students enrolled in grades 3–8 are required to participate in the M-STEP English Language Arts Summative Assessment except:

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

Participation of Students with Disabilities and/or English Language Learners

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

Preparation for the Assessment

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

- A Test Booklet for each student
- A Student Answer Document for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper is optional for students who require it. Please note, there is ample room in the test booklet for planning and note-taking activities. If used, a fresh blank piece of scratch paper is required for each part of the test.
- Optional: Dictionary and/or Thesaurus is allowed on the final essay of the Day 3: Performance Task only.

Test Administrators will need the following:

- A copy of these Test Administration Directions
- Listening script or CD (for Day 1 only)
- Spare sharpened No. 2 pencils (recommended)

General Rules for the Paper/Pencil Assessment

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

Test items and performance tasks (grades 5 and 8 only) are presented on separate days. Students may not return to any previously completed part of the test.

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

Testing Times

The "Spring 2017 Estimated Test Times" table on the inside front cover contains the estimated times it will take most students to complete the M-STEP paper/pencil test. This information is for scheduling purposes only, as the **assessments are not timed**.

Estimated test times do not include the following:

- time traveling to and from the testing room
- time to distribute and collect test booklets, answer documents and scratch paper if used
- time to complete the first page (demographic page) of the answer document
- time to review paper/pencil test directions and sample items with students

Testing Schedules

This test should be administered in the order listed below. The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

For ELA, the order of administration should be:

- **Day 1:** Part 1–Listening
  Part 2–Research and Writing
- **Day 2:** Part 3–Reading
- **Day 3:** Part 4–Performance Task

  Note: A break may be provided during the Performance Task. If provided, all test materials must be collected and securely stored prior to releasing students for the break.

Students are expected to complete all testing on the designated day.

PART 4: Administering the M-STEP ELA Summative Assessment

Grade 5, Day 1: Part 1– Listening

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

DO NOT READ SAMPLES ALOUD.

[SAY] Now you will be taking Day 1 of the M-STEP English Language Arts Summative Assessment.

First, open your test booklet to page 3.

We will begin by looking at some sample questions. Read the directions silently as I read them aloud.

DIRECTIONS

This test booklet contains several different types of questions. This Sample Question section shows what certain types of questions look like and how they should be answered in the answer document. You will review these samples along with the test administrator.

When you come to the **STOP** sign, you have finished the sample questions.

DO NOT work on any other part of this test until you are told to do so.

Pause.

[SAY] Now turn to page 4 and read Sample Question 1 silently.

Give students time to read Sample Question 1.

[SAY] Sample Question 1 is a multiple-choice question that has a single correct answer. The correct answer for this sample question is C.

For these types of questions you will fill in one answer bubble that goes with the answer you chose. Be sure to fill in the bubble completely and make your mark heavy and dark.

If you want to change your answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now turn to page 5 and read Sample Question 2 silently.

Give students time to read Sample Question 2.

[SAY] Sample Question 2 is a multiple-choice question that has multiple correct answers. The correct answers for this sample question are B and F.

For these types of questions you will fill in all the answer bubbles that go with the answers you chose. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now turn to page 6 and read the passage silently.

Give students time to read the passage.

[SAY] Now turn to page 7 and read Sample Question 3 silently.

Give students time to read Sample Question 3.

[SAY] Sample Question 3 is a multiple-choice question that has two parts. The correct answer for Part A of this sample question is B. The correct answer for Part B of this sample question is B.

For these types of questions you will fill in the answer bubble that goes with the answer you chose for each part. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now turn to page 8 and read Sample Question 4 silently.

Give students time to read Sample Question 4.

[SAY] Sample Question 4 is a matching table question. For this type of question you will need to complete a table with the correct answers. The correct answers for Sample Question 4 are as follows:

- the row A correct answer is N for "night"
- the row B correct answer is N for "night"
- the row C correct answer is D for "day"
- the row D correct answer is D for "day"

For these types of questions you will fill in the answer bubble that goes with the answer you chose for each row in the table. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now turn to page 9 and read Sample Question 5 silently.

