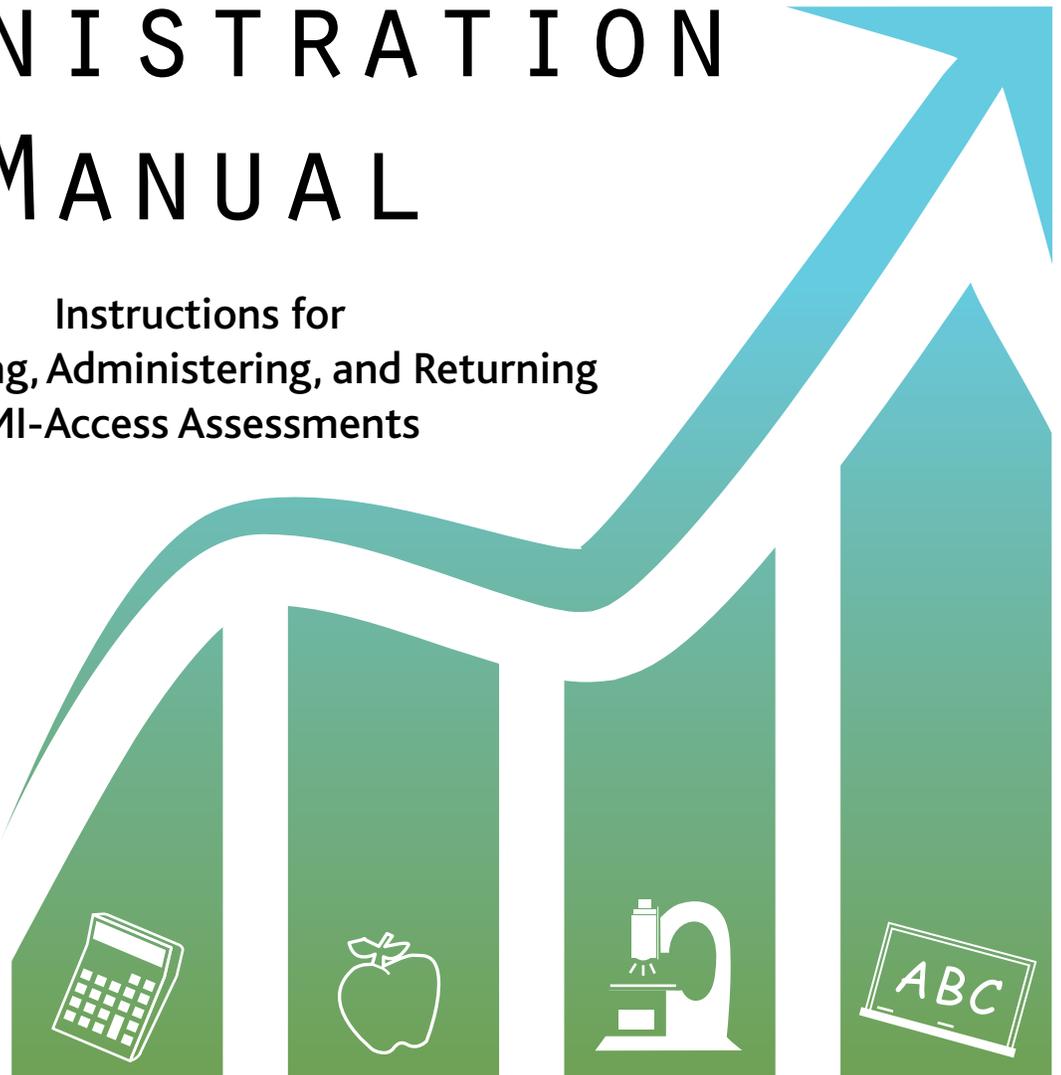




Supported Independence and Participation

TEST ADMINISTRATION MANUAL

Instructions for
Distributing, Administering, and Returning
MI-Access Assessments



**MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

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General Information

How to Use This SI/P Manual

This manual is intended to help those involved with administering MI-Access Supported Independence (SI) and Participation (P) assessments understand:

- how the administration process works from beginning to end
- the unique features of SI/P
- the roles that school personnel play in the administration process

OEAA has developed a [Safe Testing Planning Document](https://www.michigan.gov/documents/mde/Safe_Testing_Planning_Word_Template_716136_7.docx) (https://www.michigan.gov/documents/mde/Safe_Testing_Planning_Word_Template_716136_7.docx). This planning document includes guiding questions and considerations for each aspect of testing to help you plan for your test administrations. This document is available on the MI-Access web page.

MI-Access must be proctored in-person by a trained test administrator according to the requirements of the [Assessment Integrity Guide](https://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf) (https://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf). Any administration in an Off-Site location must receive prior approval through the Off-Site Test Administration request process (see page 14, the Homebound and Hospitalized Students section for more information).

Note: This manual is developed for SI/P administrations only; a separate manual is available for Functional Independence (FI) on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access).

This manual covers paper/pencil aspects of the assessments, and the online score entries in the respective assessments.

The content of this manual is developed entirely for SI/P unless otherwise stated.

The manual is divided into eight sections.

General Information provides calendar-related information in one place, to help school/district personnel prepare for, schedule, and administer the tests.

SI/P Assessment Overview provides assessment information that everyone involved in the MI-Access administration process needs to know. This includes resources to prepare all staff for the testing window.

Supports and Accommodations discusses the unique approach to supports and accommodations used while administering the SI/P tests.

District Coordinators covers information specific to fulfilling the role of a District MI-Access Coordinator before, during, and after testing, along with resources and checklists.

Assessment Administrators covers information specific to fulfilling the roles of a Primary and Shadow Assessment Administrator (PAA/SAA).

Building Coordinators covers information specific to fulfilling the role of a MI-Access Building Coordinator before, during, and after testing, along with resources and checklists.

Materials Return Instructions describes in detail how buildings or districts are to return all testing materials to the MI-Access contractor for processing of secure materials. This section also provides a material return chart describing the packing and shipping process.

Appendices includes detailed information to assist administrators before, during and after the MI-Access administration.

Online Score Entry Icon

All MI-Access SI/P assessment administration activities are completed exclusively with paper/pencil materials. Once testing is completed, the students’ responses are entered in an online answer document by test administrators. Throughout this manual, a computer icon will be used to highlight online score entry information. Sections without icons pertain to general paper/pencil administration processes.

Icon	Mode
	Online

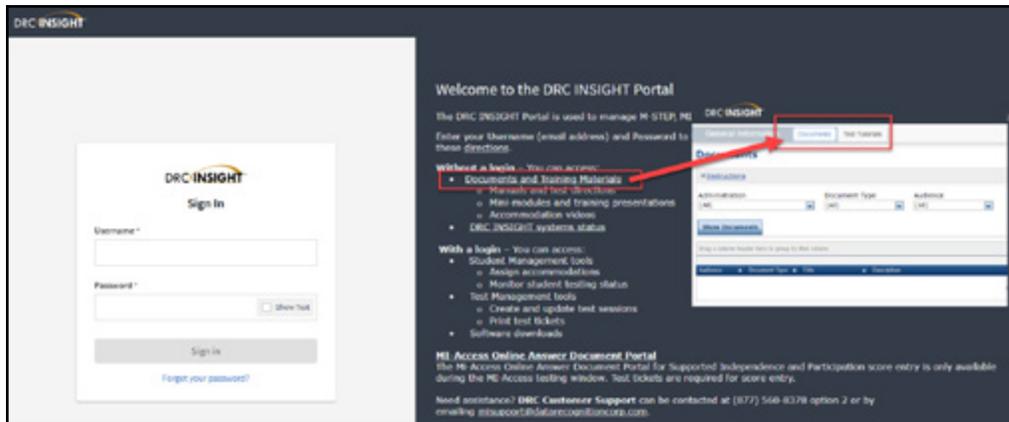
Everyone involved in MI-Access testing must be familiar with sections of the manual specific to their role(s) in the test administration process. It is strongly recommended that educators read the entire manual to better understand how their role fits into the overall administration process. The following table shows who must read which sections of the manual, and a link to the designated section by role.

Role	Required Sections	Page
District Coordinator	All sections: <ul style="list-style-type: none"> • General Information • Assessment Overview • District Coordinators • Building Coordinators • Assessment Administrators • Supports and Accommodations • Materials Return Instructions 	32
Building Coordinator	<ul style="list-style-type: none"> • General Information • Assessment Overview • Building Coordinators • Assessment Administrators • Supports and Accommodations • Materials Return Instructions 	40
Assessment Administrator	<ul style="list-style-type: none"> • General Information • Assessment Overview • Assessment Administrators • Supports and Accommodations 	46

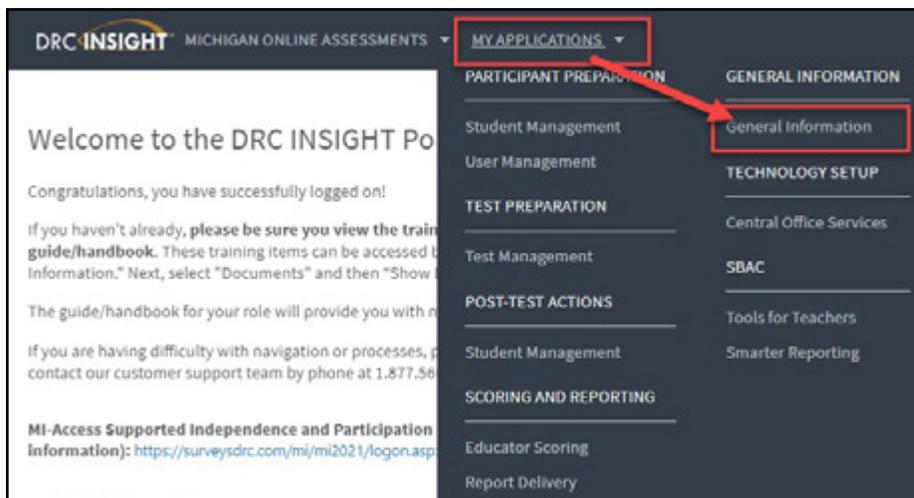
Accessing Documentation in the DRC INSIGHT Portal

Users can access documents and resources in the [DRC INSIGHT Portal](https://mi.drctdirect.com) (<https://mi.drctdirect.com>).

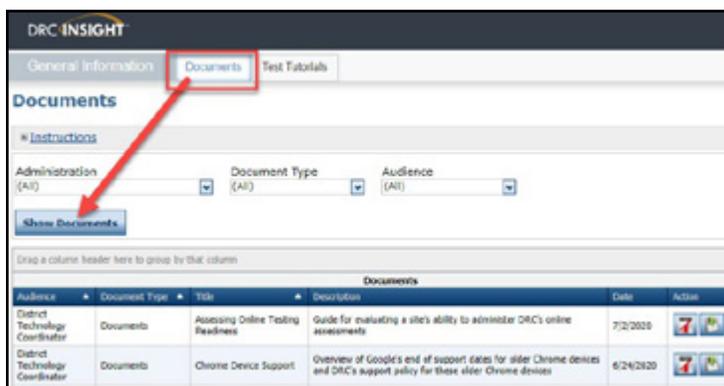
Test Administrators without secure access to the DRC INSIGHT Portal: Select the **Documents and Training Materials** link to view all of the materials that are available publicly.



District and Building Coordinators with secure access to the DRC INSIGHT Portal: Go to My Applications and select General Information.



Then, select the Documents tab.



Assessment Calendar

The MI-Access assessments are a part of Michigan’s overall assessment program. The calendar below provides a quick view of all the spring assessments. The [2022 Summative Testing Schedule](#) is located on the MI-Access web page (www.michigan.gov/mi-access).

Spring 2022 Testing Schedule for Summative Assessments

Assessment	Week of																			
	2/7-2/11	2/14-2/18	2/21-2/25	2/28-3/4	3/7-3/11	3/14-3/18	3/21-3/25	3/28-4/1	4/4-4/8	4/11-4/15	4/18-4/22	4/25-4/29	5/2-5/6	5/9-5/13	5/16-5/20	5/23-5/27				
M-STEP Grades 3 (mathematics only), 4, 5, 6, 7, 8, and 11										6 weeks										
M-STEP Grade 3 (ELA only)										4 weeks										
M-STEP Paper/Pencil Grades 3, 4, 5, 6, 7, 8, and 11 (all subjects)										4 weeks										
MI-Access Alternate Assessments										7 weeks										
College Entrance: SAT w/Essay										4/13 Only			Makeup 4/26							
Accommodated Testing Window										4/13-26										
Work Skills: ACT WorkKeys										4/14 Only			Makeup 4/26							
Accommodated Testing Window										Initial 4/14 – 27			Makeup 4/28 5/4							
PSAT 8/9 (grade 8)*										4/13 Only	Primary 4/13-19		Makeup 4/26-27							
Accommodated Testing Window										4/13-26										
PSAT 8/9 (grade 9) and PSAT 10**										4/13-19			Makeup 4/26-27							
Accommodated Testing Window										4/13-26										
WIDA ACCESS and WIDA Alternate ACCESS for ELLs	7 weeks																			

Important Dates

The window for administering the MI-Access tests covers seven weeks; however, you are advised to make every effort to complete testing as early in the window as possible. MI-Access administrators can select an assessment based on student needs and their own internal scheduling at any time during the administration window. A [list of important dates](#) for activities before, during, and after the assessment is found on the MI-Access webpage (https://www.michigan.gov/documents/mde/MI-Access_List_of_Important_Dates_634789_7.pdf). The list of important dates is a stand-alone document and can also be saved, printed, and distributed for testing staff members.

Important Testing Activities	
Pre-ID Window	Opens January 5, 2022 Remains open for new students through the test window
Initial Order Window	January 5 – February 16, 2022
Additional Order Window	April 7 – May 24, 2022 (at noon)
District and Building Coordinator Training Presentation Webinar	March 2, 2022 (live) The recorded version will be available in DRC INSIGHT Portal soon after the live production (This webinar covers INSIGHT Portal functions. Watch Spotlight for details.)
DRC INSIGHT opens to add/edit test sessions	March 4, 2022
Test Materials arrive in districts	For all grades March 28 – March 30, 2022
Material Alternate Delivery Request	April 4 -April 6, 2022
Test Administration Window	April 11 – May 27, 2022
Online Answer Document Entry Deadline	May 27, 2022 4:00 p.m.
Return of Materials	June 1, 2022
Accountable Students enrolled, Demographics and Answer Document Verification window	Date: TBA - will be announced in Spotlight

The Educational Entity Master (EEM)

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

Because the EEM is the directory for identifying and linking educational entities with other data collection applications, it is imperative that districts and school buildings keep their information up to date. The Office of Educational Assessment and Accountability (OEAA) will use this information in various ways throughout the MI-Access testing process.

For the MI-Access administration, it is especially important to ensure the district and building MI-Access coordinator contact information and physical address is accurate and up to date, to ensure testing materials are sent to the correct address. **Note:** Test materials are sent to the address provided for the MI-Access Coordinator and cannot be shipped to a post office box.

The EEM can be accessed on the [EEM web page](http://www.michigan.gov/eem) (www.michigan.gov/eem). The EEM may be viewed by anyone, but it can only be updated by the authorized district EEM user. If you do not know who your EEM authorized user is, you can locate the name, email, and phone number of your EEM authorized user on the District and School Contact page of the OEAA Secure Site. The EEM authorized user is listed on the District and School Contact page.

What's New This Year

Every year brings some changes or adjustments to the assessment process. The significant change this year is:

- The science assessments will be administered in grades 5, 8, and 11 this year. In previous years the science assessments were administered in grades 4, 7 and 11. This change was to align the Michigan alternate content expectations to the state science academic content standards. The paper testing materials will remain the same color as before and the grade 5, 8, and 11 assessment administrator booklets will include ELA, mathematics, and science in one administrator booklet per grade.

Call Center and Contact Information

The OEAA call center can help answer any questions related to MI-Access testing. Agents are available at the following toll-free phone number during the specified hours.

Call Center number: 877-560-8378
 Normal Hours: 8:00 a.m.–5:00 p.m. (M–F)
 Testing Window Hours: 7:00 a.m.–5:00 p.m. (M–F)

This table shows the options related to MI-Access testing that can be selected from the OEAA Call Center menu.

Topic	Option
Known or suspected cheating or unethical testing practices on any state assessment	1
DRC INSIGHT Portal, Central Office Service (COS), or online assessment tools	2
Secure Site, M-STEP, MI-Access, Accountability, or Reporting	3

Any assessment-related questions may also be submitted by sending an email at any time to mde-oeaa@michigan.gov, for a quick and thorough response.

For DRC INSIGHT Portal questions or questions about accessing or entering scores in the Online Answer Document, you may also send an email to MISSupport@datarecognitioncorp.com.

Incident Reporting

Incident reporting is a transparency process designed to open a line of communication between the OEAA and a district or building that is experiencing a testing irregularity and is:

- requesting a new online answer document
- reporting administration errors, irregularities, and misadministration
- requesting a test to be marked "Do Not Score"
- reporting Prohibited Behavior

If any testing irregularities occur before, during, or after testing, the District MI-Access Coordinator must file an incident report in the OEAA Secure Site within two school days or as soon as possible.

Follow this link to find detailed information on how to access and use the [Secure Site Incident Reporting tool](https://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) (https://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf). Incident reports are submitted on the OEAA Secure Site under the Student Assessments drop-down menu (see example below).

Once the report has been filed and submitted, the OEAA will be notified of the report. Most Incident Reports are processed within the same business day. Some reports might require extended time to process and resolve.

OEAA expects buildings and districts to report any testing irregularities through this process, even if they are unsure of the outcome. Withholding information could present a more serious security issue if an incident is unreported and then discovered later. For more detailed information on situations necessitating an Incident Report, see Appendix I of this manual.



SI/P Assessment Security

The primary goals of test security are to protect the integrity of the assessment and to ensure that results are accurate and meaningful. Test security is integral in ensuring that no student has an unfair advantage or a disadvantage in assessment performance.

The [Assessment Integrity Guide \(AIG\)](https://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf) is available for download on the [MI-Access web page](https://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf) (https://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf). The AIG details how state-level assessments should be securely administered. The AIG also includes information on the roles and responsibilities of testing staff, test preparation, administration irregularities, and security. District and Building Coordinators are required to read the AIG in its entirety. By following the guidelines in the AIG, schools ensure that:

- student test results are valid and reliable
- the testing context is equitable for all students
- all practices are ethical

Overview of required security practices

Training

The District Assessment Coordinator is responsible for providing clear and comprehensive annual training on test administration and security procedures to building-level staff, in compliance with state assessment requirements.

Assessment Security Training

All staff members who participate in a state assessment must be fully trained in assessment security.

District/Building Assessment Coordinator Training Requirements:

- complete the MDE Assessment Security online course through [Michigan Virtual](http://bit.ly/MDEAssessmentSecurity) (<http://bit.ly/MDEAssessmentSecurity>).

This four-module training series is used to train building staff on the importance of test security by following the AIG. Upon completion of the four modules and demonstration of knowledge on a short test, the participant will receive a Certificate of Completion, which must be retained on file with signed security compliance forms. After successful completion of this training, staff are required to participate in the refresher course in subsequent years.

- read the Assessment Integrity Guide

Primary and Shadow Assessment Administrators/Training Requirements:

- read the AIG **and/or** complete the above MDE Assessment Security online course through [Michigan Virtual](http://bit.ly/MDEAssessmentSecurity) (<http://bit.ly/MDEAssessmentSecurity>).

Technology Coordinators and Other Staff (anyone who handles or has access to secure materials) Training Requirements:

- read the “Keeping Assessment Materials Secure” section of the AIG (page 41).

Material Security

- All materials that allow access to or contain test questions or student responses are considered secure materials and must be handled in a way that maintains their security before, during, and after testing. This includes paper/pencil materials, accommodated materials, used scratch paper, online test tickets, and test rosters.
- Secure materials must be retained in one secure, locked location in the school building. During the test administration window, the materials must be distributed and collected daily.

- Secure materials are barcoded and recorded on the security checklists that accompany shipments and that must be returned to the scoring contractor. **Note:** Buildings are expected to account for every secure item.
- Test tickets used to enter students' scores are considered secure materials and must be treated as such. Test rosters, which automatically print along with test tickets, are also considered secure. 
- The administrator booklets and picture cards are considered secure and must be handled securely before, during, and after testing.
- The use of cameras or cell phones and the posting of pictures to social media sites during testing is an enormous security risk. Therefore, students or testing personnel may not take photographs at any time during testing. If students violate this policy, their tests will be marked "Prohibited Behavior."

