Preparing Yourself and Staff as a Building Coordinator

Relevant assessments:

All Michigan state assessments:

- **M-STEP**
- **MME**
  - » ACT WorkKeys®
  - » SAT® with Essay
  - » M-STEP (Science and Social Studies)
- **MI-Access**
  - » MI-Access Functional Independence (FI)
  - » MI-Access Supported Independence (SI)
  - » MI-Access Participation (P)
- **WIDA™**
  - » WIDA ACCESS for ELLs
  - » WIDA Alternate ACCESS for ELLs
  - » WIDA Screener
- **PSAT™ 8/9 and 10**
- **Early Literacy and Mathematics Benchmark Assessments (K–2)**

☐ Building Coordinator Responsibilities

☐ Resources Available

☐ Training Staff

Assessment Coordinator Training Guide

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MICHIGAN Department of Education

NOTE to Reader:

The **Assessment Coordinator Training Guide** is composed of a series of documents published by the Michigan Department of Education (MDE) to provide information to District and Building Assessment Coordinators regarding their assessment-related roles and responsibilities. This guide provides the resources and knowledge base necessary to establish sound test administration practices and procedures that will allow for the reporting of valid and reliable test results. It will introduce you to Michigan's state assessment systems in general and will link you to the people, trainings, materials, tools, and resources needed throughout the process of coordinating state-provided assessments in your district.

This document is one chapter of the **Assessment Coordinator Training Guide** series. The **Assessment Coordinator Training Guide** is not meant to replace assessment-specific testing manuals, guides, training resources, or other documentation associated with each assessment program.

The web pages referenced in this document are active links. For the full URLs to these pages, please see the **Assessment Coordinator Training Guide Quick Reference** chapter. In that resource you will find an interactive list, along with the full URLs of the assessment-related web pages you will need to access, as well as:

- A preface for the **Assessment Coordinator Training Guide,** which includes information on how to use the guide

- An interactive **Table of Contents** for the training guide

- A reference list of acronym definitions, and

- Important contact information

It is recommended that you keep the **Quick Reference** chapter readily available for future use.

Intro

This chapter will help you prepare for your role as a **Building Assessment Coordinator**, describe the resources available to help you, and provide suggested topics for training your building's test administration staff, by answering the following questions:

▶ What are my responsibilities as a Building Assessment Coordinator?

▶ What resources are available to me for support?

▶ What type of training am I expected to provide to Test Administrators and Proctors?

Be sure to read the **Preparing Yourself and Staff as a District Coordinator** chapter of this training guide if you will be assuming any or all of the District Coordinator roles. Keep in mind that District and Building Coordinators might want to designate some of their responsibilities to appropriate staff who are able to perform them.

What are my responsibilities as a Building Assessment Coordinator?

- Carefully review the responsibilities of the Building Assessment Coordinator in the Identification of Testing Personnel section of the **Assessment Integrity Guide (AIG)**. Be aware that College Board assessments and ACT WorkKeys have additional qualifications that the Building Test Coordinator must meet. These requirements may be found in the **College Board Assessments Preparation** and **ACT WorkKeys Assessment Preparation** chapters of this training guide.

- Verify that you are listed in the **Educational Entity Master (EEM)** in the appropriate contact type, along with your physical address, email address, and phone number. Updates to the EEM can be done by the authorized district EEM user. If you are unsure who this is, you can locate their name and contact information on the District and School Contact page of the Office of Educational Assessment and Accountability (OEAA) Secure Site. Instructions for using the District and School Contacts page can be found on the Secure Site Training web page under the Miscellaneous section.

- Verify that you are assigned the correct roles for the assessment systems needed for the assessments being administered. Directions on how to request access to each of the systems are available in the **Assessment Systems** module of this guide.

- Create a College Board Professional Account in the College Board system. This account is required to access and receive important information regarding all College Board assessments.

- Select and train Test Administrators (TAs) and Proctors.

  » Review the **Assessment Integrity Guide** to verify that selected Test Administrators and Proctors meet requirements for M-STEP, MI-Access, and the Early Literacy and Mathematics Benchmark Assessments.