Give students time to read Sample Question 5.

[SAY] Sample Question 5 is a short-answer text question. You must write your answer on the lines provided in the text box on your answer document. Write neatly so you will be scored accurately.

Anything you write outside the text box in your answer document will not be scored.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Turn to page 3 in your answer document.

Turn to page 11 in your test booklet.

Make sure that the students are on the correct page in their book and answer document.

[SAY] Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Day 1: Part 1–Listening of the English Language Arts M-STEP. This part of the test includes **passages that you will listen to rather than read,** and it includes different types of questions. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Read each question carefully and follow the directions. Mark your answers in your answer document with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

When you come to the **STOP** sign, you have finished Part 1. If you finish early, you may go back and check your work for Day 1: Part 1–Listening only.

DO NOT work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly.

Pause to answer any questions.

[SAY] Make sure you are on page 3 in your answer document.

Turn to page 12 in your test booklet.

We will begin.

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

Play track one or read aloud passage one, here.

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

[SAY] I will play it one more time.

If reading the script aloud,

[SAY] I will read it one more time.

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

Then,

[SAY] Please answer questions 1 through 3. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

[SAY] Now we will continue.

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

Play track two or read aloud passage two, here.

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

[SAY] I will play it one more time.

If reading the script aloud,

[SAY] I will read it one more time.

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

Then,

[SAY] Please answer questions 4 through 6. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

[SAY] Turn to page 15 in your test booklet.

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

Play track three or read aloud passage three, here.

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

[SAY] I will play it one more time.

If reading the script aloud,

[SAY] I will read it one more time.

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

Then,

[SAY] Please answer questions 7 through 9. When you complete these three questions, please stop working and sit quietly.

Pause. Allow time for students to respond.

When the students have finished,

[SAY] Stop. This is the end of M-STEP English Language Arts Summative Assessment, Day 1: Listening.

Your school may choose to administer a break at this point. If so, please have students close their test booklets and answer documents. Then, collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for secure shredding.)

Grade 5, Day 1: Part 2–Research and Writing

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

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

[SAY] Turn to page 4 in your answer document.

Open your test booklet to page 19.

Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Day 1: Part 2–Research and Writing of the English Language Arts M-STEP. This part of the test includes different types of questions that will require you to pick one or more options from a list of answer choices. You may underline, circle, or write notes in this test booklet to help you, but nothing marked in this test booklet will be scored.

Read each question carefully and follow the directions. Mark or write your answers in your answer document with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

[SAY] When you come to the **STOP** sign, you have finished Part 2. If you finish early, you may go back and check your work for Day 1: Part 2–Research and Writing only.

DO NOT work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly.

Pause to answer any questions.

[SAY] Make sure you are on page 4 in your answer document.

Turn to page 20 in your test booklet.

You may begin.

When the students have finished,

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

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for secure shredding.)

Grade 5, Day 2: Part 3–Reading

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

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

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

[SAY] Turn to page 5 in your answer document.

Open your test booklet to page 31.

Read the directions silently as I read them aloud.

DIRECTIONS

Now you will be taking Day 2: Part 3–Reading of the English Language Arts M-STEP. This part of the test includes passages you will read and different types of questions. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Read each passage and the questions that follow carefully. Mark your answers in your answer document with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

[SAY] When you come to the **STOP** sign, you have finished Part 3. If you finish early, you may go back and check your work for Day 2: Part 3–Reading only.

DO NOT work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly.

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

[SAY] Make sure you are on page 5 in your answer document.

Turn to page 32 in your test booklet.

You may begin.

When the students have finished,

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

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for secure shredding.)

Grade 5, Day 3: Part 4– Performance Task

Be sure that each student has his or her own test booklet and answer document, a sharpened No. 2 pencil with an eraser, and, if used, a fresh sheet of blank scratch paper. Students will record their answers in their answer document. For Day 3, dictionaries and thesauruses are allowed for the final, full-length essay only. Students should not share dictionaries or thesauruses.