Test Administration

All testing staff must follow these guidelines.

- Begin all standardized test administration procedures according to the explicit directions in this test administration manual and test directions found in the administrator booklets.
- Primary and Shadow administrators must monitor student behavior closely for adherence to proper test-taking practices.
- Ensure that students whose Individualized Education Program (IEP) requires them to use adaptive materials have these available to them at the time of testing.
- Maintain test material security at all times.

OEAA Assessment Security Compliance Form

All staff involved in the administration of MI-Access tests must read and sign an Office of Educational Assessment and Accountability (OEAA) Assessment Security Compliance Form, affirming that they have read the required assessment materials related to their role in the MI-Access administration process, and that they understand their role and responsibilities. Completed forms are required from Technology Coordinators, District and Building Test Coordinators, Primary and Shadow Administrators, proctors, and all other staff or volunteers with access to secure test materials or student responses. All OEAA Assessment Security Compliance Forms must be returned to the District MI-Access Coordinator and kept on file for three years.

Anyone involved in the administration of the MI-Access is obligated to report any suspected violations of test security.

Homebound and Hospitalized Students

Students who are homebound or hospitalized during the test window are required to test. The off-site test administration request form is available in the OEAA Secure Site.

Remote Learners and Virtual Schools

Online or virtual schools must test at a remote site. Virtual schools are those schools that offer full-time virtual learning for their educational program.

Virtual school personnel should plan to work closely with the OEAA to ensure that testing alternate sites is managed in a secure fashion. An Off-site Test Administration Request must be submitted and approved. The request form is available in the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure).

OEAA Communications with Schools and Districts

Keeping educators up to date regarding important dates, changes, and accountability is critical. The OEAA communicates with the field in several ways, including:

- District and Building Coordinator Training Presentation Webinar – scheduled for March 2, 2022 (10:00 a.m.), with focus on test administration and include instructions for SI/P score entry in the Online Answer Document (the recorded session will be posted to the MI-Access web page and to the DRC INSIGHT Portal)
- the weekly OEAA newsletter “Spotlight,” which is available to the public; subscribe to receive the newsletter and/or read archived copies on the [MI-Access web page](#)



- the “Announcement” page on the [Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure)
- presentations at state conferences, including the Michigan School Testing Conference, held every year in February
- the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access) – contains all necessary materials and training resources for a successful administration
- targeted email communications for important or urgent communications during the testing window (targeted emails are sent to the persons who have assigned roles in the Educational Entity Master [EEM]; it is important that all roles are current and contact information is up to date)

Check these sources regularly to stay up to date on assessment and accountability-related dates, issues, and activities.

SI/P Assessment Overview

MI-Access is Michigan's alternate assessment based on alternate content expectations. It is designed for students with the most significant cognitive disabilities whose Individualized Education Program (IEP) teams have determined that it is not appropriate for them to participate in the state's general education assessments (the Michigan Student Test of Educational Progress [M-STEP] or the Michigan Merit Examination [MME]).

Students Tested with MI-Access

MI-Access assessments are available at three levels.

- Functional Independence (FI) assessments are for students who have, or function as if they have,* a significant cognitive disability. It is for students whose IEP goals, objectives, and course of instruction align most closely with the "High" range of complexity of the Essential Elements or Alternate Content Expectations. Typically, these students can, with assistance, assess their personal strengths and limitations, and can access resources, strategies, supports, and linkages to help them maximize their independence.
- Supported Independence (SI) assessments are for students who have, or function as if they have,* a significant cognitive disability. It is for students whose IEP goals, objectives, and course of instruction align most closely with the "Medium" range of complexity of the Essential Elements or Alternate Content Expectations. These students may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.
- Participation (P) assessments are for students who have, or function as if they have,* a significant cognitive disability. It is for students whose IEP goals, objectives, and course of instruction align most closely with the "Low" range of complexity of the Essential Elements or Alternate Content Expectations. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and that make it difficult to determine their actual abilities and skills.

It is the role of the IEP team to determine which MI-Access assessment is most appropriate, based on the student's adaptive behavior, curriculum, and instruction. Adaptive behaviors are essential to living independently. When adaptive behaviors are significantly impacted, the student is unlikely to develop the skills necessary to live independently and function safely in daily life. Significant cognitive disabilities impact students both in and out of the classroom and across multiple life domains, including academic domains.

Students whose instruction is based on Michigan's general content standards should be assessed using the general assessments, not MI-Access. Also, under federal law, students with a Section 504 Plan are not eligible to take MI-Access, since these students have a disability condition but are not receiving specialized instruction under the Individual with Disability Education Act. Students with disabilities who are publicly placed in private schools as a means of providing special education and related services are required to be included in the statewide assessment system.

FootNote: *The phrase "function as if they have" refers to students who adaptively function in environments that differ from their special education categories and, as a result, should be given the MI-Access assessment that best suits their "adaptive functioning" level of independence. To obtain more information on the students being tested, go to the MI-Access web page (www.mi.gov/mi-access). Target Essential Elements are as developed by: Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps for Mathematics and English Language Arts. Lawrence, KS: University of Kansas.

Standardized Testing

Uniform procedures are essential to a standardized testing program. To ensure comparable scores, all testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual.

Make sure that you and all testing staff comply with all applicable laws, including those relating to discrimination. By strictly following policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

Implications of Assessment Decisions

When deciding whether a student should participate in an alternate assessment based on alternate content expectations, IEP teams must consider some important implications.

- If a student participates in a MI-Access Functional Independence assessment, it is assumed that the student is receiving instruction based primarily on Michigan’s alternate content expectations (such as the Essential Elements using the High Range of Complexity).
- Students who are placed on a path to follow alternate content expectations, especially at a young age, may encounter undesired and unintended consequences later in their school experience. This may include an impact on the student meeting the requirements of the Michigan Merit Curriculum or other local requirements for graduation. Such discussions must take place with all members of an IEP team.

IEP team decisions that place students in an alternate assessment should only be made using:

- the [state guidelines for participation](https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf), which can be found at MI-Access guidelines (https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf)
- the instructional norms for the student
- the [Interactive Decision-Making Tool](https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html), located on the MI-Access web page at <https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html>

Content Areas Assessed

Federal regulations and state policies require that state-level assessments be administered to all students in certain grades and in certain content areas. The table below shows the content areas and grades that the SI/P assessments cover.

As allowed under federal law, the MI-Access assessments reflect Michigan’s state alternate content expectations, or Essential Elements (EEs), which are aligned to the general content standards for each content area. MI-Access is available to students with the most significant cognitive disabilities, so they are appropriate for the student population being tested. These alternate content expectations, on which the MI-Access SI/P assessments are based, can be downloaded from the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access). Use the red link: “Michigan’s alternate content expectations” found in the header of the web page.

Content Area	Grade						
	3 rd	4 th	5 th	6 th	7 th	8 th	11 th
English Language Arts (ELA)	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓
Science			✓			✓	✓

Following is a brief description of each SI/P content area assessment.

SI/P ELA Assessments

The SI/P ELA assessments focus on the four claim areas of:

- Reading and Reading Comprehension
- Writing and Sharing Ideas
- Communication and Language
- Research and Inquiry.

There are 15 items on each Participation ELA assessment and 20 items on each Supported Independence ELA assessment.

SI/P Mathematics Assessments

The SI/P mathematics assessments focus on the four mathematics claim areas of:

- Number Sense
- Geometry
- Measurement Data and Analysis
- Problem Solving.

There are 15 items on each Participation mathematics assessment and 20 items on each Supported Independence mathematics assessment.

SI/P Science Assessments

The SI/P science assessments focus on three domains:

1. Physical Science
2. Life Science
3. Earth and Space Sciences

For the Supported Independence science assessment there are 18 items for grade 5, and 23 items for grades 8, and 11. For the Participation science assessment there are 16 items for grade 5, and 20 items for grades 8, and 11.

Social Studies Assessment

Currently, there are no MI-Access SI/P assessments for social studies in grades 5, 8, and 11. Therefore, a student's IEP Team must determine what other assessment will be used. In addition, the Michigan Department of Education (MDE) requires district/schools to report information on students who would take a state-level alternate assessment in that content area if it were available. In the [OEAA Secure Site](https://baa.state.mi.us/BAASecure) (at <https://baa.state.mi.us/BAASecure>), under Accountable Students and Test Verification, district/schools must indicate for all SI/P students:

1. which social studies assessment the student took (either a locally or commercially developed assessment)
2. the item types used on that assessment
3. whether the student was proficient
4. how proficiency was determined

Supported Independence and Participation Materials

For SI/P, all of the content areas are covered in the same administrator booklet, with one booklet per grade. The Participation administrator booklets is blue, and the Supported Independence administrator booklet is green.

- The administrator booklets are designed to be used by the Primary and Shadow Assessment Administrators (PAA and SAA), not by the student. The administrators should write their names on the cover of their booklets and use them in preparation for testing students.
- The student picture cards are provided with the administrator booklet and should be used to help plan the administration of the test. While the cards are designed for use by the students, in certain situations, the PAA may choose to substitute the cards with items the student is familiar with as part of their daily routine.
- The Scoring Documents will be provided for the PAA and SAA with the material orders and may also be copied or printed from the MI-Access web page to meet assessment needs.
- The Scoring Documents are non-scannable tally sheets used during observations; they are used when student scores are entered on to the Online Answer Document after testing.
- The SI/P Answer Document is an online document only—no paper answer documents are produced for SI/P.
- The student responses will be transferred from the Scoring Documents into the online answer document by the PAA for all the content areas; this transfer will require the PAA to have a test ticket to enter the student responses.
- The entry directions may be viewed/downloaded from the MI-Access SI/P Online Answer Document Instructions located on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access).
- The SI/P administrator Scoring Documents for science will be one page as in past years even though the number of items for grade 5 is different and noted clearly on each document.

MI-Access Assessment Materials		
Assessment Administrator Booklets		
	Participation	Supported Independence
Content Areas	ELA, mathematics, and science	
Grades	There is one administrator booklet per grade	
Colors	Blue	Green
Student Picture Cards		
	Two cards are provided for each selected–response item	Three cards are provided for each selected–response item
Scoring Documents		
<p align="center">SI/P Scoring Documents used to record student responses</p> <p align="center">No paper answer documents, since the responses are entered in the online answer document</p>		

Assessment Flexibility

Historically, IEP teams have had the flexibility to determine that a student should be assessed with an alternate assessment (MI-Access FI only) and the general assessment (M-STEP) in different content areas, based on decisions made using state assessment selection guidelines and the students overall instructional routines.

This assessment program flexibility includes adjacent levels of the MI-Access assessments. This flexibility:

- provides a continuum of assessment throughout the MI-Access assessments to better accommodate for a student’s needs and progress
- allows the IEP team to determine that a student may take MI-Access assessments at different levels
- limits the flexibility to only two adjacent levels.

The following graphic displays how the adjacent and non-adjacent participation may affect students’ test results. For example, sample students One and Two participated in adjacent levels of testing and received valid test scores. The sample students Three and Four were incorrectly administered non-adjacent tests and at more than two levels, which yielded an invalid test results for both scenarios.

Sample Student	MI-Access (FI)	MI-Access (SI)	MI-Access (P)	Test Results
1	Participated in <u>Adjacent</u> assessments			Valid
2		Participated in <u>Adjacent</u> assessments		Valid
3	Participated in more than 2 assessments			Invalid
4	Participated in <u>Non-Adjacent</u> assessments		Participated in <u>Non-Adjacent</u> assessments	Invalid

There are several limitations to be aware of with this flexibility.

- An M-STEP assessment cannot be combined with any level of SI/P.
- A student may only take adjacent levels of any assessments, any non-adjacent testing would invalidate test results.
- The SI/P assessments may not be split between PSAT™ 8/9 nor the SAT® with Essay.
- Students must not be pre-identified for multiple assessment programs and/or levels in the same content area. For more information, review the Pre-Identification portion of the District Coordinator section of this manual.

Testing Schedule

Building Coordinators and District Coordinators should work together to develop a testing schedule that takes into consideration the unique needs of the students. MI-Access SI/P tests are designed for administration in one-on-one settings with both Primary and Shadow Assessment Administrators. Since the testing environment for these students may be unpredictable, the MDE has allowed broad flexibility to schools in determining their own schedules within the seven-week window to complete all the content areas of testing. Documentation of testing schedules for MI-Access must minimally include the following information:

- district name
- building name
- building coordinator’s name
- date of assessment administration
- location of testing session(s) (for example, the room number or classroom)
- starting and ending time of testing session(s)
- assessment/grade/content being administered for each testing session
- test administrator(s) both PAA and SAA for each testing session

Testing schedules must be retained by the district or school for three years. The OEAA may request a copy of a building’s testing schedule for monitoring and irregularity investigation purposes. Sample schedules can be found in the Assessment Integrity Guide.

Item Formats

The SI/P assessments use two item formats.

- Activity-Based Observations: Items are presented to students during familiar classroom activities or routines. These activities or routines provide a performance context in which specific Essential Elements, EGLCEs, EHSCEs, and/or EBs can be assessed.
- Selected–response: Students are read a question, and asked to select the correct response.
- The following table provides a detailed description of each item format and how it is to be administered.

Supported Independence and Participation Item Formats						
Item Format	Supported Independence			Participation		
	ELA	Mathematics	Science	ELA	Mathematics	Science
Activity-based observation	✓	✓	✓	✓	✓	✓
Selected–response with two picture answer choices				✓	✓	✓
Selected–response with three picture answer choices	✓	✓	✓			

Ungraded Students

For the very rare cases of students who are ungraded in the Michigan Student Data System (MSDS), the table below shows how to determine which “grade” assessment these students should take. (If a student is retained, they must be retested in grades 3–8, but not in grade 11.)

Age-to-Grade Conversions	
Ungraded Student Age*	Corresponding Assessment Grade
9	Grade 3
10	Grade 4
11	Grade 5
12	Grade 6
13	Grade 7
14	Grade 8
15	Grade 9
17	Grade 11

* Students must be these ages on or before December 1 of the school year in which the assessment is administered. For ages to apply, the student must be entered in the Michigan Student Data System (MSDS) as “ungraded.”

Roles and Responsibilities

Technology Coordinators

- Ensure that access to the Internet is available so the PAA can enter student scores.
- It is not necessary to use the DRC INSIGHT testing engine for the SI/P assessments.
- The Technology Coordinator should be available to District and Building Coordinators in the event of a technology issue during score entry by the PAA.
- Access to the DRC INSIGHT Portal is needed to manage test sessions and print test tickets and rosters for score entry after testing.

District Coordinators (see DC section for further details)

- Serve as backup support for Building Coordinators.
- Make sure all needed materials are ordered or delegate this task to the Building Coordinator.
- Provide assessment training to Building Coordinators and Assessment Administrators.
- Be responsible for pre-identification of students in the Secure Site.

Building Coordinators (see BC section for further details)

- Schedule and coordinate administration during the testing window.
- Schedule and conduct training of Assessment Administrators.
- Coordinate score entries online with the PAA. 
- Print and distribute test tickets for the PAA to use when entering the student scores into the online answer document after testing. 

Assessment Administrators (see AA section for further details)

- The Primary Assessment Administrator (PAA) provides a lead role in the SI/P assessments, including preparing for the test, conducting the administration, and entering scores when completed.
- The Shadow Assessment Administrator (SAA) works with the PAA to prepare for the test and provide an independent score of the student responses.
- Read through all the test materials and coordinate testing preparation with the shadow administrator to develop the optimum approach for the students' assessment needs.
- Arrange the testing environment, which includes creating an environment that resembles an instructionally embedded routine for the students.
- Assist students with assessment items as directed in the rubric.
- PAAs and SAAs must independently and simultaneously observe and score the student responses on the scoring documents.
- The PAA must collect the scoring documents and is responsible for entering the PAA and SAA scores in the online answer document. 

Preparing for SI and P Test Administrations

State testing requires carefully considered test administration strategies. Schools and districts should ensure that all staff members receive professional development that applies to their specific role. Past assessment survey feedback indicates that many test administrators simply read the test administration manual to prepare for testing — this is not sufficient. The OEAA has made training a major focus in recent years and has provided the training resources listed below, as well as other documentation noted in Appendix I of this manual.

Planning and support for staff members who administer tests to students receiving accommodations is especially critical. These staff members will need guidance to avoid irregularities and misadministrations that could negatively affect students, schools, and districts.

Training Documents

The following resources are available for you and your staff members, for training at their own pace.

Recorded Presentation	Description	Where to Find It
District and Building Coordinator Administration Training Presentation Webinar	This recording of a live presentation provides an overview of the online administration, a "tour" of the training resources available for MI-Access, and how to enter SI/P student responses.	http://mi.drcedirect.com : My Applications - General Information > Documents > Document Type > Training Presentations and FAQ or select the Documents and Training Materials link from the DRC INSIGHT Portal sign-in page Live presentation – March 2, 2022
Spring 2022 MI-Access Administration Presentation	This PowerPoint presentation with audio outlines the overall administration process For MI-Access.	The recording can be viewed on the MI-Access web page (www.michigan.gov/mi-access). (Available mid-March - watch Spotlight for details.)
Technology Coordinator Recorded Presentation	This recording of a live presentation provides an overview of the software and technology setup required for MI-Access Spring 2022 testing. Optional viewing for District and Building Coordinators.	http://mi.drcedirect.com : My Applications - General Information > Documents > Document Type > Training Presentations and FAQ or select the Documents and Training Materials link from the DRC INSIGHT Portal sign-in page

Training Manual and Tools	Description	Where to Find It
MI-Access SI/P Test Administration Manual (TAM)	Manual	Electronic only: www.michigan.gov/mi-access > Current Assessment Administration
Assessment Coordinator Training Guide	Chapter-based training for coordinators on specific assessments tasks	Electronically at MI-Access web page 
Assessment Selection Guidelines Training	Web-based presentation focused on helping IEP teams understand how to decide between general and alternate assessments	Electronically at MI-Access web page in the Assessment Training and Resources for Educators section
Assessment Selection Interactive Decision-Making Tool for IEP Teams	Question-based navigational tool to help IEP teams decide the most appropriate level of assessment for students	Electronically at MI-Access web page in the Current Assessment Administration section
SI/P Online Answer Document Instructions for Score Entry Instructions	Instructions for accessing and using the Online Answer Document to enter SI/P score	Electronically at MI-Access web page in the Current Assessment Administration section
Assessment Integrity Guide	A guide to prepare Coordinators and Administrators for a secure assessment administration	Electronically only: www.michigan.gov/mi-access > Current Assessment Administration

Mini Modules

Mini Tutorials are short videos designed to instruct District and Building Coordinators and Test Administrators in online testing tasks. Each Mini Tutorial is accompanied by a printable document with the same information (users can choose the video, the printed document, or both).

Mini Modules	Description	Where to find it	Role
Accessing Documents on the DRC INSIGHT Portal	How to Access Documents on the DRC INSIGHT Portal	http://mi.drctdirect.com General Information >Documents >Document Type: Mini-Modules.	All
Searching for Students in the DRC INSIGHT Portal	How to search for students in the DRC INSIGHT Portal		DC, BC
Creating Test Sessions and Printing Test Tickets in the DRC INSIGHT Portal	How to create/edit test sessions and print test tickets in the DRC INSIGHT Portal. Test tickets are used to enter student responses after testing.		DC, BC
Entering Student Responses in the MI-Access Online Answer Portal	How to enter student responses into the Online Answer Document Portal for MI-Access Supported Independence and Participation.		All
Finding Student Testing Status	How to find student testing status		DC, BC

Assessment Security Training

For information regarding the MDE Assessment Security online training, see the [informational flyer](#) posted on the MI-Access web page under the Assessment Training and Resources for Educators section.