  » Review College Board and ACT policies to ensure selected Proctors and Room Supervisors meet the requirements for SAT, PSAT, and ACT WorkKeys.

  » Review the WIDA Michigan Checklist on the Michigan-specific WIDA web page.

This identifies information on state-specific policies that are not included in the WIDA Test Administration Manual.

» Schedule and conduct training for all TAs and Proctors.

» MI-Access coordinators must ensure primary and shadow administrators view the "**Training program for Participating in and How to Score MI-Access Supported Independence and Participation**" via the Michigan Virtual learning platform (enter "MI-Access" in the search box and select "MI-Access Training: Participation and Scoring Administration.") This is also linked to the MI-Access web page.

■ Verify that all testing personnel have access to appropriate assessment systems well in advance of testing.

» Complete all chapters in the **Assessment Systems** module of this training guide to ensure you and your team can access and use all of the following:

• OEAA Secure Site

• DRC INSIGHT Portal

• Educational Entity Master (EEM)

• Michigan Student Data System (MSDS)

• WIDA AMS

• WIDA Secure Portal

• College Board Systems used in state assessments

• ACT PearsonAccess[next]

» Determine who will be using each system; ensure they locate and review the appropriate training materials (videos and supporting materials).

■ Create a testing schedule for all grades (online and paper/pencil).

» 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. Refer to the **Assessment Integrity Guide (AIG)** for more information on testing schedules.

» Submit off-site testing requests as appropriate (College Board requires completion of an off-site testing request form(s) only if schools need an additional return kit(s) for off-site test locations.)

» Submit Alternate Insight Availability Requests, if appropriate.

■ Ensure the Technology Coordinator/staff is aware of the online testing dates, needs, and resources.

■ Identify which rooms will be used for testing and how/when rooms should be set up.

» Know the difference between College Board, ACT, and MDE-developed assessments requirements for testing facilities.

» Determine how many Proctors will be needed per room. Guidelines can be found in the Proctor Responsibilities section of the **Assessment Integrity Guide (AIG)**, as well as in the College Board and ACT WorkKeys assessment's Test Administration Manuals.

» Ensure all academic materials are removed from or covered on the walls. Guidelines can be found in the Testing Environment section of the **Assessment Integrity Guide**.

» Determine if you want to display the MDE-approved **INSIGHT Tools Poster** (available on the M-STEP web page) for each room where online testing will be administered (the poster cannot be distributed to students).

■ Inventory all test materials upon receipt to verify you have received materials that will be expected to be returned to the scoring contractor after testing.

■ Print, secure, and distribute test tickets.

■ Monitor completion of online assessments.

■ Monitor communications: the weekly MDE **Spotlight on Student Assessment and Accountability** newsletter; emails from MDE/OEAA, DRC, College Board (for PSAT 8/9, PSAT 10, and SAT), and ACT (for WorkKeys).

■ Collect signed **OEAA Security Compliance Forms** from test administration staff and give the forms to the District Coordinator.

- Prepare students and their families for online testing.
  - » Formulate a plan for students to access the **Online Tools Training (OTTs)** – recommended sequence:
    1. View the **Student Tutorials** in class to show students how the online testing system and tools work.
    2. Demonstrate how to use the **Online Tools Training (OTTs)** to the entire class (available using the Chrome browser and INSIGHT).
    3. For students testing paper/pencil, provide each student with hands-on practice with the online Sample Item Sets contained within the OTTs, ideally using the device they will use during testing.
  - » Conduct pre-administration sessions with students for SAT with Essay, PSAT, and ACT WorkKeys assessments. For SAT with Essay and PSAT 10, students will need parental consent before choosing to participate in Student Search Service and completing the optional questionnaire. See the appropriate Test Administration Manuals for lists of topics to be covered for each of these pre-administration sessions.
  - » Determine what and when to communicate with parents. (Informational materials are located under the Parent/Student Information section of each assessment web page.)
- Ensure the following post-administration activities are completed during the designated window:
  - » Return of test materials (see the **Materials Return** chapter of this training guide).
  - » Accountable Students Enrolled and Demographics for accountability (see the **Accountable Students Enrolled and Demographics** chapter of this guide).
  - » Answer Documents Received and Students Not Tested (see the **Answer Documents Received and Not Tested Students** chapter of this training guide).
- Understand the assessment reporting systems, how to access reports, and what information and reports are available (see the **Preliminary Reports** and **Final Reporting** chapters of this training guide for more information):
  - » Dynamic Score Reporting System
  - » MI School Data
  - » MI-Learn
  - » College Board K-12 Reporting Portal
  - » ACT WorkKeys reports and Scale Score Interpretation Guide
  - » WIDA AMS

What resources are available to support me?