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

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

[SAY] Turn to page 6 in your answer document.

Open your test booklet to page 49.

Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Day 3: Part 4–Performance Task of the English Language Arts M-STEP. The performance task includes a number of sources to read, followed by research questions, and a writing assignment. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

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

Next, you will read the sources and answer the research questions. You can take notes in your test booklet as you read the sources and answer the questions.

[SAY] Then, you will be given a writing assignment based on the sources you read. Be sure to write your answers on the lines provided in the answer document. Anything written outside of the lines will not be scored.

When you come to the **STOP** sign, you have finished Part 4. If you finish early, you may go back and check your work for Day 3: Part 4– Performance Task only.

When you have finished, please close your test booklet and answer document and sit quietly.

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

[SAY] Make sure you are on page 6 in your answer document.

Turn to page 50 in your test booklet.

You may begin.

When the students have finished,

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

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for secure shredding.)

Please refer to the "After Testing" chapter on page 33 for specific instructions about assembly and return of materials.

PART 5: General Mathematics Test Administration Information

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

It is particularly important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors **may not give help of any kind** to students during this test. This includes defining or pronouncing words and reading any part of the test aloud to students. These activities are not appropriate and will result in test scores being invalidated.

Student Participation

All students enrolled in grades 3–8 are required to participate in the M-STEP Mathematics Summative Assessment except:

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

Participation of Students with Disabilities and/or English Language Learners

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

Preparation for the Assessment

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

- A Test Booklet for each student
- A Student Answer Document for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper is optional for students who require it. Please note, there is ample room in the test booklet for problem-solving and note-taking activities. If used, a fresh blank piece of scratch paper is required for each part of the test.

Test Administrators will need the following:

- A copy of these Test Administration Directions
- Spare sharpened No. 2 pencils (recommended)

General Rules for the Paper/Pencil Assessment

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

Test items and performance tasks are presented on separate days. Students may not return to any previously completed part of the test.

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

Calculator Guidelines

Students in grades 3, 4, and 5 are **NOT** permitted to use any calculators on any portion of the test, even as an accommodation. Since calculators alter the construct of the content being assessed, they are a **Nonstandard Accommodation** in grades 3-5 and **their use will invalidate the assessment**.

Testing Times

The "Spring 2017 Estimated Test Times" table on the inside front cover contains the estimated times it will take most students to complete the M-STEP paper/pencil test. This information is for scheduling purposes only, as the **assessments are not timed.**

Estimated test times do not include the following:

- time traveling to and from the testing room
- time to distribute and collect test booklets, answer documents, scratch paper if used
- time to complete the first page (demographic page) of the answer document
- time to review paper/pencil test directions and sample items with students

Testing Schedules

This test should be administered in the order listed below. The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

For mathematics, the order of administration should be:

- **Day 1:** Part 1 and Part 2
- **Day 2:** Part 3–Performance Task

PART 6: Administering the M-STEP Mathematics Summative Assessment

Grade 5, Day 1: Part 1

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

Calculators are NOT allowed.

DO NOT READ SAMPLES ALOUD.

[SAY] Now you will be taking Day 1 of the M-STEP Mathematics Summative Assessment.

First, open your test booklet to page 3.

We will begin by looking at some sample questions. Read the directions silently as I read them aloud.

DIRECTIONS

This test booklet contains several different types of questions. This Sample Question section shows what certain types of problems look like and how they should be answered in the answer document. You will review these samples along with the test administrator.

When you come to the **STOP** sign, you have finished the sample questions.

DO NOT work on any other part of this test until you are told to do so.

Pause.

[SAY] Now turn to page 4 and read Sample Question 1 silently.

Give students time to read Sample Question 1.

[SAY] Sample Question 1 is a multiple-choice question that has a single correct answer. The correct answer for this sample question is B.