Who	What
District/Building Assessment Coordinators	<ul style="list-style-type: none"> • Read the <i>Assessment Integrity Guide</i> located on the MI-Access web page in the Current Assessment section. • Complete the MDE Assessment Security online course through Michigan Virtual (https://plp.michiganvirtual.org/).
Assessment Administrators, Proctors, and Accommodation Providers	<ul style="list-style-type: none"> • Read the <i>Assessment Integrity Guide</i> located on the MI-Access web page in the Current Assessment section. and/or • Complete the MDE Assessment Security online course through Michigan Virtual (https://plp.michiganvirtual.org/).
Technology Coordinators and Other Staff (anyone who handles or has access to secure materials)	<p>Read the <i>Keeping Assessment Materials Secure</i> training document available in Appendix E of the Assessment Security Training Guide.</p>

The Michigan Department of Education (MDE) also provides the Assessment Security online course through Michigan Virtual (https://plp.michiganvirtual.org/). This four-module training series is used to train building staff on the importance of test security by following the Assessment Integrity Guide.

Upon completion of the four modules and demonstration of knowledge on a short test, participants will receive a Certificate of Completion, which must be retained on file with signed security compliance forms. After successful completion of this training, staff are required to participate in the refresher course in subsequent years.

Supports and Accommodations

The MI-Access SI/P assessments were developed using universal design principles, which are based on the premise that every child deserves to participate in assessment, and that assessment results should not be affected by disability, gender, ethnicity, or English language ability. In addition, universally designed assessments aim to reduce the need for assessment accommodations, by removing access barriers associated with the assessments themselves. The following are examples of some of the universal design principles that were used to develop the SI/P assessments.

- Many of the items use an activity-based observation format, because this is appropriate for the student populations being tested.
- The selected–response items on the SI/P assessments use picture card answer choices instead of word answer choices, because most students taking these assessments are not fluent readers and because picture identification is a typical part of their instruction. The use of objects is also allowed if assessment administrators believe students will respond more readily to objects than to pictures or if students with visual impairment cannot see the pictures adequately.

Despite every effort to ensure that the MI-Access assessments are accessible, it is understood that some students may still need accommodations to participate fully and meaningfully in assessment. Additional information about allowable Universal Tools, Designated Supports, and Accommodations can be found in this link for the [Supports and Accommodations Guidance Document](https://www.michigan.gov/documents/mde/Michigan_Accommodations_Manual.final_480016_7.pdf) (https://www.michigan.gov/documents/mde/Michigan_Accommodations_Manual.final_480016_7.pdf).

Assessment Accommodation Decisions

All decisions about which accommodations a student needs must:

- be made by the student’s IEP Team
- be documented in the student’s IEP by content area
- reflect what the student routinely uses or how he or she routinely responds during instruction (in other words, it is not appropriate to introduce a new accommodation just for the assessment)

Assessment administrators are responsible for making sure the appropriate accommodations are available during the assessment and for tailoring them, as needed, to the assessment situation.

Assessment Accommodations for SI/P

Because the items on the SI/P assessments use a selected–response mode, as well as an activity-based observation format, and are administered during everyday classroom activities and routines, designated supports and accommodations specific to the assessment may not be needed. The student will simply do whatever he or she typically does during instruction, using the same adaptations he or she would use in the classroom. Nonetheless, assessment administrators do have the option of using accommodations if they are needed.

Group v One-on-One Administration

There are some activity-based observation items where the activities take place in the context of a group. However, only one student should be observed and scored at a time. This will enable the PAA and the SAA to focus their full attention on the student being assessed. Similarly, because selected–response items require the use of picture cards and specific presentation styles, these items must be administered in a one-on-one situation.

Modifying Items for Students with Physical Limitations

Assessment administrators may modify activity-based observation items for students with physical limitations when necessary, as long as the modifications still allow the student to demonstrate his or her understanding or knowledge of the scoring focus. For example, a mathematics item that requires students to demonstrate their ability to count to ten while completing a physical fitness routine—such as doing jumping jacks or sit-ups—can be modified so students with physical limitations can count in some other way, perhaps by clapping, blinking, nodding, or tapping the desk. The important part of this item is not the context—a physical fitness routine—but the scoring focus, which measures counting.

Adaptations and Do Not Read Aloud items

For administrators assessing students with Supported Independence and Participation tests, the administrator booklet has been revised to include some helpful hints. Each selected–response item is followed by:

1. specific text within the questions that may not be read aloud to the students
2. sample adaptations for students who may be blind or visually impaired

An example of what this looks like in the administrator booklet may be found on the MI-Access web page under the Supported Independence and Participation section or by selecting [Sample Item Booklets](#) in the Supported Independence and Participation section of the MI-Access web page.

Readers

The only time readers might be needed for the SI/P assessments is on selected–response items. For these items, a reader is considered a standard assessment accommodation; this means that both the item stem and the words that accompany the picture answer choices may be read aloud to the student, except when specifically noted in the administrator booklet. The SI/P administrator booklets provide Do Not Read Aloud instructions and adaptations under each selected–response question.

Timing, Setting, and Response Modes

Regardless of the item format (activity-based observation or selected–response), assessment administrators are allowed to adjust the assessment timing, setting, presentation, and response mode to enable a student to demonstrate his or her knowledge of the concepts being assessed. For example, when presenting items, assessment administrators may adjust the presentation of a picture or sound item so that students with visual or hearing impairment can access them in the same way they would access such information during instruction, as long as the adjustment does **not** change the construct being measured. It is also important to note that not all items or even an entire content area are required to be completed in the same day. It is preferable that the activity-based observation items be delivered during a familiar, typical instructional situation. With regard to response modes, the assessment administrator may decide to have the student vocalize, eye gaze, or point instead of providing an oral response to indicate a choice or to demonstrate knowledge.

Other types of adjustments that could be made without affecting a student’s score on the SI/P assessments are detailed on the following pages.

Timing/Scheduling

Among other actions, the PAA may:

- determine the number of assessment items the student will be administered in one sitting
- allow adequate motor and processing response time for the student
- allow adequate time for the completion of comprehension activities
- monitor the student for fatigue (stop as needed)

Setting

Among other actions, the PAA may:

- administer the assessment in a setting that is familiar to the student
- choose a distraction-free space, when appropriate

Presentation

Among other actions, the PAA may:

- tailor directions to a student's movement abilities or physical access
- enlarge or minimize materials specific to a student's visual acuity and field
- determine whether the student requires an object, actual photograph, or line-drawing pictorial representation to better understand materials or to demonstrate responses to questions
- use objects or tactile symbols when pictures cannot be visually accessed
- set up a system (or systems) for students using computer scanning, augmentative communication, or low-tech picture and/or word communication, so the PAA can scan through or point to pictures, words, numbers, objects, or other materials while administering the assessment

With Activity-Based Observations (ABOs), the PAA may present items in the same way as during a routine instructional day for the student. Not every item lends itself to being presented twice, as is done with objects or picture cards.

Response

Among other actions, the PAA may:

- set up materials (such as pictures or objects) that the student can gaze at, touch, or point to with a pointer to demonstrate understanding
- use a picture symbol program and arrange familiar pictures, numbers, and/or words in the student's vocabulary in a computer scanning program or on a communication system
- provide access to voice output systems (screen readers), word predictors, or storywriter programs with switch outputs for students who use these tools for written output
- allow the student to smile, eye gaze, nod, use an assistive technology device, or other methods to indicate a choice or preference
- watch for signals of communicative intent from the student (including changes in posture, body position, respiration, voice, movement, or facial expression)
- look for a pattern of behavior (such as head down, twitching) that may indicate attention or a consistent response from the student
- provide appropriate computer access, including computers with switching systems, voice output, voice activation, accessible keyboards, touch windows, or screen enlargement programs
- convert pictures to tactile graphics or even braille basic text (using a format the student is familiar with) for students who are emerging braille readers

District Coordinators

Introduction

The OEAA Secure Site allows District Coordinators to determine if they will handle the testing materials for each of their schools, or opt to have the materials delivered directly to the schools, as is done with other assessments. This practice is now a permanent option in the Secure Site and requires Coordinators to make this decision for their district. If no decision about the handling of materials is made and recorded, the materials will by default ship to the districts. For ordering instruction, please review the [training available](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining).

District MI-Access Coordinators have numerous responsibilities, including:

- informing administrators, teachers, related services providers, school psychologists, and others in the district about MI-Access, which is one component of Michigan’s statewide assessment program
- making sure that all Building MI-Access Coordinators , Assessment Administrators, and others with a role in testing in the district receive training on test security and how to administer the MI-Access assessments
- making sure students are pre-identified to MI-Access, and test material ordering is completed
- ensure all materials are returned after testing is completed
- making sure that all assessment materials received from the MI-Access contractor are disseminated to appropriate school staff, and returned as directed
- making sure that all those involved with administering the MI-Access assessments have been provided the State Board of Education (SBE)-approved [Assessment Integrity Guide](http://www.mi.gov/mi-access) (www.mi.gov/mi-access and www.mi.gov/oeaa)
- distributing, collecting, completing, and keeping on file all signed and returned OEAA Assessment Security Compliance Forms and scoring documents

Once District MI-Access Coordinators receive materials from the contractor, they are responsible for distributing the materials to Building MI-Access Coordinators, who in turn distribute them to assessment administrators.

The OEAA has developed a complete training guide for Assessment Coordinators. This guide is designed to assist in every aspect of the Coordinator’s responsibilities and is a great training tool for new coordinators and staff members. The link to this training platform may be found at the top of the MI-Access web for quick reference.



District MI-Access Coordinator Checklist

Major Tasks to Complete Before, During, and After Assessment Administration

BEFORE (Mark when complete)

- o Watch the District/Building Coordinator Online Testing WebEx (presented live March 2, 2022 – the recording will be posted in the DRC INSIGHT Portal under General Information >Documents >Document type: Training Presentations & FAQs).
- o Read the MI-Access SI/P Test Administration Manual (this manual).
- o Read the Assessment Integrity Guide.
- o Complete the MDE Assessment Security online training course.
- o Provide training for Building Coordinators for testing and online score entry.
- o Review the list of important dates found on the MI-Access web page.
- o Determine if the District Coordinator or the Building Coordinators will be responsible for material orders and returns.
- o Manage Secure Site and DRC INSIGHT Portal access and permissions.
- o Review, inventory, and distribute building order of materials. Place additional material orders as needed.
- o Ensure all student information is accurate in the Michigan Student Data System (MSDS).
- o Coordinate the pre-identification of students, and the ordering and distribution of test materials.
- o Ensure that students are pre-identified for only one assessment per content area.
- o Manage the distribution, collection, and storage of all signed OEAA Assessment Security Compliance Forms.
- o Collect and store Certificates of Completion for staff who complete the MDE Assessment Security Online Training course.
- o Determine whether Reporting will be used. **Note:** Reporting codes will only be entered on the OEAA Secure Site.
- o Ensure students are placed in online test sessions in the Secure Site and the DRC INSIGHT Portal. **Note:** This is strictly for the purpose of printing tickets to enter student responses post-administration.
- o Prepare materials for distribution to buildings unless materials are shipped directly to buildings.
- o Establish procedures for ensuring all students are assigned and receive any Universal Tools, Designated Supports, or Accommodations as required by their IEP.
- o Retrieve the Return Kit found in each material order, which district coordinators should retain and use to return all materials after testing.
- o Establish an internal district return date for schools and district.
- o Ensure all Educational Entity Master (EEM) information is accurate for district and school buildings.

DURING (Mark when complete)

- o Assist Building Coordinators and assessment administrators as needed.
- o Be available to answer questions or to forward questions to the OEAA as needed.
- o Enter Incident Reports into the Secure Site as needed.
- o Periodically monitor assessment administrations.
- o Ensure that professional assessment administration practices are followed.
- o Remind and monitor schools that **all student scores are entered in the online Answer Documents prior to May 27, 2022, at 4:00 p.m.**

AFTER (Mark when complete)

- o Inventory and review the returned assessment materials for accuracy.
- o Coordinate materials returns if the district has selected to handle returns. (See Materials Return Instructions section of this manual for further details.)
- o Ensure that all student scores are entered by schools in the **online Answer Documents prior to May 27, 2022, at 4:00 p.m.**

- o Return materials to the MI-Access contractor (see Appendix E for packing diagram).
- o Do not return Scoring Documents, OEAA Assessment Security Compliance forms, or MDE Assessment Security Certificates of Completion. These must be retained at the school or district for 3 years.
- o Complete all tasks under the Accountable Student and Test Verification drop-down menu in the OEAA Secure Site when it opens in June 2022.
- o Complete the Coordinator Feedback survey.

Before Testing Activities

Pre-Identification (Pre-ID) Information

The OEAA requires that all students taking state-level assessments be pre-identified. The OEAA will automatically pre-ID all students from the fall Michigan Student Data System (MSDS) general collection to the general assessment (for example, M-STEP or MME components). It is the responsibility of the District or Building Coordinator to:

- unassign and move students from the general assessment to the correct MI-ACCESS assessment
- identify which type of MI-Access assessment will be given (FI, SI, or P); this can be done using the Mass Update feature; specific instructions for this process can be found on the [Secure Site Training web page](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining)
- remove students from M-STEP or MI-Access FI online test sessions and destroy any printed test tickets

All students who will be assessed using the MI-Access assessment must be identified in MSDS as being in a special education program by the end of May. If a student who is not flagged as “Special Education” tests with MI-Access, he or she will be considered “Not Tested.” Contact your local Pupil Accounting Person to ensure that students are flagged correctly in the MSDS data files. Students may also be flagged at the same time to indicate that they are participating in a Shared Educational Entity (SEE) or in a Specialized Shared Educational Entity (S2E2).

Ordering Assessment Materials

Initial orders are generated in the Secure Site based on the pre-identification of students assigned to the MI-Access assessments and adjusted for the PAA and SAA counts. Coordinators have numerous responsibilities in making sure materials make it to the respective buildings through the [Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure). Here are several factors to remember:

- If Coordinators do not have a Secure Site user ID and password (which are required to enter the site), they should contact their District Administrator, who is responsible for maintaining the site at the district level.
- A user must have their own unique Michigan Education Information System (MEIS) Login to log onto the Secure Site system.
- The Secure Site Login screen contains a link to the Request MEIS ID Process.
- If the user has a MEIS ID but does not have access to the Secure Site system, the system will display a screen where the user can request access after logging on with a MEIS login.
- Each year, enhancements are made to the Secure Site to streamline and improve the ordering process; therefore, be sure to review the “Material Ordering” section in the [Secure Site Training web page](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining)

- Districts have the option to have all assessment materials delivered directly to each building or to the district (default). Based on the size of your district, this could be a great time saving feature to consider. District Coordinators can mark this designation in the Secure Site.

There are two different types of orders that may be placed—initial material orders and additional material orders.

Initial Material Orders

The initial orders sent to schools are automatically populated based on the pre-identification of students entered into the Secure Site through February 16, 2022. Coordinators are reminded to review the materials orders in the Secure Site before this date to confirm the data is correct. If you require more materials, these can be ordered during the additional material order window.

Additional Material Orders

If the initial material orders entered by District/Building Coordinators are based on sound estimates and there are no changes, additional materials should not be needed. However, the Building Coordinators might need to make additional orders in the OEAA Secure Site if:

- there are new students, or there have been some unexpected changes
- a student's Individualized Education Program (IEP) Team determines that a different assessment should be administered

If secure materials are missing from the shipment, or if the contents of the shipment do not match what is listed on the security list, contact the OEAA Call Center to report the discrepancy. This will start the process to:

- alert the vendor that there may be a problem with the packing of assessment materials
- provide a tracking mechanism so that the materials order status can be traced

Receiving Assessment Materials

MI-Access assessment materials will arrive in boxes with purple MI-Access labels for each school. The boxes will include the following materials (**Note:** Orders may not include all materials):

- one Return Materials Kit, which includes
 - instructions for Materials Return
 - pre-printed FedEx air bills
 - yellow Materials Return Labels
 - divider sheet (gold)
 - a Special Handling Envelope
- OEAA Assessment Security Compliance Forms, to be completed and signed by all those involved with administering MI-Access

School orders, whether they are shipped to the district or to individual schools, will contain:

- one copy each of the security lists, packing lists, or box lists for use in inventorying returned materials
- Special Handling Envelopes (green)
- standard print administrator booklet
- the student picture cards, packaged together and shrink-wrapped
- orders will be packed by school and MI-Access materials will arrive in one shipment.

Completing OEAA Assessment Security Compliance Forms

Before taking any further steps, complete and sign an OEAA Assessment Security Compliance Form, using the directions at the bottom of the form. Put the completed form in a safe, easily remembered place; it will have to be kept on file, along with all other forms, for three years following assessment administration. For more information on assessment security, see the Security section of this manual.

Inventorying Materials

A critical step after receiving the test materials is to take an inventory to determine if any material is missing. Taking inventory will also assist you when the time comes to return these items.

Ordering Missing and Additional Materials

If additional materials are needed, an additional material order may be placed in the OEAA Secure Site. The additional materials will then be sent to the District/Building Coordinator for distribution.

Using Reporting Codes

Use of optional reporting codes allows districts and schools to receive assessment score reports organized by class or group designation(s). It is up to the district or school to determine whether they will use this option and to define the codes that will be most helpful.

Reporting codes must be entered in the Secure Site before the end of Accountable Students and Test Verification window. Watch the Spotlight newsletter in June for the opening of the verification window dates.

Using Assessment Administrator Booklets with Student Picture Cards

Coordinators and Administrators should understand how the administrator booklet and student picture cards are organized. The OEAA has color-coded the materials by assessment type (Supported Independence and Participation) and content area. See the Assessment Administrator section of this manual for detailed information on the Student Picture Cards.

Preparing Materials for Distribution

In addition to understanding how to use the administrator booklet, student picture cards, and scoring documents, there are several other important factors to keep in mind when preparing materials for distribution.

- **School Materials**

The packing list and security list (included with the school[s] boxes) can be used to track the materials that were sent to each school and to inventory school materials.

- **Security Bar Code Numbers**

All MI-Access assessment materials have security bar code numbers on the back cover. These numbers are scanned by the contractor prior to distribution and will be scanned upon return, to make sure that all the administrator booklet (which are secure materials) have been shipped back. These numbers can be used to track administrator booklet and ensure they are returned. **Note: Student picture cards are secure materials and they must be returned along with the cover sheet**, which contains the secure barcode for the entire group of cards.

- **Establishing an Internal District Return Date**

If your district decides to process all returns, it is important to establish a return date for all materials. While the MI-Access assessment window is seven weeks long, District and Building Coordinators are strongly encouraged to establish realistic deadlines for the return of assessment materials after testing. Before distributing materials to schools, determine the date by which materials must be returned to the district to ensure they will be shipped to the MI-Access contractor, no later than **June 1, 2022**.

Reminder: All the SI/P student online score entries must be made by **May 27, 2022 at 4:00 p.m. (ET)**.

Informing Others about Professional Practices

District MI-Access Coordinators must inform Building MI-Access Coordinators and Assessment Administrators about the Assessment Integrity Guide available on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access) and about other test security and test administration training requirements.

Distributing Assessment Materials to Schools

Once all the “before” steps have been completed, District MI-Access Coordinators may distribute assessment materials to each school participating in MI-Access (unless materials are shipped directly to schools). The MI-Access contractor will ship each school’s materials in a separate box (or boxes), so the District Coordinator must inventory the materials and pass them along to the appropriate schools as packaged.

During Testing Activities

Although District MI-Access Coordinators do not have any specific tasks to complete during the assessment window, it is important that they be available to:

- answer questions from Building MI-Access Coordinators
- serve as backup to Building Coordinators
- relay any questions they cannot answer to the OEAA staff (see the Contact Information section of this manual)
- file Incident Reports for any testing irregularities that occur before, during, or after testing
Reports are to be filed in the OEAA Secure Site within two school days or as soon as possible after notification. Detailed information on Incident Reporting is available through the [Secure Site Incident Reporting tool](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) (http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf). Appendix I contains the Incident Reporting Guide for SI and P assessments.
- periodically check in with Building MI-Access Coordinators to make sure they have the materials and information they need to accurately administer the MI-Access assessments, and that administrators are entering student responses on the online answer document

After Testing Activities

Inventorying Returned Materials

Schools and districts are responsible for taking an inventory of test materials before they are returned to the vendor. The OEAA requires these inventory practices to avoid having test materials being left in schools or districts, which is a test security risk. Coordinators must take an inventory of the test materials using the packing list that comes with the material orders as the critical part of their packing process. Refer to the Materials Return Instructions section of this manual for specific details on returning materials processing and shipping information.

Checking Special Handling Envelopes

District Coordinators will check that the information on the label of each green Special Handling Envelope—which contain any materials requiring special handling (damaged documents)—is accurately completed.