As you read through the chapters in this guide, you will be directed to the various resources available to the Building Coordinator and other assessment team members. There is a comprehensive list of resources in the **Assessment Coordinator Training Guide Quick Reference** chapter, which is included in the **Overview** module.

The Test Coordinator Resources web page contains key resources for all state assessments, to help new Assessment Coordinators locate state assessment materials. These key resources include **Important Dates** and **Test Administration Manuals**, as well as documents on **Student Supports and Accommodations** and **Assessment Security**.

You should also explore the many resources available to you on each of the state assessment pages:

- » M-STEP
- » MI-Access
- » MME
- » Early Literacy and Mathematics Benchmark

Assessments
» WIDA
» PSAT 8/9 and PSAT 10

Other resources include:
» Secure Site Training Page
» **MDE Spotlight on Student Assessment and Accountability** weekly newsletter
» **Guide to State Assessments**
» College Board – Michigan website for SAT with Essay and PSAT 8/9 and 10
» ACT Testing: Michigan website
» Michigan Accountability web page
» MDE YouTube channel
  This contains an "Assessment" playlist that includes all the videos prepared by the OEAA, including the test administration training videos;

by bookmarking (or subscribing to) the YouTube channel, you can get updates when videos are updated or added.
» DRC INSIGHT Portal
» WIDA AMS
» Michigan page of the WIDA website

Many Assessment Coordinators find it helpful to create a dedicated folder of bookmarks for resources like the ones listed. A State Assessment Bookmarks folder has been created for you to save and import into your browser. This folder contains URLs of web pages and documents that are controlled by OEAA and typically do not change from year to year. You can keep adding to this list as needed. For information on how to save and import this bookmarks folder, read the **"Bookmark How To" directions**. located on the Assessment Coordinator Training Guide web page.

What type of training am I expected to provide to Test Administrators and Proctors?

The **Assessment Integrity Guide** states that all staff who participate in a state assessment or handle secure assessment materials must be fully trained in assessment integrity, their roles and responsibilities, and in each assessment(s) **Test Administration Manual(s)** for the assessment they are administering. For more information on the requirements of staff training, see the **Appropriate Practices for Test Security** chapter of this guide.

Create a training plan for test administrators. Training should include information about all state assessments that will be given in the building. The following list includes some of the topics your training should cover. More details can be found in each assessment's **Test Administration Manual (TAM).**

■ **Test Administration Manuals** – review of applicable TAM (MDE-developed, College Board, and ACT WorkKeys assessments)

■ College Board (SAT and PSAT) and ACT WorkKeys training materials
  » College Board requires online training every year for test coordinators. Test coordinators are then required to train other staff involved in testing.
  » ACT requires test coordinators to hold a training session to prepare staff for spring testing. ACT provides a list of topics to be covered in the training.

■ MI-Access Functional Independence (FI), Supported Independence (SI), and Participation (P) administration:
  » **Supported Independence and Participation Scoring Rubric Training** – enter "MI-Access" in the search box, and select "Training: Participation and Scoring Administration."
  » MI-Access SI/P social studies plan
  » knowing which students will be taking the MI-Access FI, SI, and P assessments

- » knowing how and when to return materials

- ■ WIDA Secure Portal training – training module review and passage of associated quizzes (required for WIDA ACCESS for ELLs, WIDA Screener, and WIDA Alternate ACCESS for ELLs)

  - » scoring training and passage of associated quizzes on the WIDA website for WIDA ACCESS for ELLs, WIDA Alternate ACCESS for ELLs, and WIDA Screener