For these types of questions you will fill in one answer bubble that goes with the answer you chose. Be sure to fill in the bubble completely and make your mark heavy and dark.

If you want to change your answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 2 silently.

Give students time to read Sample Question 2.

[SAY] Sample Question 2 is a multiple-select question that has multiple correct answers. The correct answers for this sample question are A and B.

For these types of questions you will fill in all the answer bubbles that go with the answers you chose. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 3 silently.

Give students time to read Sample Question 3.

[SAY] Sample Question 3 is a table response question. For this type of question you will need to complete a table with the correct answers. The correct answers for Sample Question 3 are as follows:

- the row A correct answer is N for "No"
- the row B correct answer is N for "No"
- the row C correct answer is Y for "Yes"

For these types of questions you will fill in the answer bubble that goes with the answer you chose for each row in the table. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 4 silently.

Give students time to read Sample Question 4.

[SAY] Sample Question 4 is a short response question. You must write or draw your answers in the boxes or graphics provided on your answer document. Write neatly so you will be scored accurately.

Anything you write or draw outside the boxes or graphics provided in your answer document will not be scored.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Turn to page 5 in your booklet.

At the top of page 5, you will find a pencil symbol in the upper left corner. Next to the pencil symbol are the directions for completing the grids for questions that require a gridded answer.

Feel free to refer back to this page as you work through Part 1.

Now read the directions next to the pencil symbol silently while I read them aloud.

This symbol appears next to questions that require you to fill in your answers on a grid on the Answer Sheet. Directions for completing the Response Grid:

1. Work the problem and find an answer.
2. Write your answer in the answer boxes at the top of the grid.
   - Print your answer with the first digit in the answer box all the way to the left, OR with the last digit in the answer box all the way to the right.
   - Print only one digit in each answer box. Do NOT leave a blank answer box in the middle of an answer.
3. Fill in a bubble under each answer box that you used to write your answer.
   - Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
   - Fill in each bubble by making a solid mark that completely fills the bubble.
   - You MUST fill in the bubbles to receive credit for your answer.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 5 silently.

Give students time to read Sample Question 5.

[SAY] Sample Question 5 is a gridded answer question. For this type of question you will need to fill in a grid on your answer document, following the directions we just read.

The correct answer to for Sample Question 5 is 23.

Under Sample Question 5 you can see a completed grid for 23.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Turn to page 3 in your answer document.

Turn to page 7 in your test booklet.

Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Day 1: Part 1 of the Mathematics M-STEP. In this part, you will answer different types of mathematics questions. Some questions may include a picture, chart, or other mathematics-related information. Use that information with what you know to answer the question. You may **NOT** use a calculator for this part of the test. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Read each question carefully and follow the directions. Mark your answers in your answer document with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

When you come to the **STOP** sign, you have finished Part 1. If you finish early, you may go back and check your work for Day 1: Part 1 only.

[SAY] **DO NOT** work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly.

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

[SAY] Make sure you are on page 3 in your answer document.

Turn to page 8 in your test booklet.

You may begin.

When the students have finished,

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

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

*For those administering Parts 1 and 2 in a **single** test sitting you will need to give students a break between sessions. Before dismissing students for a break, collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for secure shredding.) You will need to distribute new, blank scratch paper before beginning Part 2.*

*For those administering Parts 1 and 2 in **separate** test sittings, collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for*

secure shredding.) Securely store the test materials until you begin Part 2. You will need to distribute new, blank scratch paper before beginning Part 2.

Grade 5, Day 1: Part 2

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

Calculators are NOT allowed.

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

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

[SAY] Turn to page 5 in your answer document.

Turn to page 19 in your test booklet.

Read the silently as I read them aloud.

DIRECTIONS

You will be taking Day 1: Part 2 of the Mathematics M-STEP. In this part, you will answer different types of mathematics questions. Some questions may include a picture, chart, or other mathematics-related information. Use that information with what you know to answer the question. You may **NOT** use a calculator for this part of the test. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

[SAY] Read each question carefully and follow the directions. Mark your answers in your answer document with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

When you come to the **STOP** sign, you have finished Part 2. If you finish early, you may go back and check your work for Day 1: Part 2 only.