Once the contents and information are verified, the District Coordinator will put the materials back into the Special Handling Envelope(s), and then put all the unsealed envelopes into one pile. (For how to organize the materials inside the envelopes, see the graphic in Appendix E of this manual.)

If the Special Handling Envelope is not used, it does not have to be returned with the other assessment materials and may be discarded.

Preparing Materials for Return Shipment

The procedure for returning materials to the contractor for processing is very similar for districts and for schools. For that reason, an explanation of the process has been condensed into the final section of this manual, "Materials Return Instructions." There is also a one-page diagram in Appendix E that outlines the sequence of how the materials should be packed for return shipping. For detailed information, refer to these two sections.

Instructions for Returning via FedEx Express®

The FedEx instructions for schools and districts are also similar; they are included in the "Materials Return Instructions" in the final section of this manual.

Completing the Coordinator/Assessment Administrator Feedback Survey

After the district's assessment materials have been returned to the MI-Access contractor, the Coordinator/Assessment Administrator Feedback Survey should be completed at www.mi.gov/mi-access. The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

Checking Accountable Students and Test Verification

Information provided to the OEAA Secure Site during the Accountable Students and Test Verification window includes the answer documents that were entered in the online answer documents and the demographic information in MSDS. While this verification window is open (watch Spotlight for availability), district/schools must verify that:

- all students and their online response entries have been accounted for
- student demographic information is accurate
- students taking alternate assessments are flagged as "Special Education"
Note: If a student taking MI-Access is not flagged as special education, the scores will be invalidated.
- any student tests with "Prohibited Behavior" or "Nonstandard Accommodations" are correctly flagged
- the Expected to Test list has been reviewed and verified
- the Not Tested Reasons have been reported (including the alternate social studies assessments that have been administered for students taking SI and P in grades 5, 8, and 11)

The Accountable Students and Test Verification period is the final opportunity districts will have to:

- report missing online answer documents and students not tested, and appeal/correct Prohibited Behavior and Nonstandard Accommodations if incorrectly marked
- update student demographic information in MSDS used for assessment reporting and accountability calculations
- appeal Students Expected to Test listings

The Accountable Students and Test Verification window also provides a list of enrolled students and demographic information that will be used for accountability purposes. For more information, go to the [OEAA Secure Site Training web page](#) (www.michigan.gov/secaresitetraining) and scroll down to the Accountable Students and Test Verification section.

Important Note: It is the primary responsibility of the District Coordinator to review all tested student records in the Answer Document and Test Verification window. Coordinators should watch the OEAA Spotlight newsletter for the announcement of when the verification window will open in June .

Building Coordinators

Introduction

All schools administering MI-Access must designate a Building MI-Access Coordinator. The coordinator's principle responsibility is to ensure that the assessment is administered appropriately according to IEP team decisions and the procedures found in this manual.

The OEAA has developed a complete training guide for Assessment Coordinators. This guide is designed to assist in every aspect of the Coordinator's responsibilities and is a great training tool for new coordinators and staff members. The [Assessment Coordinator](https://www.michigan.gov/mde/0,4615,7-140-22709_63192-476290--,00.html) link (https://www.michigan.gov/mde/0,4615,7-140-22709_63192-476290--,00.html) is located at the top of the MI-Access web page for quick reference.

Roles and Responsibilities

Building MI-Access Coordinators are responsible for:

- acting as the contact person between the school and the District MI-Access Coordinator
- participating in the professional development sessions organized by the District MI-Access Coordinator on how to administer the MI-Access assessments
- making sure that all assessment materials received from the contractor or the District Coordinator are disseminated to appropriate school staff and returned as directed
- if the district has elected to have test materials shipped directly to schools, coordinators should read the District Coordinator section for how to order, receive, and return materials
- making sure that assessment administrators have been provided with the [Assessment Integrity Guide](#) (www.mi.gov/mi-access and www.mi.gov/oeaa)
- distributing, collecting, and retaining signed OEAA Assessment Security Compliance Forms
- making sure all students are loaded to INSIGHT Portal sessions and that test tickets are produced for the PAA score entries on the online answer document after testing
- providing assessment administration and security training to testing staff

The MI-Access contractor will ship all assessment materials to the District or the Building Coordinator, based on the district's selection in the Secure Site order page. District Coordinators are responsible for distributing the materials to schools for administration if needed.

The following information will assist Building Coordinators with what they should do before, during, and after the assessments are administered.

Building Coordinator Checklist

BEFORE

Mark when complete

- Watch the District/Building Coordinator Administration Training Webinar (presented live March 2, 2022 – the recording will be posted in the DRC INSIGHT Portal under General Information >Documents >Document type: Training Presentations & FAQs.
- Participate in district test administration training.
- Read the Assessment Integrity Guide.
- Complete the MDE Assessment Security online training course.
- Read the required sections of this manual (see page 6)
- Ensure the test materials have been ordered and pre-identification completed.
- Complete an OEAA Assessment Security Compliance Form.
- Create a testing schedule for all students; **Note:** these schedules must be retained by the building/district for 3 years.
- Inventory and prepare materials for distribution to assessment administrators.
- Provide required assessment and security training to all staff involved in testing.
- Use the DRC INSIGHT Portal to set up sessions, print tickets and rosters, and distribute materials to the PAA.
- Distribute a copy of this manual and testing materials to the PAA to help them prepare for testing. (Reminder: secure testing materials must be returned daily and stored in a secure locked central location.)
- Collect the completed and signed OEAA Assessment Security Compliance forms from all assessment staff (keep in building or district for three years).
- Collect Certificates of Completion for the MDE Assessment Security online course.

DURING

Mark when complete

- Be available to answer questions and monitor testing progress throughout the window.
- Relay questions to the District MI-Access Coordinator as needed.
- Provide test irregularity information to District Coordinator to file an incident report in the Secure Site.
- Periodically monitor administrations of the assessment.
- Ensure that professional assessment administration practices are followed.

AFTER

Mark when complete

- Confirm with the PAA that all the student responses have been entered on the Online Answer Document before May 27, 2022.
- Collect Assessment Administrator Booklets and student picture cards; all secure materials must be returned.
- Review the returned assessment materials for accuracy.
- Complete the Special Handling Envelope if it is used, otherwise destroy it.
- Prepare and return materials according to the instructions provided by the District MI-Access Coordinator and the directions found in the Materials Return Instruction section of this manual.
- Assemble all of the student picture cards and place the original cover sheet with the security barcode listed on top for return.

- o Do not return Scoring Documents, OEAA Assessment Security Compliance forms, or MDE Assessment Security Certificates of Completion as these must be retained at the school or district for 3 years.
- o Complete the administration feedback survey found on the [MI-Access web page](#).

Before Testing

Pre-Identification (Pre-ID) Information

The OEAA requires all students taking state-level assessments to be pre-identified. The OEAA will automatically pre-ID all students from the fall Michigan Student Data System (MSDS) general collection to the general assessment (M-STEP and MME components). Since the OEAA does not know which students will be taking MI-Access, it is the responsibility of the school or district to:

- unassign and move students from the general assessment to the correct MI-Access assessment
- identify which type of MI-Access assessment will be given (FI, SI, or P); this can be done using the Mass Update; specific instructions for this process can be found on the [Secure Site Training web page](#) (www.michigan.gov/securesitetraining)
- remove students from M-STEP test sessions in the DRC INSIGHT Portal and destroy any M-STEP test tickets that have been printed

All students who will be assessed using the MI-Access assessment must be identified in MSDS as being in a special education program by the end of May. If a student is assessed by MI-Access but not flagged as "Special Education," he or she will be considered "Not Tested." (Contact your local Pupil Accounting Person to ensure that students are flagged correctly in the MSDS data files.) Students may also be flagged at the same time to indicate that they are participating in a Shared Educational Entity (SEE) or in a Specialized Shared Educational Entity (S2E2).

Ordering Assessment Materials

It is the responsibility of the District Coordinator to determine who will handle pre-identification of students and review material orders for test materials, either the District Coordinator or the Building Coordinator. For this reason, the materials ordering process and instructions for pre-identifying students are shown here and in the District Coordinator section. All test material orders are based on pre-ID and generated through the [Secure Site](#) (www.michigan.gov/oeaa-secure). Here are several things to remember:

- If Coordinators do not have a Secure Site user ID and password (which are required to enter the site), they should contact their District Administrator, who has responsibility for maintaining the site at the district level.
- A user must have their own unique Michigan Education Information System (MEIS) account to log into the Secure Site system.
- The Secure Site Login screen contains a link to the Request MEIS ID Process.
- If the user has a MEIS ID but does not have access to the Secure Site system, the system will display a screen where the user can request access after logging on with a MEIS login.
- Each year, enhancements are made to the Secure Site to streamline and improve the ordering process; therefore, be sure to review the "Material Ordering" section in the [Secure Site Training web page](#) (www.michigan.gov/securesitetraining).

Two different types of orders may be placed—initial material orders and additional material orders.

Initial Material Orders

The initial orders sent to schools are automatically populated based on the pre-identification of students entered into the Secure Site through February 16, 2022. Coordinators are reminded to review the materials orders in the Secure Site before this date to confirm the data is correct. If you require more materials, these can be ordered during the additional materials order window.

Additional Material Orders

If the initial material orders entered by Coordinators are based on sound estimates and there are no changes, then additional materials should not be needed. However, the Building Coordinators might need to make additional orders in the OEAA Secure Site if:

- there are new students, assessment administrators, classrooms, or schools
- a student's IEP Team determines that a different assessment should be administered
- an initial material order was not placed or received

When materials are shipped, school packing lists and security lists are included, indicating which assessment materials are enclosed and in what quantity. If the number of materials shipped does not match what is stated on the packing list and/or the security list, the MI-Access Coordinator must contact the OEAA Call Center using option 3 and report the discrepancy. (**Note:** There is an "Order Summary" screen on the MDE Secure Site that shows what materials districts have ordered.)

Receiving Assessment Materials

Assessment materials might arrive from the District MI-Access Coordinator or be shipped directly to the school in one delivery, which will include:

- school packing and security lists, used to inventory materials
- the complete return kit, necessary to return all materials
- standard print Assessment Administrator booklets
- scoring documents for SI/P (used to tally student responses during testing; also available on the MI-Access web page)
- student picture cards, designed for student use during P or SI assessment administrations (one set for each Primary Assessment Administrator)
- OEAA Assessment Security Compliance Forms (one for the Building MI-Access Coordinator to complete and sign, and multiple copies to distribute to assessment administrators, accommodations providers, and proctors)

Inventorying Materials

Once the MI-Access assessment materials arrived, open the shipping box or boxes and save them for returning used and unused assessment materials. Then, use the packing slip to inventory materials.

If any materials are missing, contact the OEAA Call Center using option 3. If additional materials are needed, place an additional material order or contact the District MI-Access Coordinator to place the order in the Secure Site.

Managing Administrator Login Tickets

Even though the assessment is conducted using the paper/pencil mode, the student responses are entered directly into an online answer document by the Primary Assessment Administrators. This entry process requires a test ticket for each student tested. Test tickets are printed from the DRC INSIGHT Portal. For detailed information on printing login tickets, refer to the **Test Sessions – Adding, Editing, Printing Login tickets** mini-tutorial. This document can be found at <http://mi.drctdirect.com> under General Information > Documents > Document Type: Mini-Modules.

Test tickets and rosters are considered secure materials. Once printed, they should be kept in a secure location until the PAA enters the scores. After a PAA has entered student scores, he or she should return all tickets to the Building Coordinator for destruction or secure storage.

Online Software

Because the answer document is online, it is important for those coordinating the SI/P assessments to review the training materials found in [The DRC INSIGHT Portal](http://mi.drctdirect.com) (<http://mi.drctdirect.com>). The DRC INSIGHT Portal allows Michigan users to:

- access training materials (open to all staff)
- set up online test sessions for printing ticket/roster—for online score entry (secure login is required)

INSIGHT and Central Office Services (COS)

The DRC INSIGHT testing engine that is used by the student-facing version of the MI-Access Functional Independence assessments is not used for the Supported Independence or Participation assessments. Therefore, the COS is not required for SI/P.

Completing and Collecting OEAA Assessment Security Compliance Forms

After training and before receiving any secure test materials, each staff member must sign the OEAA Assessment Security Compliance Form and return it to the District/Building Coordinator. These forms must be held by the district or school for at least three years. The OEAA Assessment Security Compliance Form may be found in the materials order and is also posted on the [MI-Access web page](http://www.mi.gov/mi-access) (www.mi.gov/mi-access).

During Testing

Although Building MI-Access Coordinators do not have any specific tasks to complete during the assessment window, it is important that they are available to:

- address questions and concerns from Primary or Shadow administrators (If MI-Access Building Coordinators cannot answer a question or address a particular concern, they will relay the question or concern to the District Coordinator for follow-up)
- check in periodically with assessment administrators to make sure they have the materials and appropriate staffing needed to accurately administer the MI-Access assessments
- periodically observe, assist, or monitor assessment administrations

After Testing

Inventorying Returned Materials

Schools and districts are responsible for taking an inventory of test materials when they arrive and before they are returned to the vendor. The OEAA requires these inventory practices to prevent test materials from being left or misplaced in schools or districts, which is a test security risk. Coordinators must take an inventory of the test materials using the packing list that comes with the material orders. Refer to the Materials Return section of this manual for specific information about the processing and shipping of returned materials.

Preparing the Special Handling Envelope

The Special Handling envelope is used to return damaged assessment documents. The information on the front of the envelope should be filled in. (See the return diagram in Appendix E for detailed information.) The envelope will primarily be used by schools administering Functional Independence assessments, as it is used for scannable answer documents that require special attention. The envelope does not have to be returned if it is not used.

Returning Materials

If the school will be returning test materials directly to the contractor, refer to the “Materials Return Instructions” section in this manual for detailed instructions on using the return kit to ship the materials. If the district is handling the returns, the Building Coordinator should gather all the materials listed in the diagram in Appendix E of this manual and make arrangements to transport them to the district coordinator.

Completing the Coordinator Feedback Survey

Once materials have been returned, the Building Coordinator should complete the [Coordinator/Assessment Administrator Feedback Survey](#) (www.mi.gov/mi-access). The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process

Assessment Administrators

Working together, the Primary Assessment Administrator (PAA) and the Shadow Assessment Administrator (SAA) prepare for the administration of the SI/P assessments. The lead responsibility is with the PAA to coordinate the activities leading up to, during, and after the administration.

Administrator Checklist

BEFORE

Mark when complete

- Participate in district or building test administration training.
- Review the required security practices section in the General Information chapter of this manual.
- Read the required sections of this manual (see page 7).
- Complete and return an OEAA Assessment Security Compliance Form.
- Inventory the materials received and store materials in a secure/locked location between administrations.
- Obtain the test tickets that will be used after testing to enter scores from the Building Coordinator.
- Review the administrator booklet with the SAA, as well as the scoring documents, scoring rubrics, and picture cards, to prepare for assessment administration.
- Clarify the roles and responsibilities of PAAs and SAAs and determine student response modes and assessment strategies.
- Schedule the assessments.

DURING

Mark when complete

- Both PAA and SAA administer the assessments while documenting the student responses on their Scoring Documents (provided with testing materials).
- Relay questions and concerns to the Building MI-Access Coordinator as needed.
- Ensure that professional assessment administration practices are followed.

AFTER

Mark when complete

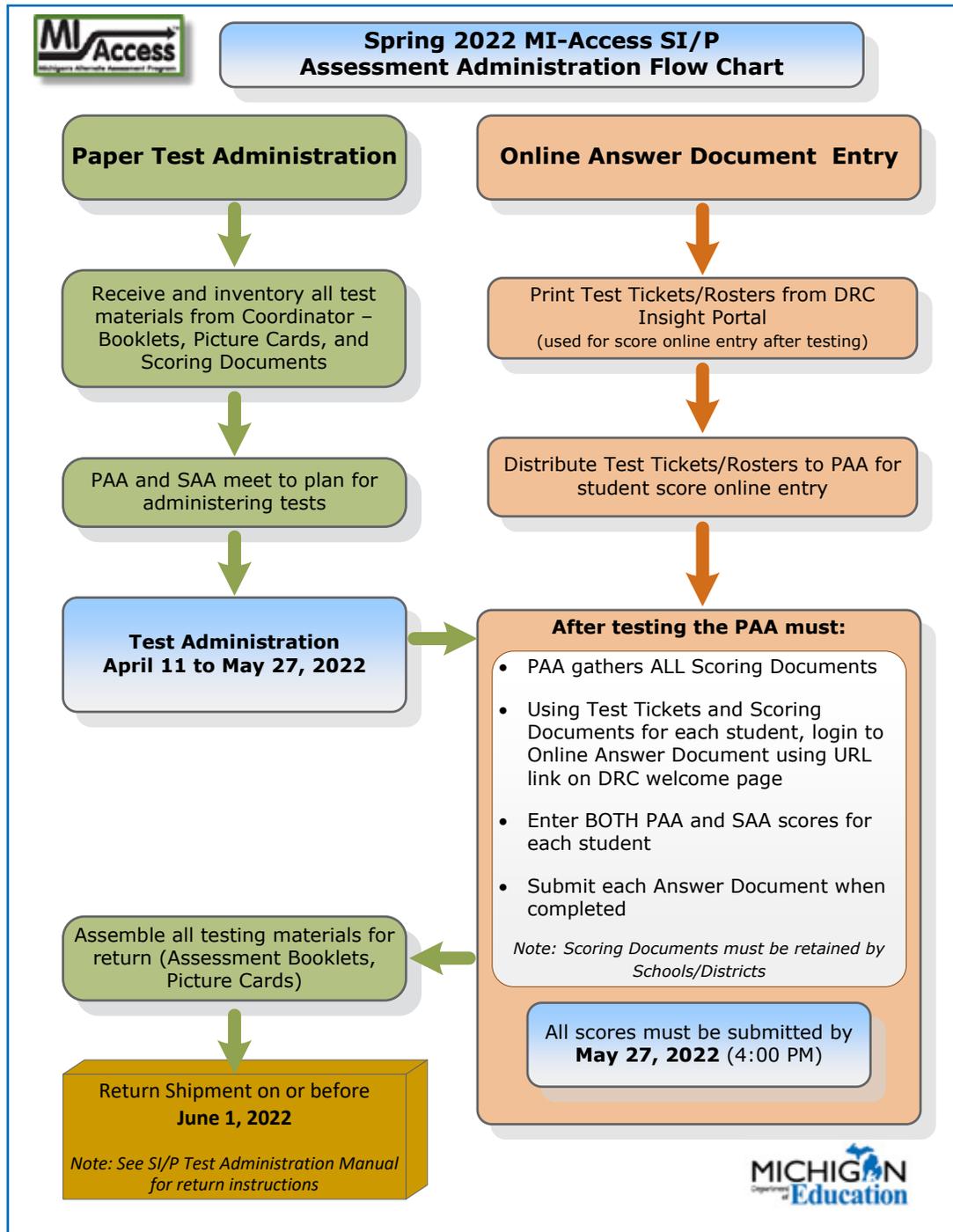
- Using the test tickets, PAAs enter both PAA and SAA scores onto the online answer documents. **All scores must be entered no later than May 27, 2022 at 4:00 p.m.**
- Assemble all student picture cards and place the original cover sheet with the security barcode listed on top for return.
- Return all used and unused materials to the Building MI-Access Coordinator.
- Complete the online feedback survey on the MI-Access web page.

SI/P Assessment Process Flowchart

The administration of the SI/P assessments has paper/pencil and online components, which can be confusing at first. To simplify the process, this administration flowchart has been developed for your reference and training purposes (the chart is also available on the MI-Access web page).

The flowchart describes the paper/pencil activities on the left while the right side outlines the online tasks.

The flowchart demonstrates how these two differing modes work together for successful completion of the test administrations.



About the Assessments

The MI-Access Supported Independence and Participation (SI/P) assessments are administered by two test administrators and designed to be instructionally embedded into the student's routines and/or to replicate classroom activities. The tests are interactive and observational between both administrators and students. Understanding how the SI/P assessments are designed and administered is critical to the student's outcome. This section will provide comprehensive information about the assessments by explaining:

- the assessment design and administration process
- how to use, complete, and return the assessment materials
- how to enter scoring data on the online answer document

Assessment Administrators

The SI/P assessments are designed to be administered by qualified school staff members; specifically:

- one certified professional staff member (such as a teacher, school psychologist, related service provider, or teacher consultant) who will act as the Primary Assessment Administrator (PAA)
- another certified staff member (as described above) or other school personnel (such as a highly qualified paraprofessional), who will act as the Shadow Assessment Administrator (SAA)
- Both the PAA and SAA must be familiar with the student and aware of the student's unique instructional needs.
- The PAA and SAA must not impede or influence the outcome of any particular assessment item.
- All decisions about when to provide the student with assistance and what type of assistance are made by the PAA.
- The SAA is present only to simultaneously and independently provide a second score for the student.