- ■ Supports and Accommodations:

  - » identifying the personnel responsible for selecting Designated Supports and Accommodations in the DRC INSIGHT Portal for M-STEP and MI-Access FI students and in WIDA AMS for WIDA ACCESS for ELLs

  - » working with the school's Services for Students with Disabilities (SSD) Coordinator for College Board assessments

  - » identifying, scheduling, and administering assessments with supports and accommodations

  - » reviewing OEAA-required guidance documents, such as the **Scribing Protocol** and **Read Aloud Guidelines**, for personnel responsible for administering specific supports and accommodations

- ■ Assessment Security:

  - » There are specific Assessment Security Trainings that are required prior to test administration for Building and District Assessment Coordinators and for Test Administrators.

    - • Building and District Assessment Coordinators are required to complete the Assessment Security Training modules and read the **Assessment Integrity Guide (AIG)**.

    - • Test Administrators and Proctors are required to complete the Assessment Security Training modules and/or read the Assessment Integrity and Security for Test Administrators appendix in the Test Administration Directions.

    - • Refer to the **Test Security and Integrity** module for more information about the Test Security chapters.

- » **OEAA Assessment Security Compliance Form**

  Ensure all staff involved in administering assessments have read and signed the form, verifying that they:

  - • have been trained in test administration and test security

  - • understand their role in ensuring test security is maintained before, during, and after administration

- » College Board's **SAT Testing Staff Agreement** – all testing personnel responsible for SAT with Essay administration must review and sign this agreement.

- » handling secure and non-secure materials

  - • storing and distributing materials

  - • identifying secure and non-secure materials

  - • handling of scratch paper, test tickets, test booklets, answer documents

  - • returning materials (varies by assessment)

- ■ Testing schedules for online and paper/pencil assessments

  - » managing resources such as test tickets, scratch paper, and test directions

  - » scheduling computer labs to ensure all students are tested with minimal disruption to regular instruction

  - » handling student breaks

  - » reviewing the College Board (SAT, PSAT 8/9 and 10) and ACT WorkKeys requirements

- ■ Test day environment for online and paper/pencil assessments

  - » ensuring all posters and displays containing academic material in the testing area are removed or covered

  - » ensuring lighting, ventilation, and posted materials are appropriate

  - » knowing electronic device policies (for College Board, ACT, M-STEP, MI-Access, WIDA)

  - » knowing scratch paper, calculator, and use of graph paper policies (for all assessments)

- ■ Seating chart requirements

- » Specific requirements for SAT with Essay, PSAT 8/9, and PSAT 10 are located in the **SAT and PSAT Test Administration Manuals.**
- » Specific requirements for ACT WorkKeys are located in the **ACT WorkKeys Test Administration Manual.**
- » M-STEP, MI-Access, WIDA ACCESS, and Early Literacy and Mathematics Benchmark Assessments do not have seating chart requirements.

- ■ Administration day activities
  - » reading **Online** and **Paper/Pencil Test Administrator's Directions** and **Manual**
  - » knowing how to handle secure materials
    - • printing and distribution of test tickets for online assessments
    - • barcode labels, and handling of test booklets and answer documents for paper/pencil
  - » knowing the College Board and/or ACT WorkKeys photo ID policy
  - » understanding expectations for test administrators during testing:
    - • monitoring and video surveillance
    - • handling of materials
    - • identifying a testing irregularity
    - • handling students who need additional time testing
    - • identifying and handling prohibited behavior
  - » handling common problems
  - » reporting irregularities (varies by assessment)

- ■ Post-administration activities
  - » ensuring all students have tested
  - » keeping a list of students who didn't test (this information will be needed for the Answer Documents Received and Students Not Tested window)
  - » collecting used and unused test materials and returning to the Building Coordinator

- ■ Accessing available reports after testing

- ■ Ensuring Test Administrators review other relevant assessment resources, including:
  - » OEAA Secure Site trainings
  - » assessment web pages
  - » **Spotlight on Student Assessment and Accountability** MDE weekly newsletter

- ■ Contact information and processes for contacting the Building Coordinator and Technology Coordinator for questions/concerns before, during, and after testing