DO NOT work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly.

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

[SAY] Make sure you are on page 5 in your answer document.

Turn to page 20 in your test booklet.

You may begin.

When the students have finished,

[SAY] Stop. This is the end of the M-STEP Mathematics Test, Day 1: Part 2. Please close your test booklet and answer document.

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned. (Used scratch paper must be returned to the Building Test Coordinator for secure shredding.) Securely store the test materials until you begin Part 2. You will need to distribute new, blank scratch paper before beginning Part 3.

Grade 5, Day 2: Part 3– Performance Task

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

Calculators are NOT allowed.

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

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

[SAY] Turn to page 8 in your answer document.

Open your test booklet to page 31.

Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Day 2: Part 3 of the Mathematics M-STEP. This part contains a performance task. You may **NOT** use a calculator for this part of the test. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

[SAY] Read the information about your task and provide answers for each of the six problems that follow, referring back to the task information as often as needed. Be sure to write your answers in your answer document with a No. 2 pencil. You must write your answers in the designated areas. Anything written outside the designated areas will not be scored. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**.

When you come to the **STOP** sign, you have finished Part 3. If you finish early, you may go back and check your work for Day 2: Part 3 only.

When you have finished, please close your test booklet and answer document and sit quietly.

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

[SAY] Make sure you are on page 8 in your answer document.

Turn to page 32 in your test booklet.

You may begin.

When the students have finished,

[SAY] Stop. This is the end of the M-STEP Mathematics Test, Day 2: Part 3. Please close your test booklet and answer document.

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Please refer to the "After Testing" chapter on page 33 for specific instructions about assembly and return of materials.

PART 7: General Social Studies Test Administration Information

This *M-STEP Grade 5 Test Administration Directions* document contains grade-specific test administration procedures and valuable tips and instructions. It is important that test administrators review this entire document before administering the social studies test.

It is particularly important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors **may not give help of any kind** to students during this test. This includes defining or pronouncing words and reading any part of the test aloud to students. These activities are not appropriate and will result in test scores being invalidated.

Student Participation

All students enrolled in grades 5, 8, and 11 are required to participate in the M-STEP Social Studies Summative Assessment except:

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

Participation of Students with Disabilities and/or English Language Learners

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

Preparation for the Assessment

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

- A Test Booklet for each student
- A Student Answer Document for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper is optional for students who require it. Please note, there is ample room in the test booklet for problem-solving and note-taking activities. If used, a fresh blank piece of scratch paper is required for each part of the test.

Test Administrators will need the following:

- A copy of these Test Administration Directions
- Spare sharpened No. 2 pencils (recommended)

General Rules for the Paper/ Pencil Assessment

Test booklets, used answer documents, used scratch paper, and accommodated versions of the test are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may write in their test booklets. If used, scratch paper must be collected upon completion of each part and immediately returned to the building test coordinator for shredding. Any materials or resources not listed above are not allowed unless specified as an assessment accommodation.

Students are **not** allowed to use dictionaries or other reference materials during any part of this test.

Students may not return to any previously completed part of the test.

Testing Times

The "Spring 2017 Estimated Test Times" table on the inside front cover contains the estimated times it will take most students to complete the M-STEP paper/pencil test. This information is for scheduling purposes only, as the **assessments are not timed**.

Estimated test times do not include the following:

- time traveling to and from the testing room
- time to distribute and collect test booklets, answer documents and scratch paper if used
- time to complete the first page (demographic page) of the answer document
- time to review paper/pencil test directions and sample items with students

Part 1 of the test must be administered before Part 2. The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

PART 8: Administering the M-STEP Social Studies Summative Assessment

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

Directions for Part 1: M-STEP Grade 5 Social Studies Test

[SAY] During this test, I can help you understand the directions, but I cannot give you any help on test items or questions. Except for the directions, I cannot define or pronounce words or read any part of the test to you.