Administration Process and Assessment Materials

This section describes the administrative steps that need to be taken before, during, and after assessment administration. It is the Primary Assessment Administrator's (PAA) responsibility to take the lead in the administration of these assessment observations. The PAA must lead for the planning, preparation, and handling of all testing materials including the score entry after testing. The Shadow Assessment Administrator (SAA) provides a secondary observational scoring to the PAA during this entire process.

Before Testing

Receiving Assessment Materials

Based on the materials order delivery selection in the Secure Site, the MI-Access contractor ships all assessment materials to either the District or the Building Coordinator. These Coordinators are then responsible for distributing the materials as appropriate to the Building Coordinators for delivery to the Assessment Administrators.

Materials provided to the Assessment Administrators include:

- student picture cards (one set for each PAA, based on the assessment[s])
- OEAA Assessment Security Compliance Forms (one for the PAA, one for the SAA, and extras for any accommodations providers)
- Assessment Administrator booklets
- scoring documents provided for PAA and SAA for SI/P observations in preparation for online entry

Note: The scoring documents may be copied or printed from the MI-Access web page.

Completing and Returning Assessment Security Compliance Forms

Before beginning the testing activities, each administrator must, complete, and sign an OEAA Security Compliance Form, using the directions at the bottom of the form. Next, distribute security compliance forms to others who will assist in the classroom with administering the assessments, including accommodations providers. This includes the PAA, SAA, and proctors. Make sure the forms are completed and signed prior to distributing any assessment materials. Then, return all the signed forms to the Building MI-Access Coordinator before assessment administration begins.

Inventorying Assessment Materials

When the assessment materials have been delivered, an inventory must be conducted to make sure that the correct assessment materials have been provided in sufficient quantities. If any materials are missing, the Building MI-Access Coordinator should be notified; the Coordinator will go through the appropriate channels to obtain the missing materials. (See the General Information section of this manual for more information on which content areas must be assessed and at which grades.)

Note: The same test administrator booklet and picture cards can be used with multiple students in the same grade.

Understanding Assessment Design

Be sure to read “About the Assessments” section at the beginning of this section. It explains how the SI/P assessments are designed and are to be administered.

Reviewing Administrator Booklets, Picture Cards, and Scoring Rubrics

Thoroughly review the administrator booklets and student picture cards to become familiar with the assessment items, administration directions, and correct answer choices. Also review the scoring rubrics to become familiar with how students are scored.

Preparing for Assessment Administration

For each administrator conducting the activity-based observations, obtain the correct administrator booklets and two scoring documents (for PAA and SAA). In the space provided on the scoring documents, fill in the student's name, which corresponds with the student test ticket information for the online answer document entry.

With that student in mind, schedule the assessment. Whenever possible, schedule activity-based observation items (for SI/P ELA and mathematics and for Participation science) at times when the activity might typically occur. Also, keep in mind that while some activity-based observation items will occur naturally in the classroom, others may require more detailed planning. Prepare to adjust the instructional environment as needed.

With the PAA and SAA working together, determine the student's anticipated response mode—such as verbalization, head nodding, signing, vocalizations, blinking, eye gazing, pointing—so that both assessment administrators look for the same type of response during the assessment.

Next, make sure that all materials (such as manipulatives or picture cards), technology devices (such as augmentative communication devices or other specialized equipment), and other assessment accommodations as indicated in the student's IEP are available and ready for use. Any aids or materials used must be chronologically age-appropriate and reflect what the student typically uses during instruction; in other words, do not introduce a new device or material during assessment administration. Also, prepare for and follow universal health precautions as needed.

Any questions or concerns about the assessments can be referred to the Building MI-Access Coordinator. Questions/concerns the coordinator cannot answer might be referred to the District MI-Access Coordinator for follow-up.

Preparing the Administration Environment

Prior to administering the MI-Access SI/P assessments, PAAs and SAAs must take several factors into consideration, along with the procedural steps they must complete.

Anticipated Response Modes

The SI/P assessment items are designed to permit students to demonstrate their knowledge in a variety of ways and to answer using individual response modes. Therefore, before assessment administration, the PAA and the SAA will discuss which response mode the student is most likely use to indicate his or her answer. For example, the student may respond verbally or by signing the answer. The student may point to the answer or eye gaze to indicate a choice. Or, the student may nod, or blink once for "yes" and twice for "no." It is important for the PAA and the SAA to agree on the type of response they are looking for during the assessment.

Group v One-on-One Administration

For some activity-based observation items, the activities take place in the context of a group of students. However, only one student should be observed and scored at a time. This will enable the PAA and the SAA to focus their full attention on the student being assessed.

While some students may be capable of reading selected-response items, the use of picture cards and adaptive items are the required presentation method and best suited for a one-on-one administration. Thus, group administration is not recommended for the SI/P assessments.

Physical Assistance

There could be assessment items that students with physical limitations and/or sensory impairment know how to complete correctly, but because of their disability, they cannot do so without physical help from another individual. Providing physical assistance in these cases would not adversely affect a student's score if they are capable of directing and then receiving the requested assistance. For example, if a student in a wheelchair is cognitively able to demonstrate understanding of maps and directions by navigating through the building to designated locations, but needs help to move the wheelchair and/or open and close doors, the student should not be penalized in scoring if they can direct another person on where to go and when to open and close the doors.

Also, assessment administrators might sometimes need to modify items for students with physical limitations. For example, a mathematics item that requires students to demonstrate their ability to count to ten while completing a physical fitness routine (like doing jumping jacks or sit-ups) can be modified so the student can count in some other way—perhaps by clapping, blinking, nodding, or tapping the desk. The important part of this item is not the context—a physical fitness routine—but the scoring focus, which in this example measures counting.

Positioning

While an assessment item is being administered, both the PAA and the SAA must be positioned so they can clearly see and hear the student. This is important because if (for example) a student uses eye gaze to indicate the correct answer, both assessment administrators have to be able to see where the student is looking. Similarly, if the student verbalizes to indicate the correct answer, both assessment administrators have to be close enough to hear the student's response.

Preparing the Environment

Some mathematics and science activity-based observation items call for the use of real-world objects, such as manipulatives, sorting blocks, or natural materials. The descriptions of the assessment activities typically contain examples of common objects or materials that are appropriate for use by the student being tested. Nevertheless, the PAA is responsible for determining which materials will be used, and for making sure they are on hand before the assessment item is administered.

Similarly, because some activity-based observation items and all selected-response items rely on pictures (often paired with words), the PAA is responsible for determining which pictorial program (or actual photographs) should be used, and for generating the materials, if needed, for use during assessment administration.

Along the same lines, sometimes the instructional environment might need to be manipulated. For example, in a mathematics activity-based observation item that requires a student to identify a missing object as part of a table-setting routine, the PAA will need to plan ahead to ensure that the required object is, in fact, missing. This is one reason why it is so important for both assessment administrators to review the items, answer choices, and picture cards ahead of time.

Instructional Tip

The method of presenting items twice might cause students some hesitation. Students may infer they answered incorrectly the first time and opt to change their initial response to “correct” their perceived error or to please the teacher. The administrators can mitigate this effect by asking the student “just to make sure I understand you” types of queries about their response, or by letting the student know in advance and repeatedly that they will be asked each question twice, to keep them engaged in the process.

A very effective instructional practice is to make this “repeated questioning” a part of the students’ daily instructional routine. When a student responds to instructional questions throughout the day, repetition of the question should focus on confirmation rather than on correction of whether or not the answers are right. During instruction, it is important to provide correction the first time a student makes an error. This dichotomous approach to displaying items in their routine has shown some success during assessment administration.

During Testing

The PAA will start the testing with an administrator booklet and picture cards for each student being tested. Check to make sure the proper information has been recorded for the administrator on the front of the administrator booklet in the space provided. Reminder: The administrator booklet is for the administrator’s use only.

Use the PAA and SAA scoring documents provided in the assessment materials. The scoring documents can also be copied as needed and can be downloaded/printed from the MI-Access web page. The scoring documents will be used to tally the student responses during administration and will be used later by the PAA to transfer the responses to the online answer document after testing is complete.

Each of the scoring documents will contain the scoring rubric in the header of the sheet, providing easy reference during the observations.

Administering SI/P Selected–response Items

Selected–response items have three components:

- the item stem (or question)
- the scoring focus (a short statement that links the item to the EGLCE, EHSCE, or EB being measured)
- picture answer choices

The Participation items have two picture answer choices and the Supported Independence items have three picture answer choices. When administering selected–response items, there are a number of important factors to keep in mind.

Reading Selected–response Answer Choices Aloud

In most cases, the picture answer choices are accompanied by labels that should be read aloud to the student along with the item stems. However, in some instances reading the labels would give the answers away. In these instances, the labels have been omitted and students must respond to the questions without verbal assistance. (The only exception is for Word Recognition items, where the labels remain because students need to see the actual words.) The assessment booklet provides instructions on which part of the item may be read aloud. These instructions accompany each test item, along with suggestions on how some items may also be read for students with a visual impairment.

The reverse side of each picture card shows whether the answer choice on that card is correct or incorrect. It might be helpful for PAAs and SAAs to review the cards and answer choices before administering the assessment. The PAA also may choose to adapt the picture cards with familiar pictures or substitute classroom items in order to engage a student.

Presenting Introductory Art

Some selected–response items have introductory art that appears before the item stem. For these items, the MI-Access contractor will provide picture cards for the introductory art, as well as for the answer choices.

Administering SI/P Activity-Based Observation Items

Activity-based observations (ABO) are designed to reflect activities that typically take place in the classroom and with which students most likely are familiar. Therefore, ABO items can and should be administered as part of the student’s regular schedule or routine whenever possible. For example, if an ELA word recognition item requires a student to identify one or two words associated with a lunchtime routine, the item could be observed as the student helps to prepare a meal. Or, if a mathematics item requires a student to identify a missing object, the item could be observed as the student takes part in a table-setting routine where a necessary utensil is missing. In this way, the assessment item is incorporated into the normal instructional routine. Keep in mind, however, that the instructional activity or routine does not have to stop once the assessment activity is complete. The PAA and the SAA can simply score the student and continue with the instructional activity or routine until it is finished. With ABOs, administrators are asked to present items the same way they would during a routine instructional activity for the student. An ABO item does not have to be presented twice, as is done with the selected–responses or picture cards.

Using Scoring Documents

The SI/P assessment administrators will use the accompanying Scoring Documents during testing. The documents:

- allow the PAA and SAA to independently document the student responses
- are specific to a content area
- contain a rubric header and item number for easy reference
- include links to the online Answer Document where responses will be entered
- will arrive with testing materials and may also be downloaded from the MI-Access web page

Samples of the Scoring Documents are shown on the following page; these may be duplicated as needed.

MI-Access Supported Independence
Scoring Document - SPRING 2022

MI-Access MICHIGAN Education

Content Area: English Language Arts Fill in Form Number: SI-ELA-_____

Student Name _____

Directions: Use this guide to record the student's responses for each item based on the scoring rubric. The primary assessment administrator will then transfer the scores into the online answer document found at <https://surveyvdr.com/mi/mi2022/ogon.aspx>, using a test ticket. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student online answer document.

Note: This document must be retained by your district. **DO NOT RETURN**

Select One: Primary Assessment Administrator (PAA) Shadow Assessment Administrator (SAA)

Item	2 Responds correctly with no assistance	1 Responds correctly with verbal/physical cues	A Incorrect Response	B Resists/ Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I certify that this assessment was given following the instructions given in the MI-Access SI/P Test Administration Manual and the assessment was given and scored independently and simultaneously with a Primary Assessment Administrator and a Shadow Assessment Administrator. Both scores were submitted using the online answer document, matching the authentic scores given by each independent assessment administrator.

X _____
Assessment Administrator (Sign and keep on file in your district. **DO NOT RETURN**)

MI-Access Participation
Scoring Document - SPRING 2022

MI-Access MICHIGAN Education

Content Area: English Language Arts Fill in Form Number: P-ELA-_____

Student Name _____

Directions: Use this guide to record the student's responses for each item based on the scoring rubric. The primary assessment administrator will then transfer the scores into the online answer document found at <https://surveyvdr.com/mi/mi2022/ogon.aspx>, using a test ticket. Please be careful that your scores from this sheet are transferred to the correct numbered item on the student online answer document.

Note: This document must be retained by your district. **DO NOT RETURN**

Select One: Primary Assessment Administrator (PAA) Shadow Assessment Administrator (SAA)

Item	3 Responds correctly with no assistance	2 Responds correctly with verbal/physical cues	1 Responds correctly with modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/ Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I certify that this assessment was given following the instructions given in the MI-Access SI/P Test Administration Manual and the assessment was given and scored independently and simultaneously with a Primary Assessment Administrator and a Shadow Assessment Administrator. Both scores were submitted using the online answer document, matching the authentic scores given by each independent assessment administrator.

X _____
Assessment Administrator (Sign and keep on file in your district. **DO NOT RETURN**)

Item Components

Each activity-based observation item has two components. The first component is an activity that will allow a specific Essential Element (EE) or Extended Benchmark (EB) to be assessed. For example, an activity description might be:

While interacting with staff during snack or lunchtime, the student will correctly use one common courtesy word and/or phrase, such as “please”, “thank you”, or “you’re welcome”.

The second item component is the scoring focus—that is, a short statement that links the item to Michigan’s EE or EBs, and specifies what the PAA and SAA will look for when observing and scoring the student. In the sample item described above, the scoring focus might be:

Using language to communicate effectively for different purposes

It is imperative that both assessment administrators carefully review and understand the activity and the scoring focus prior to administering the item.

Most items also include an example to further clarify the activity and show what an assessment administrator might do with the student in order to administer the item. **Note:** Assessment administrators might need to modify the example to better suit their student’s needs or to best utilize what is available in the classroom.

Student Directions

When administering activity-based observation items, PAAs usually will say or do whatever is typically said or done to allow the student to engage in the activity. In some instances, more explicit directions are provided in the activity description. For example, in the mathematics item shown below, the second sentence includes more detailed directions about how to conduct the item, since the scoring focus depends on the student doing the same number of repetitions of two different exercises.

ACTIVITY: While completing 2 familiar fitness exercises, such as bending, lifting, or jumping, the student will correctly demonstrate knowledge of the term **same as**. For example, the student could complete 10 sit-ups and then be asked to, "Do a number of arm raises that is the **same as** the number of sit-ups." The student then correctly completes 10 arm raises.

SCORING FOCUS: Demonstrating an understanding of the term **same as**

It is important for PAAs and SAAs to review all assessment items prior to administration to check for specific directions, and to ensure the directions are planned for and followed.

Preparing the Environment

Another reason it is important for assessment administrators to review activity-based observation items ahead of time: While most activities will occur naturally in the classroom or school, some may require more detailed planning to ensure that a specific scoring focus can be observed. For example, a student with visual impairment might need tactile graphics; a student with hearing impairment might need signing or a sound field system; and a student with some other disability might need a communication system and/or technology device to access the assessments and/or demonstrate what he or she has learned.

The Supported Independence and Participation administrator booklets have been enhanced to include directions for any items that may not be "read aloud" to students, such as labels and easily identifiable words. The administrator booklet also provide guidance for administrators who are making decisions on how to adapt test items for students with visual impairments.

Any aids or materials used must (1) be chronologically age appropriate; (2) reflect what the student typically uses during instruction [do not introduce a new device or material during assessment administration] and (3) be documented in the student's Individualized Education Program.

Administering ELA Words-Paired-with-Picture Items

Some activity-based observation items require the student to properly select words paired with pictures. Picture cards for these items (as opposed to those for selected-response items) will be provided by the assessment administrator (as opposed to the MI-Access contractor), since the assessment items are supposed to be part of the student's normal instructional routine. The cards should be presented to the student in the same manner as picture cards for selected-response items.

Using the SI/P Scoring Rubrics for Selected–response and Activity-Based Observation Items

Both item formats—selected–response and activity-based observation—must be scored using a standardized scoring rubric. During the assessment, the PAA will record his or her scores or condition codes on the MI-Access PAA Scoring Document, and the SAA will simultaneously and independently record his or her scores or condition codes on the MI-Access SAA Scoring Document. Both of these scoring documents are included in the assessment material order. Once all the items have been administered, the PAA records both the PAA and SAA score points and/or condition codes to the Online Student Answer Document. **Note:** Scores must be entered for both the PAA and the SAA; if scores for either one is missing, the student may not receive a valid score.

Participation Scoring Rubric (3-Point Rubric)

The scoring rubric for the Participation assessments has three score points and three condition codes. The rubric is based on the student responding correctly and takes into consideration the amount of assistance the student requires to engage in the item. The table below details the Participation score points and condition codes. Additionally, the Participation Scoring Rubric Flow Chart in Appendix A of this manual shows how to apply the rubric during assessment administration. Both the PAA and the SAA score the student at the same time on both selected–response and activity-based observation items.

Supported Independence Scoring Rubric (2-Point Rubric)

The scoring rubric for MI-Access Supported Independence is similar to the Participation scoring rubric, except it has only two score points and the same three condition codes. The SI rubric is based on the student responding correctly and takes into consideration the amount of assistance the student requires to engage in the item. The table below shows the SI score points and condition codes. Additionally, the SI Scoring Rubric Flow Chart in Appendix A of this manual shows how to apply the rubric during assessment administration. Both the PAA and the SAA observe and score the student independently and at the same time.

MI-Access SI/P Scoring Rubrics		
Supported Independence Score Point/Condition Code	Participation Score Point/Condition Code	Response
2	3	Responds correctly with no assessment administrator assistance
1	2	Responds correctly after assessment administrator provides verbal/physical cues
Not Allowed in SI	1	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A	A	Incorrect response
B	B	Resists/Refuses
C	C	Assessment administrator provides step-by-step directions and/or hand-over-hand assistance

Scoring Rubric Terms and Definitions

The SI/P scoring rubrics include such terms as verbal cues, physical cues, modeling, hand-over-hand assistance, and step-by-step directions. Appendices C and D of this manual provide definitions for these terms and examples of how they may be applied. Assessment administrators must review the appendices prior to administering the SI/P assessments.

Scoring Rubric Training

Supported Independence and Participation Scoring Rubric Training is available at the Michigan Virtual Learning site at (<https://plp.michiganvirtual.org/>). Enter "MI-Access" in the search box, and select "Training: Participation and Scoring Administration."

After Testing

Completing the Online Student Answer Document

After the assessment is administered, the PAA gathers the completed PAA and SAA Scoring Documents and ensures all bubbled areas are marked.

What to watch for in this process:

- In some cases, based on individual needs, students may not be able to complete some questions. In these cases, enter all responses that are marked on the Scoring Documents.
- The PAA and SAA scores might not always concur with each other—this is somewhat expected. Administrators are asked to independently score the student as they observe the responses, and some adjacent scores (and even non-adjacent scores) are to be expected.
- Be sure the form number is marked on each of the scoring documents.
- Prohibited Behavior or cheating by students in the SI/P assessments is extremely rare. However, such behavior is to be noted on an incident report submitted in the Secure Site. The Building Coordinator is consulted when this report is submitted.
- The PAA will use the Scoring Documents to enter the student responses on the Online Answer Document. See the directions in the following section.
- **All scores must be entered by May 27, 2022 at 4:00 p.m. (ET).**

Note: There are no paper answer documents for SI/P, since the student responses will be entered in an Online Answer Document; the Primary Assessment Administrator will enter the PAA and SAA scores directly on the Online Answer Document, using a student test ticket.

PAA should enter the student responses in the Online Answer Document or the student will not receive scores or credit for testing.

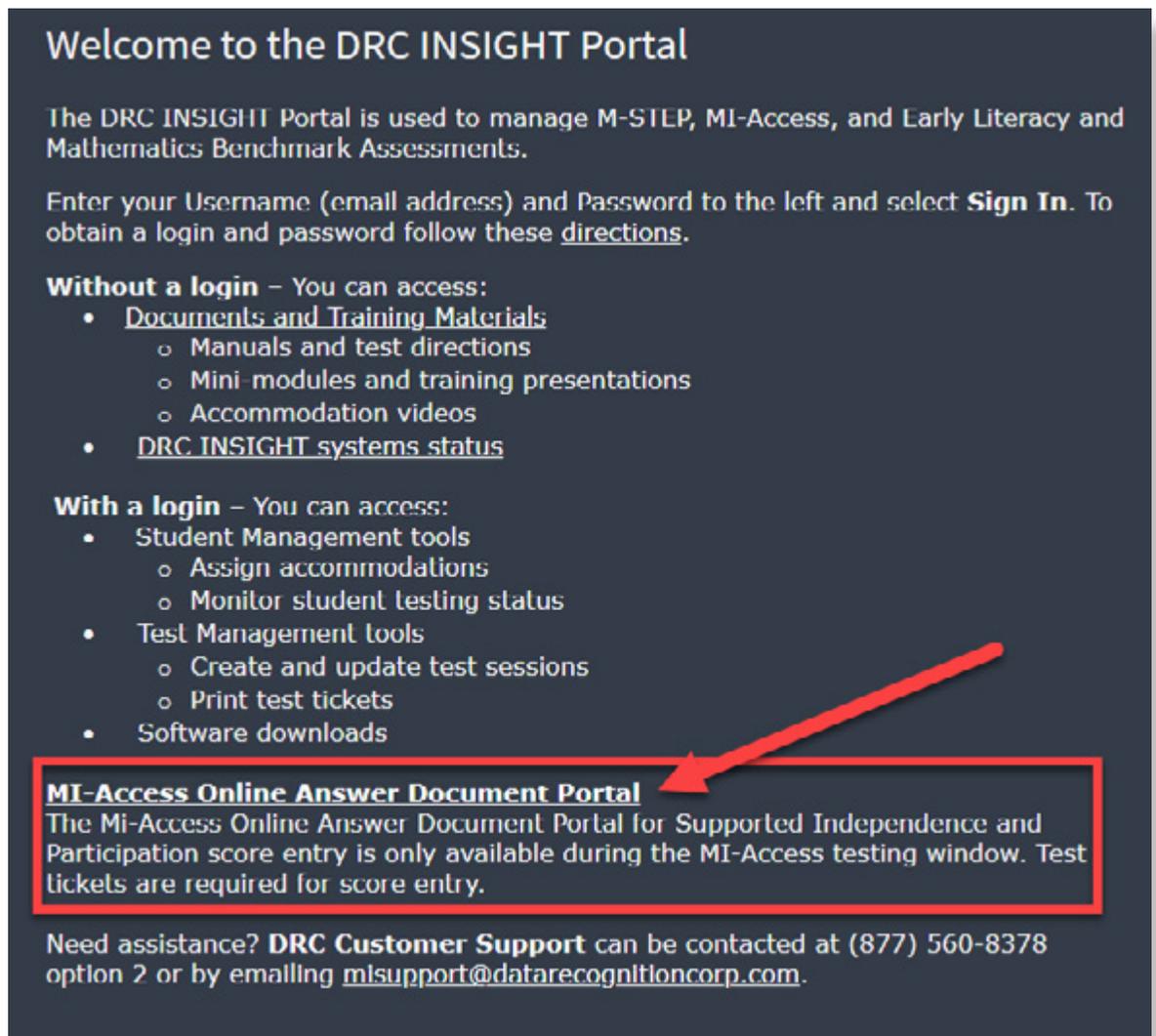
Note: The scoring documents should not be returned to the contractor, but retained by the district.

Entering Student Responses on the Online Student Answer Document

After the student has completed testing, the PAA must gather the scoring documents they used during testing, along with the SAA's scoring documents, and enter the observation scores for the student online. The following steps will guide the PAA through the process of entering the scores.

The PAA will use the student's test ticket to log into the Online Answer Document and then enter both PAA and SAA scores from the scoring documents.

- The Online Answer Document can be accessed in several ways:
 - Log into the document directly at <https://surveysdrc.com/mi/mi2022/logon.aspx>
 - Select the link from the DRC INSIGHT Portal Welcome page. Access the Welcome page at <https://www.drcdirect.com/all/eca-portal-v2-ui/#/login/MI>.



Welcome to the DRC INSIGHT Portal

The DRC INSIGHT Portal is used to manage M-STEP, MI-Access, and Early Literacy and Mathematics Benchmark Assessments.

Enter your Username (email address) and Password to the left and select **Sign In**. To obtain a login and password follow these [directions](#).

Without a login – You can access:

- [Documents and Training Materials](#)
 - Manuals and test directions
 - Mini-modules and training presentations
 - Accommodation videos
- [DRC INSIGHT systems status](#)

With a login – You can access:

- Student Management tools
 - Assign accommodations
 - Monitor student testing status
- Test Management tools
 - Create and update test sessions
 - Print test tickets
- Software downloads

[MI-Access Online Answer Document Portal](#)
 The Mi-Access Online Answer Document Portal for Supported Independence and Participation score entry is only available during the MI-Access testing window. Test tickets are required for score entry.

Need assistance? **DRC Customer Support** can be contacted at (877) 560-8378 option 2 or by emailing mlsupport@datarecognitioncorp.com.

- Select the link provided in the SI/P Online Answer Document Instructions for Score Entry document located on the [MI-Access web page](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access) under the Current Assessment Administration section.
- Chrome is the preferred browser.
- The Online Answer Document will be available from April 11 through May 27, 2022 (4:00 p.m.)

Step 1: Log into the [Online Answer Document](https://surveysdrc.com/mi/mi2022/logon.aspx) (<https://surveysdrc.com/mi/mi2022/logon.aspx>).

Step 2: Use the student test ticket to log into the Online Answer Document and select the correct assessment.

The left screenshot shows a test ticket for "MI-Access Supported Independence - Spring 20XX" with a "Test Ticket - SI-Math-5" highlighted in yellow. Below this, it lists "Student Name: Sample A. Student" and "Date of Birth: mm/dd/yyyy". A box contains "Username: ASample1" and "Password: JH35K2H2", both highlighted in yellow. A note states: "(Note: Username and passwords are not case sensitive.) Universal Tools - Designated Supports - Accommodations: Test Session: Sample Session A".

The right screenshot shows the "MI-Access Michigan's Alternate Assessment Program" logo. Below it, it says "Please login:" followed by input fields for "Username: StudentA", "Password: *****", and "Assessment:". A dropdown menu is open, showing "Please select", "Participation", and "Supported Independence".

Step 3: At the welcome screen, confirm the student/assessment information. Once the information is confirmed, click "Continue."

The screenshot shows the "MI-Access Michigan's Alternate Assessment Program" logo and the text "Welcome to the MI-Access Online Answer Document." Below this, it says "You are about to enter Primary (PAA) and Shadow Administrator (SAA) assessment scores for [redacted] Before you begin, please ensure that the PAA and SAA Scoring Documents you have in front of you are for the student listed above and for the content area listed below." A form contains the following information: "Student name: [redacted]", "Content Area: MATH", "Grade: 3", and "Assessment: G3SI". Below the form, it says "By clicking below, you are agreeing to the following statement:" followed by a statement: "I verify that the student whose information is being entered into this online answer document matches the PAA and SAA scoring documents completed at the time each item was administered to [redacted]". A "Continue" button is highlighted with a red arrow. At the bottom, it says "If the student listed above does not match the scoring documents you are trying to enter, please click here to return to the login screen."

The Answer Document will appear (see sample below).

- The Participation answer document is highlighted in blue for the PAA, and in gray for the SAA.
- The Supported Independence answer document is highlighted in green for the PAA, and in gray for the SAA.

Step 4: From the drop-down menu, select the form number that matches the the form number on the cover of the administrator booklet (see red arrows below).

- The answer documents are displayed in a stacked format with the PAA entries at the top; it will be necessary for the user to scroll down the PAA section of the screen to complete the form.
- The SAA section is displayed immediately below the PAA answer document and also has the scrolling feature.

Step 5: Enter scoring information in the PAA fields, then enter the SAA's information on the SAA section of the answer document.

The online Answer Document display mirrors the Scoring Documents and is designed to make entry easier. The scrolling feature locks the rubric header in place for both the PAA and SAA fields.

Sample Participation Online Answer Document

MI-Access Participation Online Answer Document - 20XX
 Student Name: Student A, Sample
 Grade: 3
 Content Area: ELA
 Form: P-ELA-31

* Reminder: Use the form number that appears on the front of the Assessment Administrator Test Booklet.

ENTER PAA SCORES IN BLUE AREA

Item number	3 Responds correctly, no assistance	2 Responds correctly, verbal/physical cues	1 Responds correctly, modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ENTER SAA SCORES IN GRAY AREA

Item number	3 Responds correctly, no assistance	2 Responds correctly, verbal/physical cues	1 Responds correctly, modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Submit Clear Responses Save and Return Later

Sample Supported Independence Online Answer Document

MI-Access Supported Independence Online Answer Document - 20XX
 Student Name: Student A, Sample
 Grade: 3
 Content Area: ELA
 Form: SI-ELA-31

* Reminder: Use the form number that appears on the front of the Assessment Administrator Test Booklet.

ENTER PAA SCORES IN GREEN AREA

Item number	2 Responds correctly, no assistance	1 Responds correctly, verbal/physical cues	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ENTER SAA SCORES IN GRAY AREA

Item number	2 Responds correctly, no assistance	1 Responds correctly, verbal/physical cues	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Submit Clear Responses Save and Return Later

Some important administrative instructions to **Note**:

- **Both the PAA and SAA scores must be entered in the Online Answer Document** for the student to receive a valid score for each item. If either score is not entered, the score for that item will not be counted. A warning at the bottom of the page will alert you if there are missing scores (see below).

There are some PAA and/or SAA score entries missing for this student. A valid score for each item requires both a PAA and SAA score for each student response. You may continue to enter scores or click "Submit" to enter the scores as is. Please note that the missing scores are highlighted above but may not be visible until you scroll down on both the PAA and SAA grids.

- If Answer Document is submitted or it is missing some of the PAA and/or SAA scores, the system will highlight the row with missing entries in yellow (see below). You may review and edit the information or choose to override the warning. If you choose to override the warning, the scores will not be captured for those items.

ENTER PAA SCORES IN BLUE AREA						
Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	1 Responds correctly; modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ENTER SAA SCORES IN GRAY AREA						
Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	1 Responds correctly; modeling, short of hand-over-hand assistance	A Incorrect Response	B Resists/Refuses	C Hand-over-hand assistance and/or step-by-step directions
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- A warning will appear if a form number is not selected. No entries may be entered unless this is completed. **Note:** This form number must match the form number from the administrator booklet.

A form number is required before the answer document can be submitted.

Submitting the Online Answer Documents

The Online Answer Document provides fields for the user to enter all responses and buttons to submit the answer document.

- “Submit”** button - sends the answer document for scoring.
Note: Once the answer document is submitted, you will not be able to review or retrieve it.
- “Clear Responses”** button - clears all student score entries and allows administrators to start over.
Note: This button will clear everything you have selected.
- “Save and Return Later”** button - saves all entries up to that point and prompts you to close the answer document. You will need a login to return to this answer document later.



Once the scores have been submitted, a final warning message will appear, asking the administrator to verify and confirm that the information is accurate. This is the final opportunity to review entries.

I verify that the student whose information has been entered into this online document matches the scoring documents completed at the time each item was administered to Student Name.

Submit

Cancel

If you discover a mistake was made in the submission of the scores, gather the necessary information and work with the Building Coordinator(s) to have the District Coordinator submit an incident report on the Secure Site, requesting that the answer document be regenerated.

Upon receiving the incident report, the OEAA will:

- process the report by regenerating the answer document (erases the original answer document)
- send a confirmation email to notify the submitter that the regeneration is completed.

The Building Coordinator will print a new test ticket, and the PAA will use the new ticket to enter the scores on a blank document.

Helpful Tips

You might find it easiest to use an iPad with stylus when entering scores on the Online Answer Document. The functionality is more precise and significantly faster than using a mouse or touchpad. Also, scrolling is available anywhere on the Online Answer Document; using a mouse you can swipe up or down, as well as scrolling. **Note:** Using an iPad during the administration is not permitted. Use the scoring documents to collect student responses and enter responses on-line after administration is complete.

Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	Response short of
8	●	●	
9	●	●	
10	●	●	
11	●	●	
12	●	●	

Item number	3 Responds correctly; no assistance	2 Responds correctly; verbal/physical cues	Response short of
2	●	●	
3	●	●	
4	●	●	
5	●	●	
6	●	●	

Returning Materials to the Building Coordinator

- Return all administrator booklets and student picture cards sets (including coversheet with barcode) to the Building Coordinator after testing.
- Test tickets and rosters are secure materials and also must be returned to the Building Coordinator.
- Scoring Documents used during observation should be retained at the school or district.

Completing the Coordinator/Assessment Administrator Feedback Survey

Once materials have been returned to the Building MI-Access Coordinator, the Assessment Administrator should complete the Coordinator/Assessment Administrator Feedback Survey found in the [Current Assessment Administration section](#) (www.mi.gov/mi-access.) The OEAA conducts this survey every test cycle to obtain feedback from the field on the assessment administration process.

Materials Return Instructions

Districts and/or schools may choose to return testing materials directly to the contractor after testing is completed, so a Return Kit is included in every order. Returned test materials might include multiple types of MI-Access materials (FI, SI and P), so the following instructions will reference all three types of materials.

How to Process MI-Access SI/P Test Materials After Testing

This table shows what to do with each type of material once testing is complete.

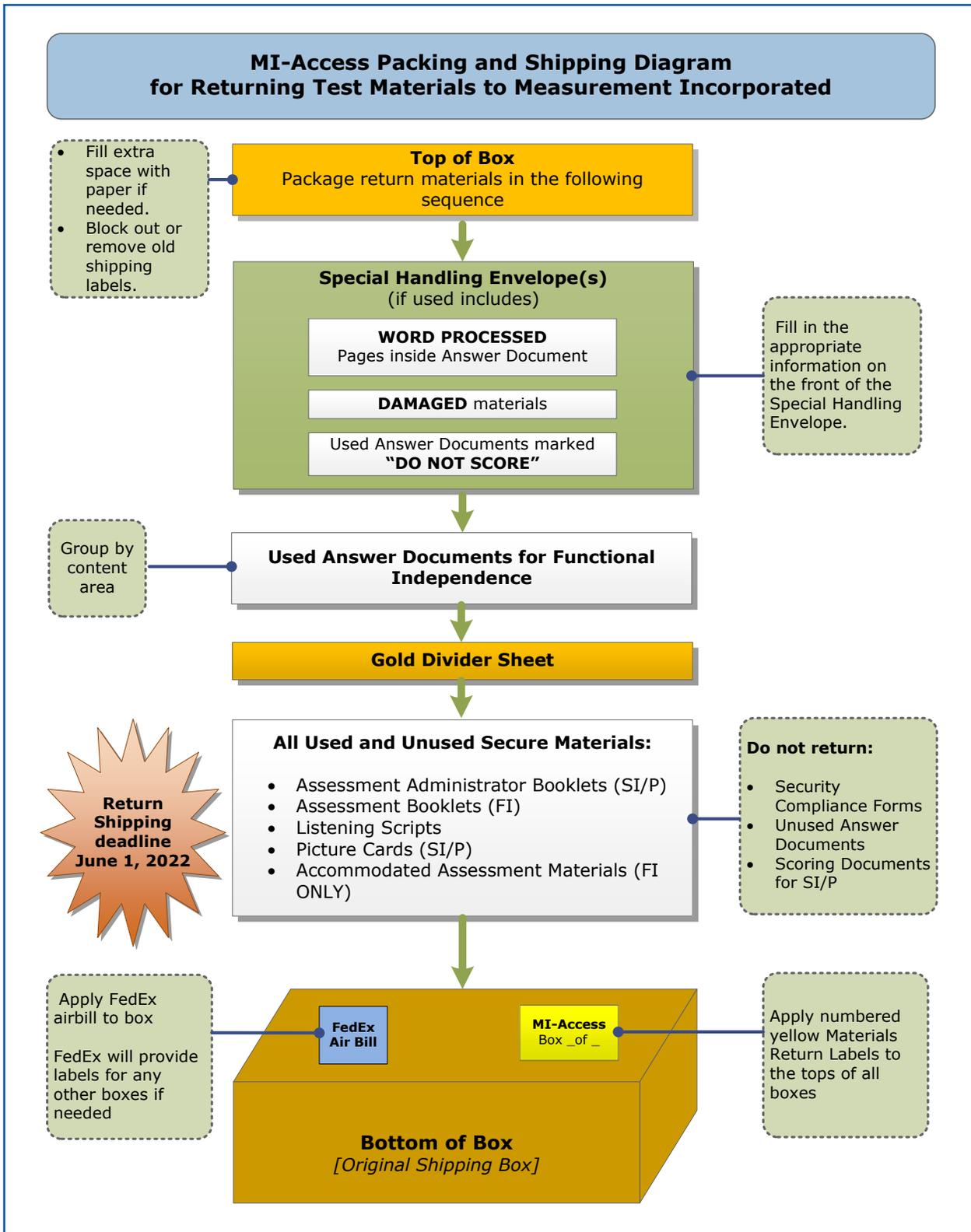
Test Materials	Return to Scoring Contractor	Schools Keep	Schools Destroy
Student Test Tickets and Test Rosters			√
Green Special Handling Envelope(s) with contents	√		
Used and Unused Assessment Administrator Booklets (grades 3–8 & 11)	√		
SI/P Scoring Documents		3 years	
SI/P Student Picture Cards	√		
OEAA Security Compliance Form(s)		3 years	
Biohazardous material (usually caused by student illness/accidents)			√*

* File an Incident Report for all secure materials that are destroyed, damaged, or missing.

Note: The Material Return deadline for returning all testing material is on or before June 1, 2022.

Return Materials Diagram

This Return Materials Diagram is for coordinators to use while packaging MI-Access materials for return to the vendor. The flowchart also appears in the Appendix E section of this manual.



Return Tools

The MI-Access contractor will provide districts/schools with several tools for returning materials, including:

- Special Handling Envelope (green) (1)
- FedEx Airbills
- Materials Return Labels (yellow)
- Return Kit Cover Sheet
- Instructions for Materials Return
- Divider Sheets (gold) (2)

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

Instructions for Materials Return

Things to consider when assembling materials for return:

- Collect all testing materials.
- Inventory all materials using the school packing lists.
- If any materials are missing, make every effort to locate and return them. File an Incident Report for any secure materials that cannot be located (see Appendix I).
- Assemble all materials as outlined in the packing diagram on previous page.
- Materials are to be returned by Building or District Coordinators after testing is completed.
- Return damaged materials in the green Special Handling Envelope.

The return box is processed as follows.

- Use the original shipping boxes or other sturdy boxes to return your materials; do not use copier paper boxes.
- Remove any information from any previous shipping labels on the box.
- Adhere a yellow Materials Return label to the top of each box.
- Fill in the district name and district code and the "Box # of #" fields for each box, then securely seal each box with three strips of plastic shipping tape on the top and bottom.
- Do not mark in any other section on the airbill; these have been preprinted with the accurate shipping destination and billing information.
- Districts may return materials for more than one school in the same box.