First, turn to page 2 in your answer document.

Open your test booklet to page 3.

[SAY] Read the directions silently as I read them aloud.

DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions may include a passage, map, or other social studies-related information. Use that information with what you know to answer the question.

You must mark all of your answers in Part 1 of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

[SAY] Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

Sample Multiple-Choice Question:

Which economic activity is **most** important in Florida today?

A logging
B trapping
C growing potatoes and apples
D growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 1 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

This is the end of the directions contained in the student test booklet. Continue with,

[SAY] If you do not understand any of these directions, please raise your hand.

Answer any questions the students have regarding the directions.

[SAY] You may turn the page in your test booklet and begin.

When all or most of the students have completed this part,

[SAY] We are going to stop now. If you have not finished this part of the test, arrangements will be made for you to continue working either in this room or in another room.

Please put all test materials down and close your test booklets. Remain quietly in your seats until all materials are collected.

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Test booklets (including accommodated versions) and scratch paper are secure materials that must be carefully monitored. They must be kept in **locked** storage while in classrooms and schools.

When ready to begin the next part of the test, begin with the directions for that part.

Directions for Part 2: M-STEP Grade 5 Social Studies Test

Redistribute all test materials to students, ensuring that each student receives the test booklet and answer document with his or her name on it. If used, fresh scratch paper must be distributed with the second part of the Social Studies test. Remind students not to open their test booklets until told to do so, and to put away cell phones and other electronic devices as well as all other materials, including dictionaries, calculators, and other reference materials that may not be used during this test.

Test administrators are responsible for ensuring that students have turned off and put away all prohibited electronic devices. This includes cell phones, calculators, digital media players (e.g., iPods®), etc.

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

Make sure you have your own Grade 5 Social Studies test booklet, answer document, and a No. 2 pencil. Please raise your hand if you do not have your own test booklet or answer document.

Make sure that all students have their own test materials.

[SAY] During this test, I can help you understand the directions, but I cannot give you any help on test items or questions. Except for the directions, I cannot define or pronounce words or read any part of the test to you.

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

During this test, you must turn off and put away all electronic devices, including cell phones and media players like iPods®. You may not use a calculator, dictionary, or other reference material on this test. The only items you may have on your desk or table are the materials necessary for the test.

[SAY] You are now going to take Part 2 of the M-STEP Grade 5 Social Studies Test.

Turn to page 2 in your answer document.

Open your test booklet to page 17.

Read the directions silently as I read them aloud.

DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions may include a passage, map, or other social studies-related information. Use that information with what you know to answer the question.

You must mark all of your answers in Part 2 of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

Sample Multiple-Choice Question:

Which economic activity is **most** important in Florida today?

A logging
B trapping
C growing potatoes and apples
D growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

[SAY] Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 2 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

This is the end of the directions contained in the student test booklet. Continue with,

[SAY] If you do not understand any of these directions, please raise your hand.

Answer any questions the students have regarding the directions.

[SAY] You may turn the page and begin.

When all or most of the students have completed this part,

[SAY] We are going to stop now. If you have not finished this part of the test, arrangements will be made for you to continue working either in this room or in another room.

Please put all test materials down and close your test booklets. Remain quietly in your seats until all materials are collected.

Collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Please refer to the "After Testing" chapter on page 33 for specific instructions about assembly and return of materials.

PART 9: After Testing

Assemble Materials for Return

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

Check to make sure that all Student Answer Documents have been removed from inside the test booklets. In addition, make sure that no scratch paper was left inside the answer documents. Remove any extraneous material.

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

Make sure that responses for students taking the Braille version of the test have been transferred to standard answer documents with Form 88 bubbled on the front.

Checklist for Test Administrators

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

MICHIGAN Department of Education

M-STEP 2017 Paper/Pencil Summative Assessment Administration Directions

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