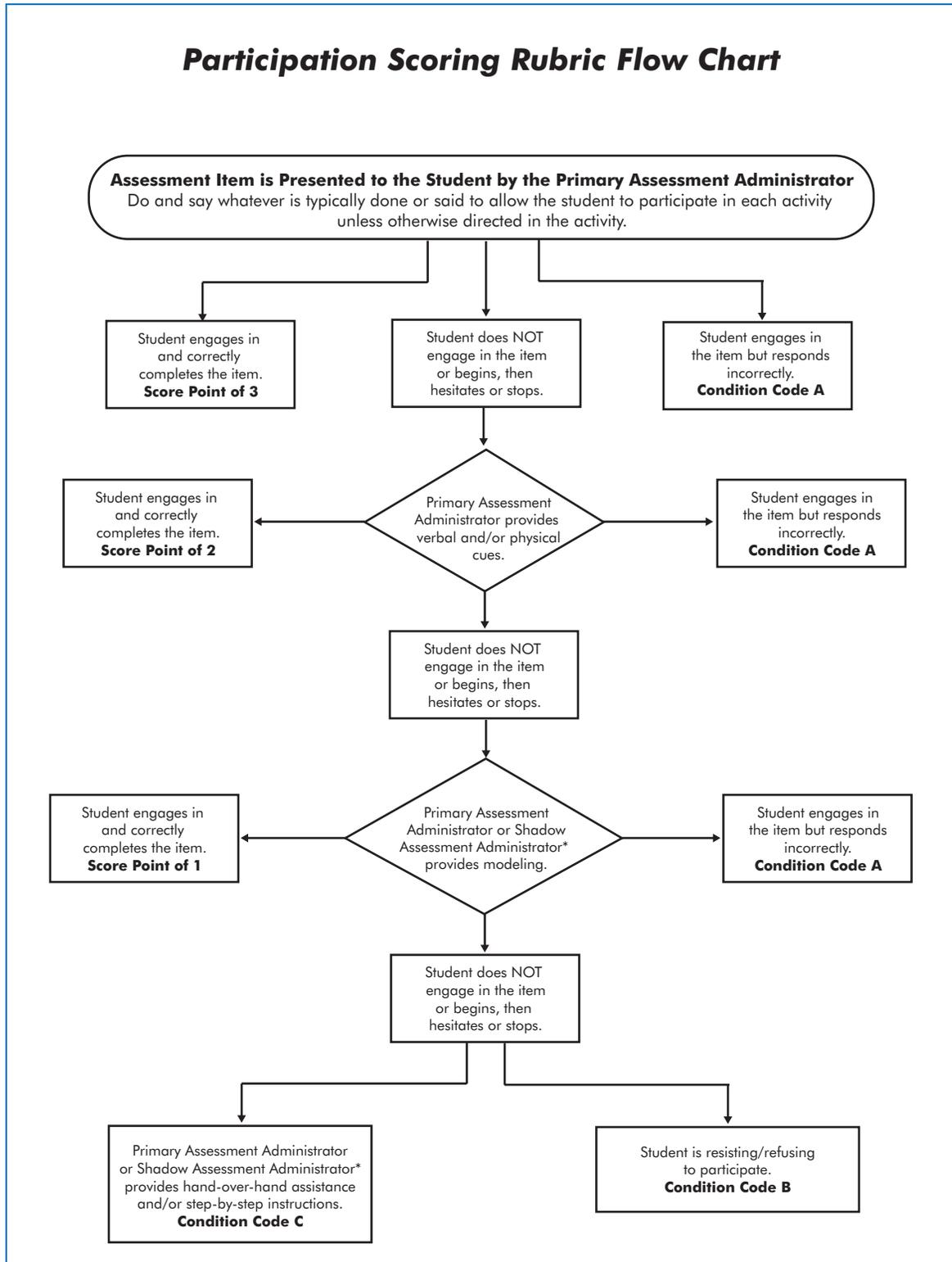
FedEx Return Instructions

- Place the boxes where the FedEx driver normally delivers or picks up packages.
- To schedule a pickup, call 1-800-GoFedEx (1-800-463-3339). After the voice prompt, press 9 or say "Premier Customer Service Program."
- When prompted, enter **999 999 933** as the nine-digit **FedEx PIN** - (This is not the Measurement Incorporated account number. The account number is preprinted on the FedEx Express Airbill). When transferred to a Customer Service Representative, specify that you need to schedule a **FedEx Express pickup**.
- Have the following information on hand when you call:
 - your phone number (if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system; otherwise, this information must be provided)
 - the pickup date
 - the total number of boxes you are returning
 - the average box weight (you can use 20 pounds per box as an average weight)
- For multiple-piece shipments, the FedEx driver will produce individual labels for each box, linking them to the airbill on Box 1. Retain the sender's copy of the airbill for your records, as it contains the master tracking number for your entire return shipment. **Note:** only one airbill is required per shipment.
- After returning all your MI-Access materials for the 2022 administration, destroy any remaining FedEx Express airbills, as these are assessment year-specific.

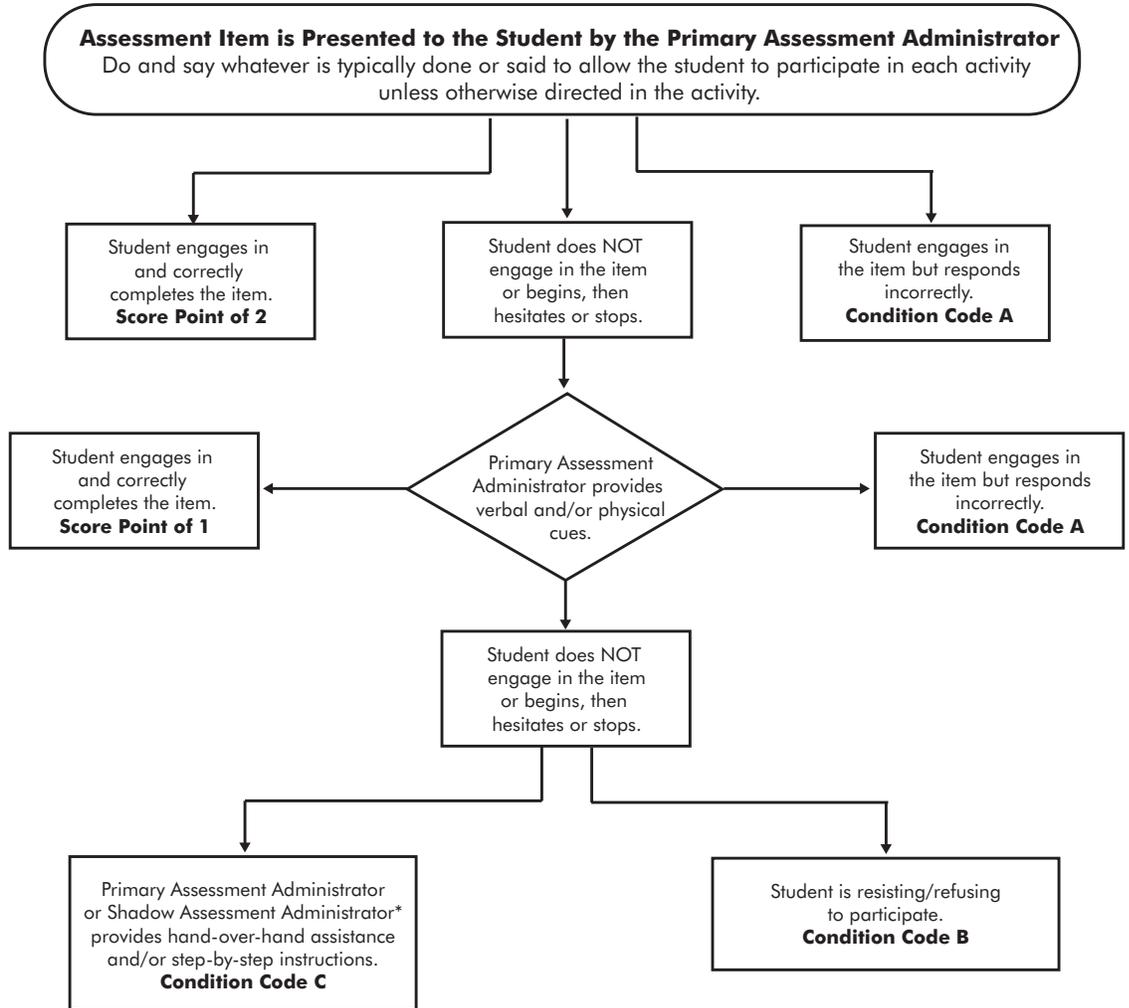
Appendices

Appendix A

SI/P Administration and Scoring Rubric Flow Charts



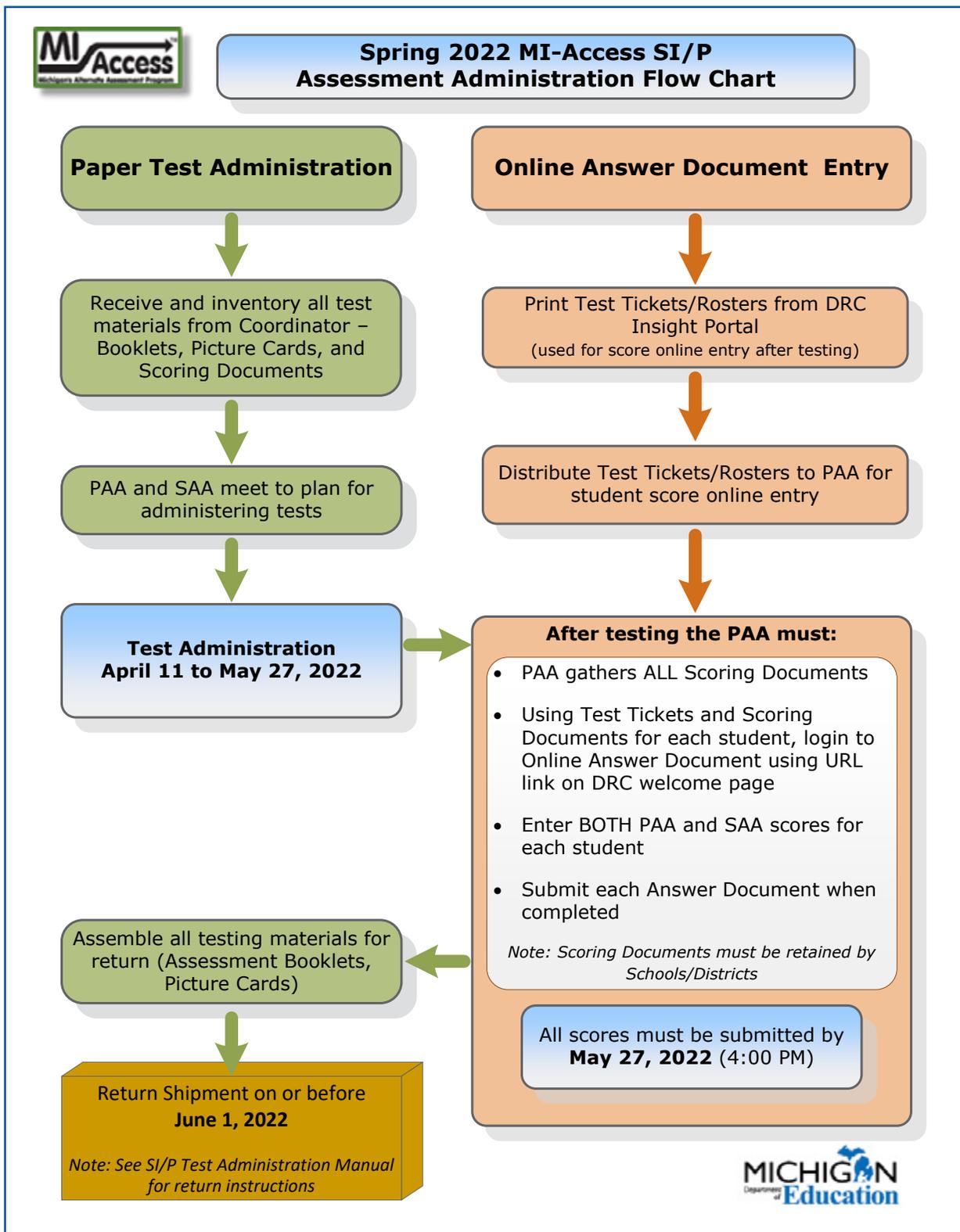
Supported Independence Scoring Rubric Flow Chart



* If directed to do so by the Primary Assessment Administrator.

SI/P Assessment Administration Flow Chart

This flowchart is a quick reference tool that lets administrators view the entire administration process from beginning to end, highlighting the uniqueness of the paper/pencil and the online features for SI/P. You may print this page as training tool and/or a reminder sheet.





2022 MI-Access List of Important Dates

Start	End	Task/Activity	Mode
10/18/21	11/23/21	Online Waiver Request window – request waiver to administer paper/pencil by 5 p.m.	PP
01/05/22	02/16/22	Initial Material Order Window by 5 p.m.	PP
01/05/22	02/16/22	Pre-identification of students for barcode labels by 5 p.m.	PP
01/06/22	02/21/22	Online test session setup in the OEAA Secure Site by 5 p.m.	OL
01/05/22	05/26/22	Pre-identification of students by 5 p.m.	Both
01/05/22	05/26/22	Off-site Test Administration Request	Both
01/06/22	03/18/22	Alternate Insight Availability Request	OL
03/02/22	03/02/22	Online District and Building Coordinator Training – DRC INSIGHT Portal at 10 a.m. – recording available 03/03/22	OL
03/04/22	05/27/22	Create/Manage Online Test Sessions and assign Universal Tools, Designated Supports, and Accommodations in DRC INSIGHT Portal	OL
03/28/22	03/30/22	Materials arrive in schools (all grades)	Both
04/04/22	04/06/22	Materials arrive in schools (alternate delivery request)	Both
04/07/22	05/24/22	Additional Material Order Window (closes at noon)	PP
04/11/22	05/27/22	Test Administration Window	Both
04/11/22	05/27/22	P/SI Online Answer Document score entry by 4 p.m.	Both
04/13/22	TBD	Preliminary Reports (within 48 hours of online test completion)	OL
06/01/22	06/01/22	Return of Materials Deadline	PP
June 2022	June 2022	Answer Documents Received - watch Spotlight for details	Both
June 2022	June 2022	Accountable Students Enrolled and Demographics - watch Spotlight for details	Both
June 2022	June 2022	Students Not Tested - watch Spotlight for details	Both
June 2022	June 2022	Submitted Issues for Answer Docs - watch Spotlight for details	Both
August 2022	TBD	Final Reports - watch Spotlight for details	Both

Watch the weekly [Spotlight on Student Assessment and Accountability](http://www.michigan.gov/mde-spotlight) (www.michigan.gov/mde-spotlight) for updates and additional information.

Appendix B

General Directions for “Do Not Read Aloud” Items

Although the use of readers is a standard assessment accommodation on all MI-Access assessments, several items, or parts of items, cannot be read aloud, because doing so would give the answer away, thus changing the construct of the test items.

The SI/P materials include reminders for each selected–response items to help guide the administrators with making choices for “Do Not Read Aloud” items, along with adaptations especially for students with visual impairments. For an example, reference the sample item booklet at this [link](https://www.michigan.gov/documents/mde/MIA_P_Sample_Item_Booklet_Grade_3_628332_7.pdf) (https://www.michigan.gov/documents/mde/MIA_P_Sample_Item_Booklet_Grade_3_628332_7.pdf).

Assessment administrators must review the tables and the administrator booklet prior to testing and note any items that cannot be read aloud in their own administrator booklet.

Here are descriptions—organized by content area—of the general types of items where reading aloud would be considered a nonstandard accommodation.

ELA: Accessing Print and Using Language (FI)/English Language Arts (SI/P)

- All the MI-Access ELA items have been developed so they do not have specific limitations for reading aloud. In the Do Not Read Aloud tables, these items are marked with “N/A” (not applicable).
- For items where picture answer choices are not accompanied by labels, the answer choices usually cannot be read aloud.

Mathematics

- For all coin/money items, the currency shown must never be identified by name. The item stem can be read, but the money must not be named.
- For all base 10 block items, only the item stem can be read, never the key or answer choices. For items where reading the numeral or corresponding word in either the item stem or the answer choices would give the answer away, the answer choices cannot be read aloud (see the example below).

Example: What numeral represents the number seventeen?

A 7

B 17

C 27

- For FI sequencing items with numbers (such as 8, 10, BLANK, 14, 16), the numbers in the stem usually cannot be read aloud. Refer to the Do Not Read Aloud tables for exceptions.
- For sequencing items comprised of pictures/symbols (such as heart, circle, square, heart, circle, _____), the pictures/symbols in the stem and the answer choices usually cannot be read/described aloud.
- Chart/map keys cannot be read aloud.
- Picture answer choices that are not accompanied by labels usually cannot be read aloud.

Science

- Picture answer choices that are not accompanied by labels usually cannot be read aloud.

Appendix C

Participation Scoring Rubric Score Point and Condition Code Definitions

Definitions of the terms used in the score points and condition codes that comprise the MI-Access Participation scoring rubric are shown below. Some definitions are accompanied by examples of how they are to be applied, using sample assessment items that are available for public use.

Note: There could be assessment items that students with physical limitations and/or sensory impairment know how to complete correctly, but because of their disability, they cannot do so without physical help from another individual. Providing physical assistance in these cases does not adversely affect a student's score if the student can direct and then receive the requested assistance. For example, if a student in a wheelchair is cognitively able to demonstrate understanding of maps and directions by navigating through the school building to designated locations, but needs help to move the wheelchair or open and close doors, the student would not be penalized (or given a lower score) if they can direct another person where to go and when to open and close the doors.

Score Point 3

Correct with No Assessment Administrator Assistance: The student correctly answers/engages in the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

Score Point 2

Verbal and/or Physical Cues: The student does not answer/engage in the item, or begins then hesitates or stops, necessitating prompting or cues from the PAA to start, continue the effort, or get back on track. Verbal and/or physical cues include prompting to continue (such as saying "Good.", "Keep going.", "What's next?", or "Show me your answer."); pointing to the area where picture cards are located or where a task is to be completed; or touching the student's arm to bring him/her back on task. The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal and physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (such as saying "Keep going" while touching the student's arm to bring him/her back on task). However, verbal/physical cues must not give the answer away, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

Score Point 1

Modeling: The student does not answer/engage in the assessment item after being provided verbal and/or physical cues, necessitating the PAA, or the SAA if asked, to demonstrate the correct completion of the assessment item in a manner that permits the student to observe what he or she is being asked to accomplish, short of hand-over-hand assistance.

Examples of Modeling

English Language Arts

- The student might be asked to participate in a verbal exchange (such as demonstrating a common courtesy word and/or phrase) with the PAA. If the student appears to not understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated (or modeled) by having the PAA and the SAA complete the communication exchange, thereby showing the correct process. Following modeling, the PAA would once again attempt to complete the item with the student.

Mathematics

- The student might be asked to complete a sequence by passing a therapy ball back and forth with the PAA. If the student appears to not understand the directions and is unresponsive to physical and/or verbal cues, the task could be demonstrated (or modeled) by having the PAA and the SAA pass the ball back and forth, thereby showing the correct sequence. Following modeling, the PAA would once again attempt to complete the item with the student.

Science

- In a selected–response item, the student might be asked to indicate which animal lives in water—a frog or a mouse. If the student’s response mode is pointing, the PAA could ask the SAA the question and the SAA would point to the correct answer, thereby modeling what the student is being asked to do. Following modeling, the PAA would once again attempt to complete the item with the student.

Condition Code A

Incorrect Response: The student provides a response that is incorrect after he or she has engaged in the assessment item.

Condition Code B

Resists/Refuses: The student resists and/or refuses to answer/engage in the item.

Condition Code C

Step-by-Step Directions: Specific step-by-step verbal/signed/pictorial instructions are provided to the student in order to inform him/her how to complete the task. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of “C” rather than a score point, regardless of his or her response.

Examples of Step-by-Step Directions

English Language Arts

- The student might be asked to participate in a verbal exchange (such as demonstrating a common courtesy word and/or phrase) with the PAA. If the student does not respond to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions to the student by explaining each step of the verbal exchange (that is, telling the student what needs to be said next).

Mathematics

- If the student does not respond to verbal and/or physical cues or modeling, the PAA may provide step-by-step directions by explaining each step of the activity to the student. For example, an assessment item might call for the student to perform a specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (that is, if the student is being observed performing 20 sit-ups, he/she is given step-by-step directions 20 times, perhaps by saying, “Up, down, up, down, up, down,” and so on).

Science Selected–response

- The student might be asked to indicate which animal lives in water—a frog or a mouse. If the student’s response mode is pointing, the PAA might say, “The correct answer is frog, so point to the frog.”

Science Activity-Based Observation

- The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (such as "Show me where your hand is." or "Point to your hand."). If the student does not respond to verbal and/or physical cues or modeling, the PAA might touch the student's hand and say, "This is your hand. Point to your hand."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

Hand-over-Hand Assistance: Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when a student requires an assessment administrator to physically guide him or her through each step of the item or activity. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

Examples of Hand-over-Hand Assistance

English Language Arts

- An assessment item might require the student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may ask the SAA to take the student's hands and physically guide him/her through the process of selecting the correct word or picture.

Mathematics

- An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him/her in the activity and then does not respond to subsequent verbal/physical cues and/or modeling, the PAA may ask the SAA to take the student's hands and physically guide him/her through each portion of the sequence.

Science Selected-response

- The student might be asked to indicate which animal lives in water—a frog or a mouse. If the student's response mode is pointing, the PAA might say, "The correct answer is frog.", then pick up the student's hand and use it to point to the frog.

Science Activity-Based Observation

- The student might be asked to indicate his/her hand during a familiar dressing routine when given directions (such as "Show me where your hand is." or "Point to your hand."). If the student does not respond to verbal and/or physical cues or modeling, the PAA might pick up the student's right hand and say, "This is your hand." Then, he/she might use the student's left hand to point to the right hand or wave the student's right hand to indicate the answer.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

Appendix D

Supported Independence Scoring Rubric Score Point and Condition Code Definitions

Definitions of the terms used in the score points and condition codes that comprise the MI-Access Supported Independence scoring rubric are shown below. Some definitions are accompanied by examples of how they are to be applied, using sample assessment items that are available for public use.

Score Point 2

Correct with No Assessment Administrator Assistance: The student correctly answers the assessment item without assistance from the Primary Assessment Administrator (PAA), the Shadow Assessment Administrator (SAA), or anyone else.

Score Point 1

Verbal and/or Physical Cues: The student does not attempt to answer the item or begins then hesitates or stops, necessitating prompting or cues from the PAA to encourage the student to start, continue the effort, or get back on track. Verbal and/or physical cues include prompting to continue (such as saying "Good.", "Keep going.", "What's next?", or "Show me your answer."); pointing to the area where the task is to be completed; or touching the student's arm to bring him/her back on task. The PAA can choose to (1) give verbal OR physical cues within an assessment item, (2) give verbal and physical cues but at separate times within an assessment item, or (3) give both types of cues simultaneously (for example saying "Keep going." while touching the student's arm to bring him/her back on task). However, verbal/physical cues must not give away the answer, tell the student how much of the assessment item remains, or cue the student that he/she has reached the end of the assessment item.

Condition Code A

Incorrect Response: The student provides an incorrect response after he/she has engaged in the assessment item.

Condition Code B

Resists/Refuses: The student resists and/or refuses to respond to the item.

Condition Code C

Step-by-Step Directions: Specific step-by-step verbal/signed/pictorial instructions are provided to the student in order to tell him/her how to answer the question. After providing step-by-step directions, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

Examples of Step-by-Step Directions

English Language Arts

- The student might be asked to participate in a verbal exchange (such as demonstrating a common courtesy word and/or phrase) with the PAA. If the student does not respond to verbal and/or physical cues, the PAA may provide step-by-step directions by explaining each step of the verbal exchange (that is telling the student what needs to be said next).

Mathematics

- If the student does not respond to verbal and/or physical cues, the PAA may provide step-by-step directions by explaining each step of the activity. For example, an assessment item might call for a student to perform the specified number of repetitions of an exercise. Since the student regularly does sit-ups as part of his or her physical education routine, the assessment administrator decides to observe the student performing sit-ups. Each step in the sequence of the sit-up is explained to the student for each of the repetitions (that is if the student is being observed performing 20 sit-ups, he/she is given step-by-step directions 20 times, perhaps by saying, "Up, down, up, down, up, down," and so on).

Science

- The student might be asked to indicate which animal is a reptile—a turtle, a frog, or a mouse. If the student's response mode is pointing, the PAA might say, "The correct answer is turtle, so point to the turtle."

Keep in mind that the purpose of step-by-step instructions is to give the student an opportunity to complete the assessment item for instructional purposes only.

Hand-over-Hand Assistance: Hand-over-hand assistance, which may be used alone or along with step-by-step directions, is provided when the student requires an assessment administrator to physically help him/her answer the item. After providing hand-over-hand assistance, the PAA might ask the student to answer the item to assess instruction; however, the student would still receive a condition code of "C" rather than a score point, regardless of his/her response.

Examples of Hand-over-Hand Assistance

English Language Arts

- An assessment item might require a student to select words paired with pictures that are associated with a specific task. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/ physical cues, the PAA may ask the SAA to take the student's hands and physically guide him/her through the process of selecting the correct word or picture.

Mathematics

- An assessment item might call for the student to complete a sequence by passing a therapy ball back and forth with the PAA. If the student does not respond to the initial attempt to engage him or her in the activity and then does not respond to subsequent verbal/physical cues, the PAA may ask the SAA to take the student's hands and physically guide him/her through each portion of the sequence.

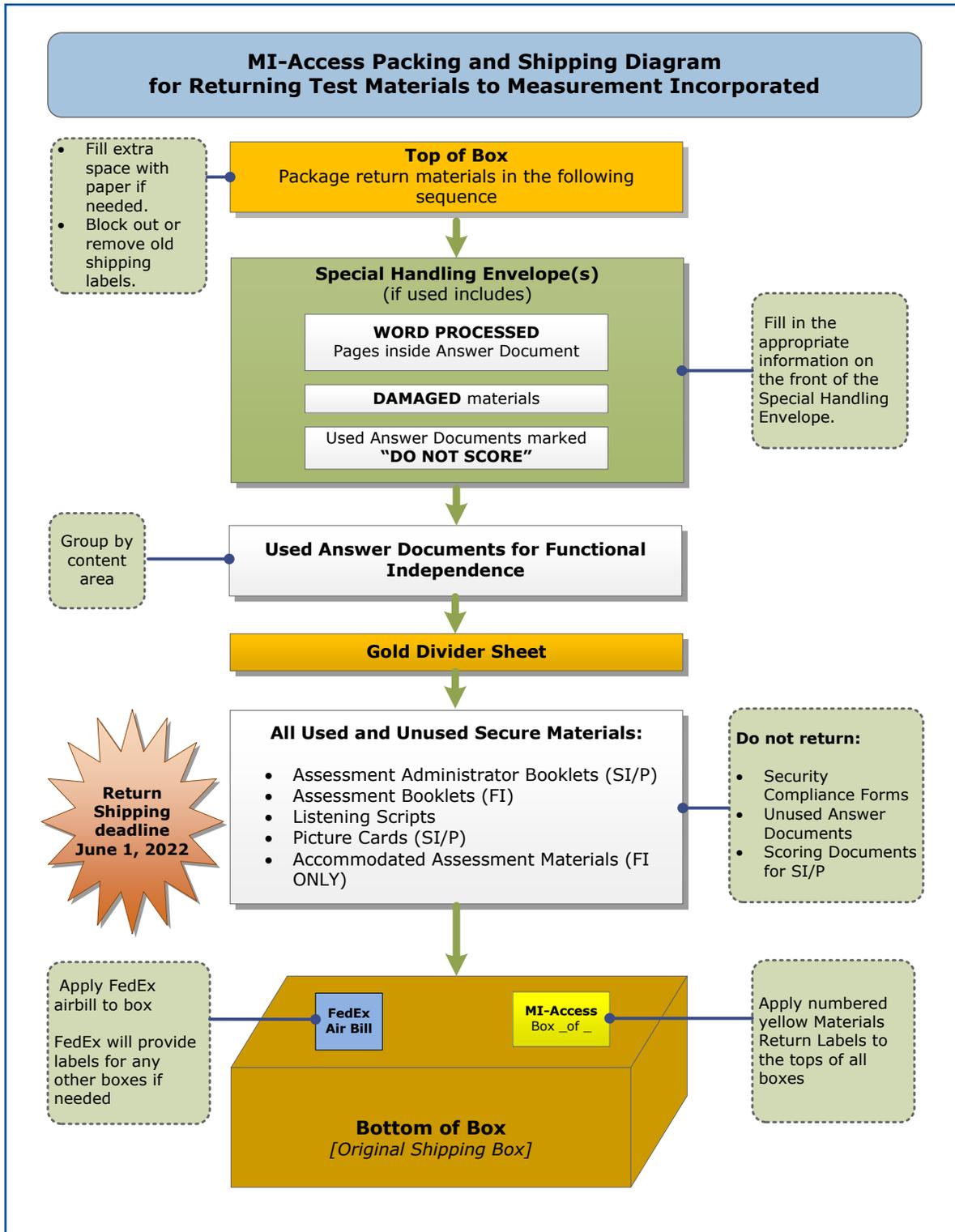
Science

- The student might be asked to indicate which animal is a reptile—a turtle, a frog, or a mouse. If the student's response mode is pointing, the PAA might say, "The correct answer is turtle.", then pick up the student's hand and use it to point to the turtle.

Keep in mind that the purpose of hand-over-hand assistance is to give the student an opportunity to complete the assessment item for instructional purposes only.

Appendix E

Return Materials Packing Diagram



Appendix F

Materials Handling Instructions

MI-Access Return Materials Kit

IMPORTANT! Please save the contents of this kit!

This kit contains materials needed for the return of:

- 1) Scorable answer documents.
- 2) Used and unused test booklets and assessment administrator booklets.
- 3) Other used and unused secure test materials (including picture cards, listening scripts, CDs, enlarged print and Braille materials).

Enclosed in this kit:

- **Instructions for Materials Return**
- **FedEx Airbills**
- **Yellow Materials Return Labels**
- **Two Gold Divider Sheets**
- **One Special Handling Envelope (green)**

If you do not have enough of any of these items, you may order more on the OEAA Secure Site.

Special Handling Envelope

					
Special Handling Envelope					
<p>INSTRUCTIONS: Please fill out all the applicable information below, insert the documents requiring special handling, and return this envelope with the rest of the testing materials. Please do not return unused answer documents or biohazardous materials.</p>					
<table style="width: 100%; border: 1px solid black;"> <tr> <td style="width: 30%;">District Code _____</td> <td style="width: 70%;">District Name _____</td> </tr> <tr> <td>School Code _____</td> <td>School Name _____</td> </tr> </table>		District Code _____	District Name _____	School Code _____	School Name _____
District Code _____	District Name _____				
School Code _____	School Name _____				
<p>CHECK THE REASON(S) FOR USING THIS ENVELOPE:</p> <p> <input type="checkbox"/> Word-processed document(s) <input type="checkbox"/> Damaged answer document(s) <input type="checkbox"/> Misadministration <input type="checkbox"/> Other _____ </p>					
<p><input type="checkbox"/> CHECK THIS BOX IF ANY ANSWER DOCUMENT INCLUDED IS NOT TO BE SCORED. PLEASE EXPLAIN. _____</p>					
<p>WRITE "DO NOT SCORE" ACROSS THE TOP OF EACH ANSWER DOCUMENT THAT IS NOT TO BE SCORED.</p>					
<p>WORD-PROCESSED PAGES: All word-processed pages used by students as an accommodation must be inserted into the student's answer document AND properly identified with student identification and assessment information to be scored. Proper identification of EACH page can be accomplished two ways:</p>					
<p>Option A Place the following information on each page: 1. Student's barcode label; 2. Content area and item number.</p>	<p>OR</p> <p>Option B Write the following information on each page: 1. Student name and birth date; 2. School code; 3. Grade, content area, and item number.</p>				

Appendix G

Assessment Security Compliance Form



MICHIGAN DEPARTMENT OF EDUCATION

Office of Educational Assessment and Accountability

OEAA ASSESSMENT SECURITY COMPLIANCE FORM

All staff who participate in a state assessment or handle secure assessment materials must be fully trained in assessment security and test administration procedures according to their role and sign this OEAA Assessment Security Compliance Form before participating in administering any of the state's assessments. Each staff member only needs to sign one form per academic year, if involved in the administration of multiple assessments. (Staff roles include, but are not limited to, coordinators, administrative staff, test administrators, proctors, and monitors)

Directions

TO COMPLETE:

1. Read this form in its entirety.
2. Date and sign the bottom of this page.
3. In the area under Building Information print both school name and district name on the lines provided. If known, provide school and district codes (these codes are found in the Educational Entity Master [EEM]).

IMPORTANT:

Districts or buildings must keep all completed Security Compliance Forms on file at their district for a period of three years following the assessment window. Do NOT return completed forms to the testing contractor. For complete documentation on required test security practices, policies, and procedures refer to the **Assessment Integrity Guide**.

I, the undersigned, do certify and attest to all of the following:

1. I have been trained in assessment security as pertaining to my role.
2. I have received training on the appropriate procedures and administration of the state assessments.
3. I have read the information and applicable instructions provided in the manual, directions, and any other documentation for the assessment(s) I am involved with and I agree to follow these procedures as they pertain to my role.
4. I understand my obligations concerning the security and confidentiality of these tests.
5. I understand that any deviation from required test administration practices may result in one or more of the following: test invalidation, further investigation, required additional training, and the revocation of authorization to administer the state's assessments. I also understand that the local school district may also impose reprimands and sanctions according to local district policies.
6. I am aware of my obligation to report any suspected violations of test security.
7. I have not and will not keep, copy, reproduce, paraphrase, distribute, review, or discuss any test materials that have not been released via posting on the [OEAA web page](http://www.michigan.gov/oeaa) (www.michigan.gov/oeaa) by the Michigan Department of Education (MDE).
8. I will not use test items, test booklets/answer sheets, or any of the information contained in an assessment to review/prepare students for a test unless and until it is released via posting on the [OEAA web page](http://www.michigan.gov/oeaa) (www.michigan.gov/oeaa) by the MDE.



Assessment Security Compliance Form (continued)



MICHIGAN DEPARTMENT OF EDUCATION

Office of Educational Assessment and Accountability

OEAA ASSESSMENT SECURITY COMPLIANCE FORM

9. I will not alter or influence students' responses in any manner (indicate answers, point out rationale, prompt, etc.)
10. I will not disclose individual student test scores or test performance data to unauthorized persons.
11. I will keep embargoed data secure until the public release of testing data by the MDE.

Date: _____

School Year: _____

Signature: _____

Printed Name: _____

Building Information

School Name: _____ School Code: _____

District Name: _____ District Code: _____

Note: Electronic copies of the **Assessment Integrity Guide** and assessment administrator documentation (including manuals, training materials, directions) are available on the [OEAA web page](http://www.michigan.gov/oeaa) (www.michigan.gov/oeaa). For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability (OEAA), 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, call toll-free **877-560-8378**, or e-mail mde-oeaa@michigan.gov.

Appendix H

MI-Access Resources

Resources are available on the MI-Access web page; these links provide quick and easy reference for some of them.

[MI-Access Web page](http://www.michigan.gov/mi-access) www.michigan.gov/mi-access

Current Assessment Administration

- [MI-Access List of Important dates](#)
- [Guide to State Assessments](#)
- [Spring Testing Schedule](#)
- [Guidelines for Participation in MI-Access](#)
- [Assessment Integrity Guide](#)
- [Security Compliance Form](#)
- [INSIGHT Support and Documentation](#)

Student Supports and Accommodations

- [Frequently Asked Questions](#)
- [Online-Paper Pencil Supports and Accommodations](#)
- [Supports and Accommodations Guidance Document \(includes Accommodation Table\)](#)

Supported Independence and Participation

- [Sample Item Booklets](#)
- [Assessment Coordinator Training Guide](#)
- [MI-Access Selection Guidance - Interactive Decision-Making Tool](#)
- [Assessment Selection Guidelines Training](#)
- [FI Online Tools Training](#)
- [Secure Site Training and Resource Materials](#)
- [Supported Independence and Participation Scoring Rubric Training Access at the Michigan Virtual Learning Platform at \(<https://plp.michiganvirtual.org/>\) and enter "MI-Access" in the search box, and select "Training: Participation and Scoring Administration."](#)
- [MI-Access Michigan's Alternate Assessment - What it is, What it Means, and What it Offers](#)
- [Spotlight on Student Assessment and Accountability weekly newsletter](#)

Appendix I

MI-Access Incident Reporting Guide for SI/P

Any testing irregularities that occur before, during, or after testing must be reported to the Office of Educational Assessment and Accountability (OEAA) within two school days. All incidents are required to be reported; do not neglect to report an incident if more than two school days have passed since you were aware of it. This table identifies the incident categories and sub-categories that are used in the Secure Site Incident Reporting tool and provides sample scenarios for each category or sub-category.

You will find detailed information on how to access and use the tool at the [Secure Site Incident Reporting tool](http://www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf) (www.michigan.gov/documents/mde/Incident_Reporting_520328_7.pdf).

Incident Category: Test Not Completed			
Incident Sub-Category	Scenario	Response	Report Required/ Response
Student was removed from school	Student is removed from class by parent or guardian during the test administration	Collect test materials and resume testing when/if student returns.	<u>Online Answer Document:</u> Any student responses should be entered and select "Save and Return Later" No Incident Report necessary
Student moved from school	Student transfers or moves from school with an incomplete content area test Note: Be prepared to accept a phone call from student's receiving school requesting information on test completion	Collect test materials and resume testing when/if student returns.	<u>Online Answer Document:</u> Any student responses should be entered and select "Save and Return Later" No Incident Report necessary
Student became ill	Student becomes ill and goes home before finishing a test	Collect test materials and resume testing when/if student returns.	<u>Online Answer Document:</u> Any student responses should be entered and select "Save and Return Later" No Incident Report necessary

Incident Category: Misadministration

Incident Sub-Category	Scenario	Response	Report Required/Response
Wrong test administered	Student is administered the incorrect test (for example, FI test instead of a SI test)	Inform parents or guardians. Student must be given the correct test, which may include a regeneration of the Answer Document or FI test. (New test ticket required.)	Incident Report Required Regenerate as needed to allow PAA to enter scores correctly.
Student scores entered on the wrong content area	The PAA may have entered the ELA scores on the mathematics online Answer Document	PAA must ask the OEAA to regenerate Answer Documents to allow for proper entry of scores. (New test ticket required.)	Incident Report Required Regenerate as needed to allow PAA to enter scores in correct content area.

Incident Category: Building Emergency

Incident Sub-Category	Scenario	Response	Report Required/Response
Building emergency	Building emergency occurs during the test, requiring student(s) to leave the room or otherwise interrupting testing	Address the building emergency—secure test materials as appropriate/possible.	Incident Report Required

Incident Category: Prohibited Behavior			
Incident Sub-Category	Scenario	Response	Report Required/Response
Electronics/social media	Taking photos of test items or materials, any use of social media during testing	<p>The student's test will be invalidated.</p> <p>Inform parents or guardians.</p> <p>Perform internal investigation as needed and keep resulting documentation on file as Prohibited Behaviors may be appealed during the Answer Document Verification window.</p> <p>Submit an Incident Report and use the Prohibited Behavior category.</p>	Incident Report Required

Incident Category: Technical Problems while Entering Student Scores			
Incident Sub-Category	Scenario	Response	Report Required/Response
Connectivity	Connectivity issues prevent entry of scores	<p>Contact your local IT staff.</p> <p>The PAA may enter scores on a different day or switch to another device, since this is an internet-based entry outside of the test site manager system.</p>	Incident report might be required if there are chronic internet connectivity issues

Incident Category: Other			
Incident Sub-Category	Scenario	Response	Report Required/Response
Other	Use this category if an incident does not fit into the listed categories	Responses may vary by incident or irregularity. Gather as much information related to the situation as possible.	If uncertain if the behavior constitutes an "incident", an Incident report may be filed; a resolution will be provided as warranted.

Incident Category: Staff Unethical				
Incident Sub-Category	Scenario	Response for Students Testing Online	Response for Students Testing with Paper/Pencil	IR Required/Optional
Staff Unethical	District administration or management company needs to report an incident involving inappropriate test administration practices of District/ Building Coordinators or Building Administration Note: When using this category, only the incident report submitter and anyone identified in the CC field of the report will receive notification of progress of this incident.	Submit an Incident Report; In working with the OEAA, the district may be able to quickly resolve issues.	Submit an Incident Report- In working with the OEAA, the district may be able to quickly resolve issues.	Online: Required Paper/ Pencil: Required

Appendix J

Change Log

<u>Date of Revision</u>	<u>Page Number</u>	<u>Description of Revision</u>
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Michigan State Board of Education

Ellen Cogen Lipton

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Pamela Pugh

Jason Strayhorn

Nikki Snyder

Tiffany Tilley

Cassandra E. Ulbrich

Dr. Michael F. Rice
State Superintendent

Gretchen Whitmer
Governor



MI-Access Supported Independence (SI) and Participation (P) Test Administration Manual (TAM)

Office of Educational Assessment and Accountability (OEAA)

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